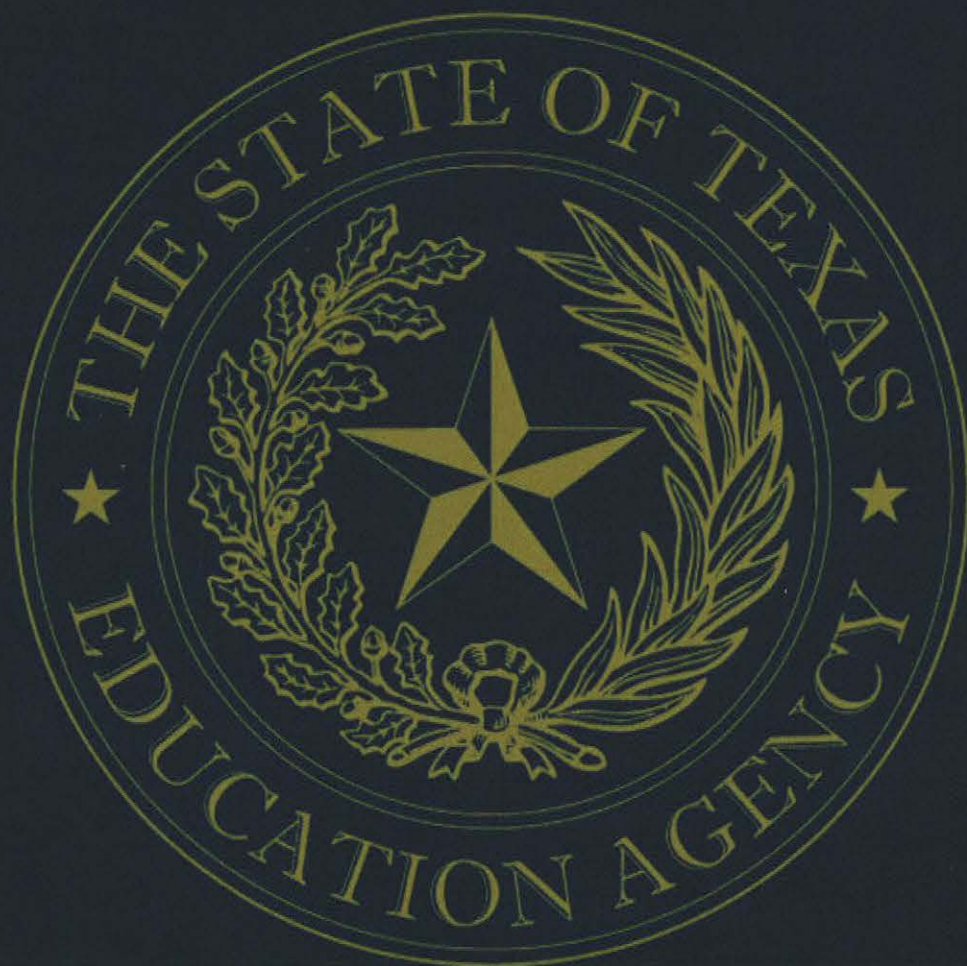


GENERATION 23

OPEN-ENROLLMENT CHARTER APPLICATION



NARRATIVE SECTION

New Millennium Leadership Academy

NAME OF PROPOSED GENERATION TWENTY-THREE CHARTER SCHOOL

Aspiring Leaders Inc.

NAME OF SPONSORING ENTITY

The sponsoring entity is a: 501(c)(3) Nonprofit Organization Governmental Entity College or University

I. CONTACT INFORMATION

Contact Name: Terence Reed
Applicant Mailing Address (for correspondence regarding this application.): P.O. Box 180512
Contact E-mail Address: Aspiringleadersinc@gmail.com Contact Phone #: 817-539-9883

II. GEOBOUNDARIES/FACILITIES/OPERATIONS

Number of Campuses Being Requested: 1
Number of Districts within GeoBoundary: 21
Address of Proposed Administrative Offices (if different from above):
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: Fort Worth, Texas

III. GOVERNANCE/LEADERSHIP

Number of Board Members: 5
Chairperson of the Governing School Board: Terrell Williams
Chief Executive Officer of the Sponsoring Entity: Terence Reed
Superintendent of Proposed Charter School: TBD
Board Member Who Attended an Applicant Conference: Delando Lewis

IV. ENROLLMENT PROJECTIONS

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 assessments are administered must be offered.

Year 1: Estimated Enrollment: 172
Year 2: Estimated Enrollment: 310
Year 3: Estimated Enrollment: 376
Year 4: Estimated Enrollment: 454
Year 5: Estimated Enrollment: 586
At Capacity: Maximum Enrollment: 600

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-Three Open-Enrollment Charter Application Subchapter D Instructions and Guidelines document.

Signature of Terence Reed, Date Nov 14, 2017, Printed Name Terence Reed
Signature of Terence Reed, Date Nov 14, 2017, Printed Name Terence Reed

MEMBER PROFILES

I. APPLICATION TEAM MEMBERS

Include names, current employment, and position with proposed school

Full Name	Current Job Title/Employer	Position with Proposed School
Terence Reed	Educator/Everman ISD	Board Member
Chaketha Carr	Retired Educator	Board Member
Delando Lewis	Grant Writer/ AJ Barron Capital	Board Member
Terrell Williams	Accounting/Trinity Industries Inc.	Board Member
Donna Hines	Educator	Board Member
Mark Williams	Distribution Manager/Summit	Volunteer Supporter

II. BOARD OF DIRECTORS

Include names of all board members.

Terence Reed
Chaketha Carr
Donna Hines
Terrell Williams
Delando Lewis

III. APPLICATION PREPARATION/SUPPORT SERVICES

List any individual(s)/organizations(s)/firm(s) that prepared, assisted, and/or provided professional advice on the contents of the application herein.

N/A

Were the above-mentioned paid? Yes No

IV. OUT OF STATE OPERATIONS

Does this applicant 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 have new schools/campuses scheduled to open in the 2018-19 or 2019-20 school years?

Yes No If yes, complete the table below.

Proposed School Name	City	State	Opening Date

Does this applicant have new schools/campuses approved, but scheduled to open in years beyond 2019-20 school year?

Yes No If yes, complete the table below.

Authorizer	# of Schools	City or Cities	State

GEOGRAPHIC BOUNDARIES

New Millennium Leadership Academy

Aspiring Leaders Inc.

Proposed Generation Twenty-Three Charter Name

Name of Sponsoring Entity

State the proposed school's **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.*

A **primary attendance boundary** is a subset of school districts within the approved attendance boundary. The proposed charter may admit students who reside outside of the primary boundary once all eligible applicants who reside within the primary attendance boundary have submitted a timely application and have been enrolled. *19 Texas Administrative Code (TAC), §100.1207(f)*

If the proposed charter school will have a primary attendance boundary, list all school district(s) that will establish the boundary. *Do not list the charter schools located within the designated geographic boundary.*

Attendance Boundary

Primary Attendance Boundary [if applicable]

- Arlington ISD
- Birdville ISD
- Burleson ISD
- Castleberry ISD
- Cedar Hill ISD
- Crowley ISD
- Desoto ISD
- Duncanville ISD
- Eagle-Mountain Saginaw ISD
- Everman ISD
- Grand Prarie ISD
- Grapevine-Colleyville ISD
- Hurst Eules Bedford ISD
- Irving ISD
- Keller ISD
- Kennedale ISD
- Lake Worth ISD
- Mansfield ISD
- Northwest ISD
- White Settlement ISD

- Fort Worth ISD

GLOSSARY OF TERMS AND RESOURCES

ASSESSMENT & ACCOUNTABILITY

- [Academic Accountability Rating](#)
- [Alternative Accountability Rating](#)
- [Charter FIRST Rating](#)
- [Charter School Performance Framework \[CSPF\]](#)
- [English Language Proficiency Standards \[ELPS\]](#)
- [State of Texas Assessments of Academic Readiness \[STAAR\]](#)

FEDERAL LAW

- [Every Student Succeeds Act \[ESSA\]](#)
- [Family Educational Rights and Privacy Act \[FERPA\]](#)
- [Individuals with Disabilities Education Act \[IDEA\]](#)

FUNDING

- [Average Daily Attendance \[ADA\]](#)
- [Facilities Funding and Standards/Bonds Guarantees](#)
- [Charter Start-Up Program \[CSP\]](#)
- [Electronic Grants \[eGrants\]](#)
- [Foundation School Program \[FSP\]](#)
- [High Quality Prekindergarten Program Grant](#)
- [Instructional Minutes for Purposes of Funding](#)
- [Introduction to Charter School Funding](#)

GOVERNANCE

- [Conflict\(s\) of Interest \[Nepotism\]](#)
- [School Board Member Training](#)

INSTRUCTION and GRADUATION

- [Bilingual Education](#)
- [Career and Technical Education](#)
- [Curriculum Standards](#)
- [Graduation Requirements](#)
- [Homeless Education](#)
- [Promotion and Retention](#)
- [Texas Essential Knowledge and Skills \[TEKS\]](#)

LEGISLATION

- [TEC, Chapter 12, Subchapter D \[Open-Enrollment Charters\]](#)
- [TEC, Chapter 12, Subchapter E \[College/University Charters\]](#)
- [TEC, Chapter 25 \[Admission, Transfer, and Attendance\]](#)
- [TEC, Chapter 29 \[Educational Programs\]](#)
- [TEC, Chapter 31 \[Instructional Materials\]](#)
- [TEC, Chapter 33 \[Service Programs/ Extracurricular Activities\]](#)

LEGISLATION cont.

- [TEC, Chapter 37 \[Discipline Law and Order\]](#)
- [TEC, Chapter 38 \[Health and Safety\]](#)
- [TEC, Chapter 39 \[Public School System Accountability\]](#)
- [TEC, Chapter 44 \[Fiscal Management\]](#)
- [TEC, Chapter 45 \[School District Funds\]](#)

OPERATIONS

- [Admission and Enrollment](#)
- [Amendments and Expansions](#)
- [Annual Review and Dismissal \[ARD\]](#)
- [Ask Texas Education Directory \[AskTED\]](#)
- [Depository Contracts](#)
- [Disciplinary Policies](#)
- [Educator Certification](#)
- [Educational Materials Web Application \[EMAT\]](#)
- [Fingerprinting](#)
- [Manifestation and Determination Review](#)
- [Meals](#)
- [Renewal of Charter/Denial of Renewal/Expiration](#)
- [School Nurse](#)
- [Student Teacher Ratio/Class Size](#)
- [Teacher Appraisal](#)
- [Texas Education Agency Security Environment \[TEASE\]](#)
- [Texas Education Agency Login \[TEAL\]](#)
- [Transportation](#)
- [Tuition and Fees](#)

RECORDS and REPORTING REQUIREMENTS

- [Academic Achievement Records \[AAR\]](#)
- [Alternative Compensatory Education Reporting System](#)
- [Annual Charter School Board Governance Reporting](#)
- [Federal Fiscal Compliance and Reporting](#)
- [Public Education Information Management System \[PEIMS\]](#)
- [Texas Academic Performance Report \[TAPR\]](#)
- [Texas Records Exchange \[TREx\]](#)

SPECIAL POPULATIONS

- [Early Education](#)
- [Gifted and Talented](#)
- [Limited English Proficient \[LEP\]](#)
- [Special Education](#)

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Selection Process	N/A
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Organizational Structure	N/A
Expansion Management	N/A
Performance Management	N/A
Performance Evaluation Information.....	N/A
Business Plan	N/A
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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 a: In-State Organization Out-of-State Organization



THIS PAGE IS ONLY TO BE COMPLETED BY ... board member(s) of the Sponsoring Entity. If this proposal is invited to participate in a capacity interview; authors of this section should be available to discuss the information provided.

II. Authoring Board Member(s): Terence Reed, Terrell Williams, Chaketha Carr, Delando Lewis, Donna Hines

 The purposes of Charter Schools (in the state of Texas) are to (1) *improve student learning*; (2) *increase the choice of learning opportunities within the public school system*; (3) *create professional opportunities that will attract new teachers to the public school system*; (4) *establish a new form of accountability for public schools*; and to (5) *encourage different and innovative learning methods*.
TEC§12.001

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

NARRATIVE (2) - Describe the process by which the mission and vision was established. *Identify all stakeholders, specific board members, and other individuals that contributed to the creation of the mission and vision.*

NARRATIVE (3) - Provide a succinct overview of how the school's mission is aligned with the proposed instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population. *Include any innovative attributes to the proposed mission and vision.*



This application measures **Innovation** across five attributes. An applicant should be able to demonstrate (i) relative advantage(s) over what is currently used; (ii) compatibility with the impacted population; (iii) ideas/innovations that will be learnable among those who will implement the components; (iv) usability among those who will implement; and (v) observable benefits for everyone involved.

Press to Input Narrative Response

**Evaluation Criteria
A response should:**

- Masterfully articulate the mission and vision.
- Demonstrates five attributes of innovation.
- Outline a clear decision making process for the creation of the mission and vision - identifying a significant contribution and buy-in from board members.
- 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.

New Millennium Leadership Academy is a school of excellence where our staff uses a community learning approach to accomplish our mission and vision.

The MISSION of New Millennium Leadership Academy is to provide a hybrid Learning environment that reflects student success in areas of post-secondary readiness, student achievement, and as independent learners where creativity, multiple learning opportunities, and leadership are a focus. Establish a safe, orderly, caring, and supportive environment that is conducive to learning in a collaborative effort with stakeholders. Our mission is driven by these principles:

Support System-Working with all stakeholders in a collaborative effort. All about TEAMWORK

Caring- The key to success is Building relationships

Quality- Providing authentic learning experiences that is relevant to real world expectations

Safety- Ensuring the environment is conducive to learning

Opportunity- Ensuring that each child experience success

The VISION of New Millennium Leadership Academy is we believe that learning is maximize when you ignite in every student a passion to learn through innovative learning experiences. New Millennium Leadership Academy is founded upon Four Core Values: 'R.I.S.E.'

R-Respect [What we practice]

I-Integrity [What we possess]

S-Service [What we provide]

E-Excellence [What we produce]

NARRATIVE (2) - Describe the process by which the mission and vision was established. *Identify all stakeholders, specific board members, and other individuals that contributed to the creation of the mission and vision.*

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

The mission and vision was formed during multiple meetings where members of the board, which included Delando Lewis, Chaketha Carr, Terrell Williams, and Donna Hines explored possible contributing factors to low performing schools and lack of student success in areas of student achievement and post secondary readiness in the target areas of the proposed charter school. Terence Reed, Board Member shared recent data with Board Members the academic performance gaps on State Assessments in core subjects such as Reading, Writing, Science, and Math and how if basic skills are not mastered by 3rd grade, students are highly likely to be behind throughout the remaining of their school years. The Board in collaboration came to consensus that the key to success with student improvement, student achievement, and student success is not so much what students are learning, but how students are learning. Our consensus led to the belief that it is the transformation of teaching and learning that will address these deficiencies and increases student improvement, student achievement, and overall success as an independent learner with a Hybrid Learning environment. Terence Reed also mentioned the lack of a character development program within curriculum in existence schools which is another possible contributing factor the Board also discussed of students having lack of ownership with their learning. Donna share that with leadership and character development opportunities among school age students, it would allow multiple opportunities for students to model and practice expectations of the desired outcomes of the school's mission. Jack Crane, stakeholder emphasize character development and leadership opportunities are very essential in the community, home, and the school. These skills would make them very productive as citizens and promotes responsibility and ownership for their

learning. In collaborative agreement, the Board established that New Millennium Leadership Academy mission will provide a Hybrid learning environment that reflects student success in post-secondary readiness, student achievement and as a life-long learner, where creativity and leadership are a focus.

NARRATIVE (3) - Provide a succinct overview of how the school's mission is aligned with the proposed instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population. *Include any innovative attributes to the proposed mission and vision.*

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

Our instructional program will be aligned according to the Texas Essential Knowledge and Skills (TEKS) along with the utilizing the TEKS Resource System. Our school's mission will be align with our instructional program using an innovative approach of a Hybrid Learning Model. Hybrid Learning consists of blended models of instructions being utilized in various methods of learning into one classroom which consists of direct instructions, group activities (small or whole) with peers, and self-pace instruction through digital technology. The significance of this model and how it would address the needs of our students in the community is that it increases student engagement in 'rotation of stations' which involves movement, allows student to work at his or her own pace which alleviates or minimizes frustration when there are multiple levels of learners, and allows more one-on-one interaction with teacher and student.

According to recent studies, Spring City Elementary School, Royersford, Pennsylvania outperformed traditional learners with the implementation of this learning model. Between 2013 and 2014, the percentage of students scoring at "proficient" or "advanced" levels on reading scores on the Pennsylvania System of School Assessment (PSSA) rose 19 points to 82.9%, math scores rose 24 points to 85.4%, and science scores rose 27 points to 90%. Students with IEP's showed an average increase in PSSA scores of 29%, which is three points higher than average increase for the total school population. (4)

Becoming a proficient reader by Grade 3 is a key predictor of future academic and career success, including high school graduation (Fiester 2013). (3)

Blended learning overall will be designed to meet the individual needs of our students by allowing teachers to personalized instructions. This strategy can be used for any subject and any grade level. Blended Learning combines face to face and on-line instructions (outside school hours). It allows students to work with teachers in school and have online resources at home. In the event of limited online access outside of school hours for our students, provisions of offline teacher instructions and resources via thumb-drives or technology devices will be available as an alternative to meet the needs of all our students. The goal and desired outcome of every student is to promote life-long learners, develop problem solving, critical thinking, team-work and communication which are skills highly looked upon by future employers. Ways that technology (E-Learning) supports this strategy includes but not limited to Google Classroom, Schoology, Edmodo, and Ted Talks.

Our ultimately goal will be through the transformation of Teaching and Learning in the classrooms through these innovative methods of Blended and Project-Based Learning together.

Research studies shows that a blended learning approach in early grades show more substantial gains in later grades. Student progress in the online component of the blended learning program was a significant predictor of growth in reading performance on a standardized reading assessment (Group Reading Assessment and Diagnostic Evaluation, Pearson Assessment, Boulder, CO) when controlling for student grade level, initial student skill level, and English learner status; however, students in kindergarten through Grade 2 showed more substantial gains than students in later grades. These results suggest there is a benefit of a blended learning approach to literacy instruction for a diverse cross-section of students, particularly when beginning instruction in the early grades. (3)

Blended learning incorporates face-to-face, teacher-led instruction along with digital technology using actionable data to provide students with a personalized educational path (Horn & Staker, 2011). With blended learning, students have some degree of control over the content, pace, time, and location of their learning (Powell et al., 2015). The real-time data typically provided through digital technology in a blended learning approach help teachers differentiate instruction based on students' varied progress (Horn & Staker, 2011). Teachers utilizing blended learning can target instruction to the specific learning profiles of their students, from Tier III to gifted and talented, as blended learning models can support whole-class, small-group, and independent work (Freeland, 2015). By differentiating instruction, blended learning may provide opportunities for class- or schoolwide improvements in reading with diverse populations (Powell et al., 2015). Based on the purported benefits over traditional instructional models, blended learning is gaining popularity not only for targeted populations, but also in general education settings (Horn & Staker, 2011). (3)

Project Base Learning will play an integral part according to the school's mission with increasing student achievement and complementing our blended instructions for the students. It will reinforce the TEKS at every grade level while developing students' skills in critical thinking, collaboration, communication, and creativity. Our school will build into the academic year four or more engaging and rigorous project base activities in all core subjects while incorporating students' interest and questions.

Project Based Learning (PBL) is more than just a teaching method. It's a revitalization of education for students so that they can develop intellectually and emotionally. By using real-world scenarios, challenges, and problems, students gain useful knowledge and skills that increase during their designated project periods. The goals of using complex questions or problems is to develop and enhance student learning by encouraging critical thinking, problem solving, teamwork and self-management. The project's proposed question drives students to make their own decisions, perform their own research, and review their own and fellow students' process/projects. (1)

Boaler (2002) compared student mathematics achievement in two similar British secondary schools, one using traditional instruction and the other using project-based instruction. After three years, students in the project-based-learning school significantly outperformed the traditional-school students in mathematics skills as well as conceptual and applied knowledge. In fact, in the project-based-learning school, three times as many students passed the national exam.

The Cognition and Technology Group at Vanderbilt University (1992) evaluated the effects of a series of video-based adventure simulations it developed. "The Adventures of Jasper Woodbury" provides a structure for students to work collaboratively on simulated real-world problems that require applying mathematical knowledge and reasoning. Compared with a control group, students who used the Vanderbilt series scored higher in solving word problems and in planning. On tests of basic math concepts, both groups scored the same. (2)

References

1. What is Project Base Learning? Educators of America. Oct. 13, 2017. https://www.educatorsusa.org/project-based-learning?gclid=EAlaIqobChMI9lrUv5S61gVil9-Ch2cLws5EAAYASAAEgJb8fD_BwE
2. David, Jane L., What Research says about/Project Base Learning. Educational Leadership. Oct. 11, 2017. http://www.ascd.org/publications/educational_leadership/feb08/vol65/num05/Project-Based_Learning.aspx
3. Prescott, Jen, Bundschuh, Kristine, Kazakoff, Elizabeth, Macaruso, Paul. Elementary School-wide implementation of Blended Learning program for Reading Intervention. Oct. 12, 2017. <http://www.tandfonline.com/doi/full/10.1080/00220671.2017.1302914?scroll=top&needAccess=true>
4. Proof Points: Blended Learning Success in School Districts, Christensen Institute, Oct. 12, 2017, <https://www.christenseninstitute.org/wp-content/uploads/2015/04/Spring-City-Elementary-Hybrid-Learning-School.pdf>.



Beginning the first year they report fall enrollment, districts and charter operators are rated based on the aggregate results of students in their campuses. While determining the number of campuses requested, applicants should review the [2017 Accountability Manual](#) to determine the Accountability System School Type' that would be applied to the proposed charter school.

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

II. Applicant proposes to open **MULTIPLE** campus 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 and/or requirements.*

Governing Board-Our governing board is composed of unique individuals that shares the same common vision for education quality. The governing board background of qualifications and experiences includes, education, business, accounting, grant/fundraising, community organizer, and marketing. Donna Hines, B.A. in Financing, Delando Lewis, B.A. in Management, Chaketha Carr, Retired Educator, Terrell Williams, Accountant, Terence Reed, M.Ed. in Curriculum and Instruction.

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/r requirements.* NA



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 should:**

- Establish measurable need(s) for the number of campuses requested with supportive research, theory and/or experience.
- Illustrate clear processes for determining the number of campuses requested with supportive research, theory and/or experience.
- Demonstrate a thorough 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- citing supportive research, theory and/or experience.

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.

New Millennium Leadership Academy primary focus will be on the QUALITY with refining and proving its educational model during the first five years in lieu of the QUANTITY with multiple campuses in short span of time. After several collaborative discussions among the Board Members, and Planning Team, we took into consideration several deciding factors that we felt was in the best interest for the school and the community for the decision for one campus during the first five years.

Quality of the Academic Framework- Was taken into factor. To fulfill our mission by ensuring academic achievement, we have several metrics in place to evaluate and assess the progress of our educational model for refining purpose. We clearly want to focus on steady growth and improvement with majority of at-risk students requiring additional supports being implemented. We also will develop a Campus Improvement Plan as one of our metrics that will be a benchmark tool in guiding us to the desired results and fulfilling the school's mission each and every year as we continue growth.

Steady Growth at a gradual pace- Was taken into consideration as our ultimate goal to provide quality services with adequate student/teacher ratio, and building a reputation within the community of providing excellence. Our conclusions came to expanding too rapidly in the target community will put at risks the possibilities of mismanagement, oversights, inefficiencies of program/framework, lack of management/ personnel, due to time, energy, resources, and focuses will be spent on recruitment of staff, human resources paperwork, which will take away core staff been strictly focus on the growth and development of its current school operation

Operational Perspective- Was taken into consideration due to the logistics of staff and limited resources will make it more cost efficient and not strain limited resources when it comes to conducting trainings, professional development for faculty and staff, compared to traveling, multiple trainings and professional development, multiple days that can be costly for school fiscal budget. Focus on capital growth through private donations, e-grants after a successful proven track record over the next five years, which would allow us to build a solid reputation for our academic success, student achievement.

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

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

New Millennium Leadership Academy has strategically targeted areas such as retail facilities for lease, formal church buildings that is conducive for a school, and warehouses with open space for renovation that are considered low overhead cost during the initial start up year for the school.

Facilities and Other Start-Up and Capital Costs: Many charter schools improvise by converting spaces such as rented retail facilities, former churches, lofts and warehouses into classroom, cafeteria, assembly and gym space, supplemented by the local YMCA, the public library and park, and the diner down the street. Once a charter school is more established it can acquire loans to move to a more suitable or permanent facility. State legislation and loan agencies are beginning to tackle this problem by providing start-up funding and providing charter schools with the information needed to obtain favorable loans. (1)

References

Baker Bruce D. "Exploring the Consequences of Charter School Expansion in U.S. Cities". Economic Policy Institute. Oct. 23, 2017. <http://www.epi.org/publication/exploring-the-consequences-of-charter-school-expansion-in-u-s-cities/>

EDUCATION PLAN – Demographic Profile

I. STUDENT DEMOGRAPHIC DATA	First Campus	Occupied District Fort Worth ISD	Contiguous District 2	Contiguous District 3
African American	71.3	23		
Hispanic	20.9	62.3		
White	3	11.1		
American Indian	0.3	0.1		
Asian	1.2	1.8		
Pacific Islander	0.6	0.1		
Two or More Races	2.8	1.5		
Economically Disadvantaged	86.6	76.7		
ELL	17.8	30.9		
At-Risk	74	75.2		
Gifted & Talented	1.5	9.8		
Special Education	4.3	7.9		

II. Number of charter school campuses 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- *Where demographic projections deviate significantly from the surrounding districts, explain the proposed demographic assumption(s).*

 District 2 and 3 must be contiguous to the school district in which the first campus will be located.

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

 Student demographic data can be found on the school districts Texas Academic Performance Report (TAPR).

Please visit <https://rptsvr1.tea.texas.gov/perfreport/tapr/>

Evaluation Criteria A response should:

- OPTIONAL FOR PRIORITY POINT: Propose (and demonstrate) a school campus that will be located in the Attendance Zone of a school district-campus assigned an unacceptable performance rating under Section 39.054 for the two preceding school years.
- Cite realistic demographic projections and accurate district data
- Demonstrate (and supplement) a comprehensive understanding of the community/student population with unique historical, cultural, social, or academic factors that drive the schools mission/vision.
- Identify both common and unique learning needs among the anticipated student population(s) that clearly align with the proposed instructional program.
- Demonstrate (and establish as superior) a comprehensive understanding of any current educational settings that are available.

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- *Where demographic projections deviate significantly from the surrounding districts, explain the proposed demographic assumption(s).*

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

Based on the make-up demographics of these zip codes (76119, 76105, 76120, 76112), current average enrollment of students in these schools zones, student population that will be served will be 52% Blacks, 40% Hispanics, 8% Mixed with other ethnic groups. Based on the TAPR report, we highly anticipate a high population of ELL, At-Risk, and SPED students with academic deficiencies that we are looking to address. It is our ultimate goal to provide a personalized learning approach as a way to improve student learning with incorporating blended instructional models from Station Rotation to Flipped Classroom as an innovative learning method that would benefit and address students educational needs in the most beneficial way. Far too many students from the student demographics that we will be serving suffers from a wide-range of inadequate learning opportunities, interventions, mental health issues, behavioral issues, poverty, and lack of resources. Our aim is to target these 'specific' areas and address these learners unique needs. Research studies shows that mental illness in students having effects on academic achievement.

Schools do not all screen students for mental health issues, and the practice varies widely across states. Even if students are successfully identified, many areas lack the community-based mental health treatment options that would be needed to help them. Just 38 percent of youth with a mood disorder such as depression or bipolar disorder receive treatment services. In 2014, the federal government announced \$48 million in new grants to support teachers, schools and communities in recognizing and responding to mental health issues. Still, many students' mental health problems continue to go unidentified and untreated. (1)

You might call it a silent epidemic. Up to one in five kids living in the U.S. shows signs or symptoms of a mental health disorder in a given year. So in a school classroom of 25 students, five of them may be struggling with the same issues many adults deal with: depression, anxiety, substance abuse. And yet most children nearly 80 percent who need mental health services won't get them. Whether treated or not, the children do go to school. And the problems they face can tie into major problems found in schools: chronic absence, low achievement, disruptive behavior and dropping out. Experts say schools could play a role in identifying students with problems and helping them succeed. Yet it's a role many schools are not prepared for. Educators face the simple fact that, often because of a lack of resources, there just aren't enough people to tackle the job. And the ones who are working on it are often drowning in huge caseloads. Kids in need can fall through the cracks. (2)

The specifications on how New Millennium Leadership Academy will address these unique learners will be through our Response To Intervention campus-wide system that monitors our student progress from data collection of assessments, benchmarks, and reports for the benefit of the overall Campus Improvement Plan. All staff will receive specific training on the campus-wide system in the beginning of each school year, and on-going training and support will follow through-out the school year to ensure its effectiveness and that protocol being followed according to the steps and procedures when addressing student needs. The uniqueness of our systems will consist of all students having an 'Individualized Success Plan' which derives from our school's mission of student success. This I.S.P. will address and target their academic and career goals, student hobbies and interests, academic strengths and weakness, formal and informal assessments from previous schools records, etc. Students ISP will be a snapshot profile on how best the team can cater or address student needs on a regular basis, which we consider a pro-active approach of alleviating or minimizing academic deficiencies and performance gaps when it comes to academic accountability. It also allows teacher to develop instructional plans in a hybrid learning environment with multiple learning methods being implemented at one time. With our RTI system in place, it will assure that 80-95% of our students needs will be address in Tier I from our classroom teachers and the 10-15% students remaining in Tier II and Tier III will be handled by our RTI team/specialist.

Addressing the needs of our SPED students, will coincide with our blended learning framework, which is especially beneficial to students with learning disabilities and needing modifications. Personalized instructions with technology-based instructions/programs enhances learning by modifying and personalizing lessons to meet certain goals and objectives according to students IEP's and compliments several of our blended learning models. According to Howard Gardner, students learn in multiple ways such as artistic, linguistic, kinesthetic, spatial, etc. NMLA fully recognize that students possess multiple intelligence

when it comes to learning.

Gardner's multiple intelligences theory can be used for curriculum development, planning instruction, selection of course activities, and related assessment strategies. Instruction which is designed to help students develop their strengths can also trigger their confidence to develop areas in which they are not as strong. Students' multiple learning preferences can be addressed when instruction includes a range of meaningful and appropriate methods, activities, and assessments. (4)

Dr. Gardner says that our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. We esteem the highly articulate or logical people of our culture. However, Dr. Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. Many of these kids, in fact, end up being labeled "learning disabled," "ADD (attention deficit disorder)," or simply underachievers, when their unique ways of thinking and learning aren't addressed by a heavily linguistic or logical-mathematical classroom. The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more. The good news is that the theory of multiple intelligences has grabbed the attention of many educators around the country, and hundreds of schools are currently using its philosophy to redesign the way it educates children. The bad news is that there are thousands of schools still out there that teach in the same old dull way, through dry lectures, and boring worksheets and textbooks. The challenge is to get this information out to many more teachers, school administrators, and others who work with children, so that each child has the opportunity to learn in ways harmonious with their unique minds. (5)

Addressing the needs of our ELL will be a Bilingual program which will consist of a 'Transitional Bilingual Education' (Early Exit) primarily for our K-2nd grade students, which we will provide academic instructions in their primary language as students learn English. The academic goal for this program is transition to all English instructions. However, as our school continues to grow year after year with the addition of grades been added, there will be a Developmental Bilingual Education (Late Exit) also to address new students beyond 2nd grade that enrolled into our school program or current students that are reclassified for the program or experiencing deficiencies. The difference with this program will be that the student will receive 50% of instructions their first language. The academic goal for that program is Fluency in both languages. Our ESL program will also be available, where students will be pulled out and received special instructions in ESL either 1-on-1, small, or whole group instructions, where the academic goal is also fluency in English proficiency.

Successful program models for promoting the academic achievement of language minority students are those that enable these students to develop academic skills while learning English. The best program organization is one that is tailored to meet the linguistic, academic, and emotional needs of students; provides language minority students with the instruction necessary to allow them to progress through school at a rate commensurate with their native-English-speaking peers; and makes the best use of district and community resources. (6)

Some examples of what our instructional strategies in the program will consist of in the class is making word walls that includes high frequency words for a lesson, unit, or activity. Using smart boards, posters, and visual displays during instructions. Providing sheltered instructions into our TEKS lessons. We will measure student progress through activities and class assignments such as writing in their journal, sight words, quick writes, demonstrating previous concepts, skills, proficiency in rotation station, project-base activity, peer learning, or informal assessments. Anchor charts as visual reminders, making connections to current events or real world scenarios, think aloud which encourages conversations. With our flagship instructional model of hybrid learning, personalized learning and a structure classroom are keys to addressing deficiencies, and wide academic gaps among our ELL population in the community.

Addressing our G.T. students will be an upppervention model design to create opportunities for students to explore their innate gifts. Acceleration program and ability grouping will be two options the Instructional team, Site-Based Decision Making Team will explore to see which model would be in the best interest of our students. Research studies shows that gifted students whom are involved in acceleration increases academic achievement.

Ability grouping places students of similar skills and abilities in the same classes. Acceleration, most commonly known as grade skipping, subject acceleration, or early admission into kindergarten or college,

gives students the chance access opportunities earlier or progress more rapidly.

The widely-debated educational techniques effectively increase academic achievement at a low cost and can benefit millions of students in U.S. school systems, according to the study, "What One Hundred Years of Research Says About Ability Grouping and Acceleration for Students K-12" published in Review of Educational Research.

"Although acceleration is widely supported by research as an effective strategy for meeting the needs of advanced learners, it's still rarely used and most schools do not systematically look for students who need it, said study co-author Paula Olszewski-Kubilius, director of the Center for Talent Development at Northwestern's School of Education and Social Policy. (7)

We will have a variety of instructional models that will be used to meet the educational, social and emotional needs of our g.t. students. Selective Teachers will be highly trained to provide appropriate instructions that would allow students a meaningful experience with their learning. Our project-base learning which is also part of our learning framework, compliments with our gifted and talented students enrichment experiences. With our Pre-K program, that will be fully design with rigor and enrichment that would have students on grade level proficiency. According to a research study, early programs such as Pre-K would decrease the chances of referrals for special education services.

Nationwide, special education costs nearly twice as much as general education, the study's authors said. In addition, children placed in special education are at higher risk of dropping out of school and committing crimes as adults, they said. (3)

Children in state-supported, high-quality early childhood programs were less likely to be placed in special education, according to a study released Tuesday.

The study, which took place in North Carolina between 1995 and 2010, looked at the impact of two programs funded by the state. The North Carolina Pre-kindergarten Program, formerly called More at Four, is designed for 4-year-olds who speak limited English, are disabled or chronically ill, are behind their age developmentally or whose families have an annual income at or below 75 percent of the state median income. The other program, Smart Start, provides child, family and health services from birth through age 5 and is open to all of the state's children. The study by Duke University researchers found that spending \$1,110 per child in the pre-kindergarten program – the funding level in 2009 – reduced by 32 percent the likelihood that those students would be placed in special education by the end of 3rd grade. An investment of the same amount in the Smart Start early childhood initiative reduced the likelihood by 10 percent. Most children in North Carolina are referred to special education before grade 4, the researchers said.(6)

References

1. Gold, Jenny. "One out of five children have mental illness, and schools don't often help". Kaiser Health News. Oct. 16, 2017. <http://www.pbs.org/newshour/run-down/one-five-children-mental-illness-schools-often-dont-help/>
2. Anderson, Meg, Karvitha Cardoza. "Mental Health in Schools: A Hidden Crisis Affecting Million of Students". Oct 30, 2017. <http://www.npr.org/sections/ed/2016/08/31/464727159/mental-health-in-schools-a-hidden-crisis-affecting-millions-of-students>
3. Frey, Susan. "Study finds Preschool Programs lower Special Education referrals". EdSource. Oct. 24, 2017. <https://edsources.org/2015/study-finds-preschool-programs-lower-special-education-referrals/74044>
4. "Howard Gardner Multiple Intelligence". Northern Illinois University, Faculty Development and Instructional Design Center. https://www.niu.edu/facdev/_pdf/guide/learning/howard_gardner_theory_multiple_intelligences.pdf
5. Armstrong, Thomas. "Multiple Intelligence". American Institute for Learning and Human Development. Oct. 12, 2017. <http://www.institute4learning.com/resources/articles/multiple-intelligences/>
6. "Instructional Programs for English Language Learners". Colorin Colorado. Oct. 23, 2017. <http://www.colorincolorado.org/article/instructional-programs-english-language-learners>
7. Deardorff, Julie. "Gifted Students Benefit From Ability Grouping, Acceleration". Northwestern School of Education and Social Policy. Nov. 5, 2017. <https://www.sesp.northwestern.edu/news-center/news/2017/01/gifted-students-benefit-from-ability-grouping,-acceleration.html>

fyi Federal IDEA law requires that all children with disabilities residing in the state, who are in need of special education and related services, must be identified, located, and evaluated (**Child Find**). Charter schools must have the capacity to provide: (a) full array of nondiscriminatory evaluation services; (b) full array of special education services and related services; and (c) full continuum of placement options to students with: autism, deaf-blindness, auditory impairment, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, learning disabilities, speech impairment, traumatic brain injury, visual impairment, and/or a student is classified as non-categorical (which are students between ages 3-5 who are evaluated as having an intellectual disability, an emotional disturbance, specific learning disability, or autism.)

I. Identify person(s), position(s), and/or entities that will be responsible for implementing Special Education requirements with fidelity. Applicant must include Education and Experience requirements.

SPED personnel will have state certification in SPED, B.S./B.A. req'd. 2yrs exp. in instruction, law and compliance, diagnostics, provision of services, and IEP/ARD.

II. Identify person(s), position(s), and/or entities that will be responsible for implementing required services/assessments for English Language Learners with fidelity. Applicant must include Education and Experience requirements.

Bilingual personnel will have Bilingual state certification, B.S./B.A. req'd. 2yrs exp in instruction with ESL and ELL students, screening, provision of services.

fyi A charter school, like all other public schools, must provide a **Continuum of Alternative Placements** to students with disabilities. This continuum includes the following placement options, as noted in 19 TAC §89.63, Instructional Arrangements and Settings. (a) Mainstream, (b) Homebound, (c) Resource Room/Services, and (d) Self-Contained (mild, moderate, or severe) Regular Campus.

III. Identify person(s), position(s), and/or entities that will be responsible for implementing any screening and/or services for Gifted and Talented students. Applicant must include Education and Experience requirements.

GT personnel will have Specific GT Training, Credentials, B.A./B.S. req'd 3yrs exp. with identification, screening, curriculum development of GT learners.

NARRATIVE (1) - Discuss plans to implement all required screenings, accommodations, instruction, and placements for students requiring special education. *Include specific reference to budget amounts that will facilitate effective Child Find requirements and adequate continuum(s) if alternative placements.*

NARRATIVE (2) - Discuss plans to ensure that English Language Learners will be taught the academic English they will need for school purposes and assessed to measure progress in learning the English language. *Include specific reference to budget amounts that will facilitate compliance with English Language Proficiency Standards (ELPS) and the Texas Essential Language Proficiency Assessment System (TELPAS).*

NARRATIVE (3) - Discuss plans to provide any screenings, accommodations, instruction, and (or) placements for Gifted and Talented students. *Include specific reference to budget amounts that will facilitate the proposed activities. If the proposal will not be providing specific services for Gifted and Talented students, provide a clear rationale for the exclusion of such services.*

Press to Input Narrative Response

**Evaluation Criteria
A response should:**

- Presents detailed plan to implement all required screenings, accommodations, instruction, and placements for students requiring special education and provides clear evidence to support the proposed plan.
- Demonstrates thorough understanding of state and federal requirements for the identification, instruction, and placements for students requiring special education.
- Presents detailed plan to ensure that English Language Learners will be taught the academic English that they will need for school purposes, and assessed to measure progress in learning the English Language and provides clear evidence to support the proposed plan.
- Demonstrates thorough understanding of the English Language Proficiency Standard [ELPS] and Texas Essential Language Proficiency Assessment System [TELPAS].
- Presents detailed plans to provide screenings, accommodations, instruction, and/or placements for gifted and talented students or provides a clear rationale for the exclusion of such services.

NARRATIVE (1) - Discuss plans to implement all required screenings, accommodations, instruction, and placements for students requiring special education. *Include specific reference to budget amounts that will facilitate effective Child Find requirements and adequate continuum(s) if alternative placements.*

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

New Millennium Leadership Academy will conduct screenings as a first step through informal and formal assessments to look and identify for disabilities of learners. Once identified, students will be referred for further educational evaluation assessments after parents are notified and permission is granted for further assessments. Assessments will gather precise information regarding students' areas of strengths and weakness.

Our budget for the SPED program will consist of a certified SPED Teacher, a SPED Teacher Assistant the first two years of operation, 2 SPED Teachers and 1.5 SPED Teacher Assistant after Year Two of operation. Approximately a budget of \$5,000-\$6,500 for the first two years of operation will be available for SPED services for approximately 5-8 sped students, and \$6,500-\$7,500 after two years of operation for approximately 8-12 students through our contract provider, Link ED, a Section 501(c) (3) nonprofit organization serving the greater Tarrant County area with testing services and educational professional development to ensure we are meeting the Child Find requirements.

Instructions will include but not limited to modifications and differentiation of lessons, specifically designed instructions designed by SPED personnel and opportunities to demonstrate mastery in multiple ways designed by the Gen. Ed & SPED Teachers according to student's IEP.

Accommodations will be provided within an inclusion setting but not limited to small group, pull-out for oral administration, curriculum base testing, STAAR testing, etc.

NARRATIVE (2) - Discuss plans to ensure that English Language Learners will be taught the academic English they will need for school purposes and assessed to measure progress in learning the English language. Include specific reference to budget amounts that will facilitate compliance with English Language Proficiency Standards (ELPS) and the Texas Essential Language Proficiency Assessment System (TELPAS).

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

New Millennium Leadership Academy plans to ensure ELL students needs are being addressed will be through multiple assessments for proper placement. For Pre-K through 1st grade will be the Oral Language Proficiency Test (OLPT) and for 2nd grade through 5th grade will be OLPT along with Norm-Reference Standardized Test. Our Bilingual Program consist of a Transitional-Early Exit and Developmental-Late Exit Bilingual Program and ESL Pull-Out Services being provided. Our Early Exit Bilingual program is designed to provide academic instruction in the primary language as students learn English. This program primarily targets Pre-K-2nd grade. The goal of this program is used to transition to all English instructions. Our Late Exit Bilingual program will continue for new arrivals in 3rd-5th grade and will continue for Pre-K-2nd grade where one language being schooled through two languages and the ultimate goal is fluency in two languages. Our ESL Pull-outs services will be provided for ESL students during designated blocks of the daily school schedule (i.e.-intervention block, enrichment block, etc.) where students receives special instructions in ESL either 1-on-1 or small group instructions with certified Bilingual Teacher. ELPS is incorporated into all lesson plans school wide to ensure all ELL needs are being met.

Our Bilingual program budget includes for 1 Certified Bilingual Teacher and a rotating Bilingual Teacher Assistant the first two years of operation and 2 Certified Bilingual Teachers and a 2 rotating Bilingual Teacher Assistants after two years of operation. Approximately \$5,000 will be available for the first two years of operation for necessary qualifications and training for all Bilingual related personnel, and additional resources and intervention curriculum for the Bilingual program.

Our measurement for progress in learning will be through summative assessments (i.e.-weekly assignments, weekly grades) and formative assessments(i.e.-TELPAS and CBA's).

NARRATIVE (3) - Discuss plans to provide any screenings, accommodations, instruction, and (or) placements for Gifted and Talented students. Include specific reference to budget amounts that will facilitate the proposed activities. If the proposal will not be providing specific services for Gifted and Talented students, provide a clear rationale for the exclusion of such services.

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

The process for screening our GT students will include assessments, both objective and subjective to ensure no gifted learner is overlooked. Our assessment data will be utilized and shared among the GT staff during team meetings.

Accommodations for our GT students will be during schedule blocks throughout the daily school schedule that specifically allows time for all diverse learners needs being addressed(i.e.-Intervention block, enrichment block,etc).

Instructions and curriculum for GT students will be developed specifically by our GT staff and disseminated to general staff through professional development and training. Rigorous lessons will include but not limited to Independent Studies(Research) Peer-Collaboration(Project-Base Learning Activity) and Self-Direct Learning(Rigor lessons) for GT students.

Approximately \$5,000 will be available for our GT program which will include requirement of training, certifications for selected GT staff, additional GT resources and curriculum for our GT program along with Project-Base Learning field trips.

I. The applicant plans to use: locally-developed curriculum; or purchased curriculum
 Explain if the curriculum is a mixture of the two, cite curriculum author(s).

Signapore Math-Signapore Math Inc., Engineering is Elementary-Museum of Science, Frog Street-Dr. Pam Schiller, McGraw Hill-McGraw Hill Education, Leader In Me-Franklin Covey. Local developed curriculum will also be implemented and written by School Leadership Team in collaboration with Lead Teachers

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

(1) Principal- 5yrs exp. in Leadership/Administration, M.Ed req'd. (2) Assistant Principal - 3+ yrs exp. in curriculum development, Leadership, MA req'd, (3) Lead Teachers - 2+ yrs teaching. BA req'd
 (4) Dean of Instructions- 2yrs exp. in curriculum/instructions, MA req'd. Will be responsible for the vertical and horizontal alignment of the curriculum in relation to the TEKS.



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. Provide teacher to student ratio(s) for each grade level proposed.

Pre-K 1:20	4th Grade 1:25
Kindergarten 1:22	5th Grade 1:25
1st Grade 1:22	
2nd Grade 1:22	
3rd Grade 1:25	

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.

Describe how the curriculum will align with the Texas Essential Knowledge and Skills

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

Evaluation Criteria
A response should:

- Clearly distinguish itself from educational/ instructional models currently implemented within the geographic boundaries.
- Describe a foundation and enrichment 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 using supportive research, theory and/or experience.
- Describe a consistent and robust plan to evaluate the proposed curriculum; including but not limited to, time lines, stakeholders, staff positions, and identifiable metrics that will determine success and/or necessary realignment.
- Account for specific supplies, technology, and tools that will be needed to facilitate successful implementation of the program - with associated budget cost(s).
- If applicable, provide an adequate rationale for not providing any special programs or extracurricular activities.
- Present well designed extra curricular activities and programs.

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.

Our Special Education program will include an Inclusion setting, where the SPED Teacher and Gen. Ed. Teacher will provide differentiated and specially designed instructions in a mainstream setting for gen. ed. and sped students in a co-teach setting. Our SPED Resource model will be in addition to our SPED program based on the needs and further testing and assessments. Our Bilingual program will include a Transitional and Developmental program. Transitional is an Early Exit program primarily for our Pre-K-2nd grade students while Developmental is an Late Exit program for new arrivals of 3rd-5th grade students along with continuation of current students that have not mastery. Several of our specific curriculum includes Signapore Math, a unique curriculum that focuses not only on the drilling and memorization, but mastering concepts with a deeper level of understanding. McGraw Hill Reading Mastery curriculum designed to support direct instructions. I-Station Math, Reading, ELL, Pre-K, an online curriculum design for personalization of learning for varies levels of learners which compliments our hybrid model for learning. Engineer is Elementary, a unique curriculum for science which involves STEM concepts, collaborative learning which also compliments our hybrid model. The alignment of our curriculum will be based of lessons, activities, and materials that corresponds to the TEKS standards. TEKS Resource system will be utilized as additional resource for support.

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.

New Millennium Leadership Academy rational for the proposed curriculum is to fulfill our school's mission with providing a hybrid learning environment in order to improve student learning through various blended learning models in an innovative way for general and unique learners. We believe with the utilization of this educational model will increase standardized test scores in multiple subject areas. We believe the results of students with IEP test scores will increase also. according to the Evergreen Education Group, school test scores in Pennsylvania System of School Assessment(PSSA) have risen for all grades and subjects since the implementation of the blended program, with the highest gains for students with IEPs. Between 2013 and 2014, the percentage of students scoring at 'proficient' or 'advanced' levels on reading scores on the PSSA rose 19 points to 82.9%, math scores rose 24 points to 85.4%, and science scores rose 27 points to 90%. Students with IEPs showed an average increase inPSSA scores of 29%, which is three points higher than the average increase for the total school population. (1)

References

1. Blended Learning Success in School Districts, Christensen Institute, Oct. 12, 2017, <https://www.christenseninstitute.org/wp-content/uploads/2015/04/Spring-City-Elementary-Hybrid-Learning-School.pdf>.

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

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

New Millennium Leadership Academy will evaluate our curriculum on a regular basis through the school year. We will evaluate curriculum on a weekly basis through Faculty meetings and Team meetings. We will evaluate curriculum on a monthly basis through School Leadership meetings and Board Meetings. We will evaluate curriculum on a semester basis through Faculty In-Services days, and overall annually evaluation of curriculum through our Site-Base Decision Making Team for the purpose of refinement of our Campus Improvement Plan.

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.

New Millennium Leadership Academy plans to incorporate a leadership program for our students into the school day. This innovative program will be design to transform students with taking leadership roles around the school and the community, taking ownership for learning, being proactive without being told, being responsible, and model the expectation of a leader. The program we will be using is The Leader in Me, which is derived from Stephen Covey's "The 7 Habits of Highly Effective People". This program teaches youth personal responsibility, personal vision, personal management, mutual benefit, empathic communication, creative cooperation, and daily self-renewal. Typically, the end results of this program is to increase student achievement, student attendance, decrease in possible student conflicts, discipline referrals and student suspensions.

We also plan to incorporate instrumental sports league on selected times of the school year such as Fall and Spring time. Sports will include but not limited to soccer, kickball, basketball, and flag football. We anticipate a collaborative partnership with staff at varies local recreational facilities to coordinate the instrumental sports league. The sports league will be an extra curricular activity at no charge and will commence during after school hours. Our special program will be design for all student ages at NMLA. Our extracurricular activities will also be design for all student ages at NMLA.



Provide a sample **Course Scope and Sequence** for one foundation subject/unit for each division of grade levels [i.e. elementary, middle, and(or) high school]. The scope and sequence must identify course outcomes and how they align to the Texas Essential Knowledge and Skills (TEKS). 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 responses.

GRADE LEVEL:

UNIT/SUBJECT:

Insert responses in boxes below. Each box will expand after you insert text.

Student Expectations/Learning Outcomes

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

Reading Comprehension Skills
 (a) Drawing conclusions
 (b) Use context clues to determine meaning of vocabulary
 (c) Making inferences

Texas Essential Knowledge and Skills

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

TEKS: Chapter 110. English Language Arts and Reading Grade 3
 TEKS §110.14.b.13
 (13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
 (A) identify the details or facts that support the main idea;
 (B) draw conclusions from the facts presented in text and support those assertions with textual evidence;
 (C) identify explicit cause and effect relationships among ideas in texts; and
 (D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.

Essential Questions

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

These are some of the questions you can ask yourself while reading informational texts, or texts that have facts:
 1. What is the author mainly trying to tell the reader?
 2. Which detail shows how something is done?
 3. How can the reader tell (an idea) is important?
 4. Who is the passage about?
 5. Where does something happen?

[Add Another Course Scope and Sequence](#)



Provide a sample **Course Scope and Sequence** for one foundation subject/unit for each division of grade levels (ie. elementary, middle, and/or high school). The scope and sequence must identify course outcomes and how they align to the Texas Essential Knowledge and Skills (TEKS). 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 responses.

Differentiation

How will the curriculum, instruction, and assessments be accommodated to meet the needs of each student?

Accommodations will be made through differentiated instructions, redesigning the lessons to ensure it closely matches with learning objectives, designing personalized instructions with self-pace learning for students which increases the success rate of academic achievement when learners have lessons designed that specifically target their academic deficiencies or strengths, and providing small group direct instructions for reteaching concepts for mastery. Modified instructions and/or specifically designed instructions will be incorporated for SPED students and ELPS incorporated into lessons to meet the needs of ELL's which is a framework for success.

Materials and Resources

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

Study Island, an online programming that will measure students fluency rate, high frequency of words, recall, reading comprehension, making inferences, etc. Achieve 3000, another online program that creates personalized instructions based off of assessments for students at various learning levels. Teachers will be providing various resources and activities that includes but not limited to Vocabulary Bingo, Magazines Articles, Word Walls to create and design with TEKS emphasis.

Student Activities

What will students do to demonstrate their learning? Where applicable, clearly indicate how the activities related to the TEKS, how formative assessments will be made, and how the activities can be tiered of differentiated to accommodate different learning abilities.

Students will utilize context clues and textual evidence to support understanding and make inferences of selected reading material.

TEKS 3.13(b) Draw conclusions from the facts presented in text and support those assertions with textual evidence.

3.1(d) Make inferences about text and use textual evidence to support understanding.

Teacher will use the following formative assessment to identify student strengths and weakness and target areas that need work.

Students will complete a Drawing Conclusion Assignment. Students will read a short text and draw conclusions from the facts presented.

Question 1.

Jimmy sat in the waiting room with his mom. He hoped that he didn't have any cavities. Jimmy would find out soon if he did. Where is Jimmy? (a) at the dentist (b) at the toy store (c) at grocery store (d) at the mall.

Question 2.

Danielle sat with her hands over her eyes. She was too frightened to watch the movie. She witness something frightening. What do you think Danielle is watching? (a) a scary movie (b) a cartoon (c) a

Add Another Course Scope and Sequence



Provide a sample **Course Scope and Sequence** for one foundation subject/unit for each division of grade levels [ie. elementary, middle, and(or) high school]. The scope and sequence must identify course outcomes and how they align to the Texas Essential Knowledge and Skills (TEKS). 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 responses.

baseball game (d) spelling bee

Teacher will differentiate the instructions through three levels to accommodate different learners abilities.

Level 1

Students on this level will be presented with shorter manageable text or questions with the inclusion of pictures support to help the student make inferences about the question or story being read. Student will be required to underline clues in the question or text being read.

Level 2

Student questions or text length will be longer with more textual evidence. Less pictures support than Level One. Contain a written inference response

Level 3

Student will receive passages with greatest amount of text details. No pictures support. Contain a written inference response and must defend inference response with citing two contextual clues to support

Assessments

What common assessments (formative and/or summative) will be used to measure student progress and achievement?

Common assessments that will be utilized to measure student progress will be quizzes, daily assignments, warm-up activities, unit exams, curriculum base assessments, and other criterion and norm-reference assessments

Add Another Course Scope and Sequence

I. The applicant will serve Elementary and/or Middle School [any grades Pre K - grade 8]. Yes No

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

III. Proposed district-level matriculation rates (in percentages)
 Year One Year Two Year Three Year Four Year Five

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

IV. Identify person(s), position(s), and/or entities that will be responsible for implementing Personal Graduation Plans, where applicable.

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. 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 all proposed grades.

NARRATIVE (2) - Identify and discuss 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.

Cite and discuss any external resources, partnerships that will also facilitate promotion and/or graduation.

Also include strategies (with defined metrics of success) that will be used to support student transitions into grade levels that are not served by the proposed charter school, where applicable.

NARRATIVE (3) - Define and discuss metric's that will be used to assess successful transition between grade level; school type (elementary to middle to high school); and/or post graduation.

**Evaluation Criteria
A response should:**

- 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 specific outside (and confirmed) resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.
- Provide specific strategies (and metrics of success) that will assist students to transition between elementary, middle, high school, and/or post-graduation.

NARRATIVE (1) - Discuss promotion and retention requirements for all proposed grades.

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

Our standards for promotion will be based on student mastery of the curriculum and will be consistent with grade-level academic expectations. New Millennium Leadership Academy will establish a Grade Placement Committee that is composed of school administrator, parent, and Gen. Ed. teacher and a Specialist Teacher. By vote, the committee can decide to promote the student to the next grade level with an accelerated instruction plan or retain student based on data and documentation to validate retention. Modified promotion requirements for students receiving special education services will be determined by the student's ARD committee and reflected in IEPs.

To be promoted to the next grade level, students must have an overall grade average of at least a 70 for the year in at least three of the following: science, math, English Language Arts, and social studies. Students in 3rd through 5th grade must meet standard on their reading, writing, science and math STAAR exams. New Millennium Leadership Academy will establish a Grade Placement Committee that is composed of school administrator, parent, and teaches. By vote, the committee can decide to promote the student to the next grade level with an accelerated instruction plan or retain based on significant evidence of data to validate retention. A student may be required to repeat a particular grade if:

1. He or she has been absent for 10% or more of the instructional days in the school year.
2. He or she fails more than one of the STAAR assessments for a given grade
3. He or she has an overall year average of less than 70% in more than one core subject area

To promote awareness, NMLA staff will provide informational sessions through parent open-houses and campus wide events regarding the standards for grade promotion.

NARRATIVE (2) - Identify and discuss 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.

Cite and discuss any external resources, partnerships that will also facilitate promotion and/or graduation.

Also include strategies (with defined metrics of success) that will be used to support student transitions into grade levels that are not served by the proposed charter school, where applicable.

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

New Millennium Leadership Academy believes in after school programs having an impact on improving student learning and increasing multiple learning opportunities for students. Evidence shows that quality after school, weekend, and summer programs can turn out of school time into a positive learning opportunity. We look to expand learning opportunities through partnerships with Boys & Girls Club, YMCA, and local recreational centers that can help students of NMLA address some of the key factors contributing to absenteeism, behavioral problems, and poor academic performance. According to a Washington Post Article, "Why strong after school programs matter", it stated: "Students need more than a strong curriculum, good teachers, and time in the classroom to succeed. After school programs have long known that they can embrace the hours between the time school closes and parents return from work to provide children, especially those who don't have access to other activities, with exciting, engaging experiences that will help them learn academic, social and professional skills. The research is clear: children in quality after school programs are more likely to come to school and stay in school, more likely to hand in their work and get better grades"(1). With these programs being implemented at NMLA,

supports our school's mission and goals for education and youth development that facilitates students being successful and promotable to the following grade.

Students will also have access to college tutors and mentors that can provide small group or one on one assistance with school work and/or homework. Also, provide some students with rigorous project base activities such as STEM that promotes higher order thinking with science and math, which is all about giving them an advantage with their transitioning to middle school with advance exposure to concepts learned in upper grade levels.

References

1. Strauss, Valerie. Why Strong Afterschool programs Matter. The Washington Post. December 15, 2011. https://www.washingtonpost.com/blogs/answer-sheet/post/why-strong-afterschool-programs-matter/2011/12/14/gIQAvtUpuO_blog.html?utm_term=.193995ef2893

NARRATIVE (3) - Define and discuss metric's that will be used to assess successful transition between grade level; school type (*elementary to middle to high school*); and/or post graduation.

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

In order for New Millennium Leadership Academy students to move to the next grade level, they must show that they have met promotional standards. Our standards include classroom grades, local and state assessments, and attendances. Below are some metrics that will be used to assess the transition between grade level:

1. State requirements of overall yearly average of 70 or above and local requirement of an average of 70 or above in reading, other language arts, math, and science or social studies.
2. Passing scores on STAAR test that meet minimum expectations.
3. Sufficient attendance where student's total number of unexcused absences cannot exceed 10% of class meetings.

Another metric that will be used for a successful transition between grade level is the three levels of academic performance of the STAAR test.

Level III Advanced-Student is well prepared and has a high likelihood of success in the next grade.

Level II Satisfactory- Student is sufficiently prepared and has a reasonable likelihood of success in the next grade level.

Level I-Unsatisfactory- Student is inadequately prepared and unlikely to succeed in the next grade level.

In addition that our 5th graders successfully transition from elementary to middle school, Texas Legislature created Student Success Initiative to ensure students receive the instructions and support they need to be academically successful in reading and math. Under SSI, students in the 5th grade must pass the STAAR math and reading tests. For NMLA students, who don't pass the STAAR test, a Grade Placement Committee will be convene to determine if they will be required to attend summer school. For students with IEP's, an ARD will convene. For ELL's, Grade Placement Committee in consultation with the LPAC will determine promotion.

NARRATIVE (1) - If applicable, describe an average school day for Ming, a student enrolled in your early education program. Provide *allotted time, time of day, name, and description of each program/activity* that guide Ming's school day? In addition, how will her school-day experience set itself apart from the average school day at surrounding early education programs?

NARRATIVE (2) - Describe an average school day for Cameron, a student who routinely demonstrates behavioral challenges in (and outside) the classroom. In addition, how will his school-day experience set itself apart from the average school day at his last school?

NARRATIVE (3) - Describe an average school day for Ainslee, a student who routinely encounters academic challenges in reading and math. In addition, how will their school-day experience set itself apart from the average school day at their last school?

NARRATIVE (4) - Describe an average school day for Ezra, a student who must use a wheelchair. Include any accommodations and support services to ensure equitable educational/emotional opportunities for them to flourish in your charter school.

NARRATIVE (5) - Describe an average school day for Tracy and Hassan; two students who quietly suffer from bullying regarding their sexuality and religion (respectively). Include any support services, disciplinary actions, and follow-up(s) to ensure equitable educational/emotional opportunities for them to flourish in your charter school.

Press to Input Narrative Response

**Evaluation Criteria
A response should:**

- Provide a clear sequence of events throughout each student's school day.
- Cite specific individual(s) and/or position(s) that will facilitate each proposed school day activity.
- Establish clear and reasonable support for each students' experience, instruction, and/or accommodations.

NARRATIVE (1) - If applicable, describe an average school day for Ming, a student enrolled in your early education program. Provide *allotted time, time of day, name, and description of each program/activity* that guide Ming's school day? In addition, how will her school-day experience set itself apart from the average school day at surrounding early education programs?

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

Ming arrives to class at 7:55. She begins her day with fulfilling a daily routine that the teacher assigns in order to build her independent skills. Each day, Ming is required to greet at least two classmates, hang backpack up, and check cubic for materials required for class.

8:00-8:15 Morning Work, Ming will complete a Name activity.

8:15-8:30 Circle Time. Ming engages in a name song, brief calendar time, word wall. Ming is given an introduction of various learning centers for today from Starky, the animal puppet.

8:30-10:30 Learning Centers. Ming choose a learning station she would like to start at. Ming rotates through the multiple stations at her own pace. Teacher engages with Ming at various stations.

10:30 Bathroom Break

10:40-11:10 Story time. Ming uses imagery to make inferences of a story being read by her teacher.

11:10-11:20 Snack time. Ming eat her snack with a routine task that follows of cleaning up.

11:20-11:30 Circle Time. Ming engages in music and movement and a mini-thematic lesson.

11:30 Dismissal. Ming day ends.

Ming school day experience provides multiple learning opportunities in her learning centers with personalized learning, collaborative learning, and self pace learning in hybrid learning setting.

NARRATIVE (2) - Describe an average school day for Cameron, a student who routinely demonstrates behavioral challenges in (and outside) the classroom. In addition, how will his school-day experience set itself apart from the average school day at his last school?

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

Due to Cameron's behavioral challenges, Cameron is now enrolled in our Leader in Me program design to improve social behaviors and develop social skills that would allow Cameron to be successful as a leader in school and the community.

He begins his day working in the Main Office preparing morning announcements, and going outside to raise the U.S. flag with adult assistance which builds character development and gains a meaningful experience as a responsible citizen. Cameron sees a Behavior Interventionist 3 times a week and is on a behavior contract developed mutually by Cameron and his B.I. where he can earn Bulldog Bucks (school mascot play money) for exceptional character and citizenship displayed around the school and in the classroom.

While in the classroom, Cameron's teacher is responsible for completing and submitting a weekly behavior progress chart to the B.I. When Cameron demonstrated appropriate behavior desired and that is expected, his teacher praises him and charts his earnings of Bulldog bucks for that day. At the end of the week, Cameron will received his earnings plus or minus the good and bad days during that week. With rewarding him at the end of the week, Cameron is able to take ownership of his actions, which determines the outcome of his reward at the end of each week.

NARRATIVE (3) - Describe an average school day for Ainslee, a student who routinely encounters academic challenges in reading and math. In addition, how will their school-day experience set itself apart from the average school day at their last school?

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

READING

Ainslee begins READING class, where she is engaged into Shared Reading, Guided Reading, Phonics, and Fluency for 60min. With her academic challenges, the classroom is set up as a hybrid learning environment using the Station Rotation model. Ainslee is at a station where it is small group instructions and she's receiving remediation on short paragraph stories, given in-depth strategies from her teacher on using the 'Who, What, When, Where, & How' method, and making connection with key words. During the next rotation, she's able to build on her learning by collaborating in peer-group station, which the assignment there is reading of a story and making inference at the end of a story. While rotating again to another station, Ainslee goes into individualized setting where she works on a self-pace activity which extends her learning in a meaningful way.

Ainslee has received within a 60min learning environment, opportunities with learning in multiple areas such as self-direct learning, collaborative learning with peers and direct instructions with teacher in small group setting. Small group instructions allows Ainslee to remediate on her learning, while in collaborative setting builds onto her learning, and self-direct instructions is beneficial because it allows her to work at a self pace and guide her learning, all while the teacher can use real-time data to differentiate the instructions for her Enrichment block.

MATH

Ainslee begins her Math class, where the class is set up into a Power Zone stationary representing math shapes from square, triangle, sphere, rectangle, which will provide Ainslee a learning experience in a meaningful, innovative way that alludes to different levels of proficiencies for students to master. Ainslee will learn in concepts and skills associated with the understanding of numbers, place-value system, the basic operations (addition, subtraction, multiplication, and division), and comparing and contrasting lengths, areas, and volumes in Triangle station.

Ainslee will concretely develop basic concepts of fractions and decimals and use formal language to describe their reasoning in Square station-independent setting. Ainslee will identify, compare, and classify two-or three dimensional geometric figures in the Sphere station. Ainslee will be involved in a learning activity where she will learn to use numbers, standard units, and measurement tools in the Rectangular station- peer group setting, describe and compare objects, make estimate, and interpreting data in graphs, charts, and tables, and applying whole number operations in a Octagon station-Whole group setting with teacher.

After Math class, Ainslee begins her Math Enrichment Centers where it compliments and gives her the opportunity to build and extend on her learning in a meaningful way. Ainslee engages into Math Games such as Kahoot on the computer, or board games such as Monopoly, Life, which enhances her math skills with money management, decision making skills, responsibilities as a citizen and much more.

With a math and reading intervention/enrichment schedule block, personalized learning and collaborative learning opportunities for Ainslee, creates choices of learning opportunities for Ainslee to be successful in academic achievement in math and reading.

NARRATIVE (4) - Describe an average school day for Ezra, a student who must use a wheelchair. Include any accommodations and support services to ensure equitable educational/emotional opportunities for them to flourish in your charter school.

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

Ezra uses a wheelchair during the instructional day. Since Ezra is a student who uses a wheelchair throughout the day, the staff ensures that adequate space is provided in order that he has room to maneuver his wheelchair throughout the classroom and school. Staff ensures he can access all areas of the classroom where he receives instructions as well as safely entering and exiting all other areas of the school.

Accommodation for Ezra regarding his schedule, he is excused few minutes early to travel to P.E., cafeteria, or another class as it is considered efficient with his transition, and it takes Ezra extra time to manipulate his wheelchair in and around the classroom and school.

Ezra receives support services when in need of transferring from the wheel chair from trained qualified support staff. When transferring, support staff will help Ezra move to and from his wheelchair, and make those transfers safely and comfortably for him and them.

NARRATIVE (5) - Describe an average school day for Tracy and Hassan; two students who quietly suffer from bullying regarding their sexuality and religion (respectively). Include any support services, disciplinary actions, and follow-up(s) to ensure equitable educational/emotional opportunities for them to flourish in your charter school.

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

Measurements are implemented to ensure the school environment for Tracy and Hassan is safe, free of hostility, and conducive to learning. Surveys are provided frequently to Tracy and Hassan for immediate feedback of their experiences and to determine the extent of a problem they may encounter.

Support services are made available to Tracy and Hassan through surveys, hot line number, and through classroom curriculum. The curriculum for Tracy and Hassan and all students is a curriculum that promotes kindness, communication, cooperation, and friendships. Lessons and activities includes empathy, anger management, and conflict resolutions.

Consequences for bullying will include but not limited to apology, written infraction, forfeit of recess, and parent conference.

Professional Development will be provided to all staff regarding prevention and intervention methods that should be utilized and the steps to take when staff suspects bullying.

fyi 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 Progress Monitoring Instrument(s)
... for Early Education**

Texas Kindergarten Entry Assessment (TX-KEA), I-Station Indicator of Progress (ISIP), Texas Proficiency Reading Inventory (TPRI), TELPAS

fyi As of June 19, 2017, the following Early Childhood Education progress monitoring tools have been approved for the 2017-2021 Commissioner's List of Approved Prekindergarten Progress Monitoring Instruments. [Click Here](#)

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

Weekly with Work Samples, Projects, and Assignments. Six Weeks with Curriculum Base Assessments and Grading Period Data Cycles. Yearly with STAAR Assessments and overall yearly grades.

II. Name(s) of Proposed Assessment(s): for Grade 3 and up...

STAAR, TELPAS, I-Station Indicator of Progress (ISIP), Texas Proficiency Reading Inventory (TPRI), CBA's

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

Principal, Asst. Principal, Dean of Instructions, SPED Coordinator, Bilingual Coordinator, Lead Teacher

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

Discuss how growth will be assessed and instruction will be modified as necessary to achieve individual educational goals.

Lastly, 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 should:**

- Propose specific and comprehensive assessment models for student achievement.
- Demonstrate a clear understanding of the proposed assessment model(s).
- Discuss foreseeable strengths and/or weaknesses where applied to the anticipated student population.
- 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 robust 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, evaluate, and disseminate academic progress of individual students and student cohorts. Including throughout the school year, and at the end of each academic year.

Discuss how growth will be assessed and instruction will be modified as necessary to achieve individual educational goals.

Lastly, 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.

New Millennium Leadership Academy Leadership Team will evaluate our curriculum throughout the school year using multiple assessments that will be conducted through our Leadership Team in order to monitor the progress, needs, increase scaffolding when necessary, and overall assessment of the curriculum. Our plans for on-going evaluation will be through:

Weekly Assessment

There will be weekly assessment conducted by classroom teachers and shared, disseminated, analyzed through PLC's for examining and reviewing classroom work samples, assessment of data for identifying student strengths and weakness and collaboration on differentiating instructions. Our student demographics will also be taken into consideration to ensure the following:

- Identifying and implementing procedures for At-Risk students
- Identifying and implementing remediation and support in all classes
- Evaluating and implementing strategies with identifying student needs

Six-Week Cycle

At the end of the six weeks, school's leadership team will conduct a comprehensive assessment as a measurement to identify the effectiveness of the curriculum, and evaluate the alignment of the curriculum to ensure the school's mission, and educational objectives are being met. Assessments includes Six-Week Report Cards. Information gathered from these assessments will be utilized to develop action plans for struggling students, classroom needs, and other areas of concerns when improvement would be implemented. At this phase, our RTI team can effectively move forward with its RTI implementation.

Curriculum Benchmark Assessment

Throughout the school year C.B.A.'s will be assessed by classroom teachers for the purpose of TEKS objectives being mastered in core subjects. Data from these assessment will be disaggregated to determine individual needs, adjustment to instructional strategies, and scope and sequence of curriculum to ensure the overall schools goals are in alignment with the TEKS objectives

Yearly Assessment

The STAAR data will be utilized for reporting, analyzing, planning, and comparing sub population groups of students, classes, performance gaps, and other identified needs of the campus. For our Pre-K through 2nd grade students more specifically, Texas Kindergarten Entry Assessment (TX-KEA), I-Station Indicator of Progress (ISIP), Texas Proficiency Reading Inventory data will be essential to the alignment of our curriculum when addressing deficiencies and other campus needs. School's Leadership Team, Coordinators, Specialist, and Lead Teachers will be responsible for this process.

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.

For students at New Millennium Leadership Academy to succeed academically, teacher need regular formative and informative data on student performance from work samples, projects, class assessments, and benchmark assessments tied to the state standards along with on-going collaboration in PLC's and team meetings to ensure the effectiveness of these assessments being measured. In addition, analyzing student growth and student comparison with the collection of state assessments provides reliable data on student learning and mastery of standards. We will use these assessments to measure college/career readiness and to ensure that students are performing at or above their academic goals.

Our weekly, monthly, and curriculum base assessments will be utilize for differentiating instructions, response to interventions, and personalizing instructions that allow us to make reasonable and real-time adjustments with our instructions in order to meet the immediate needs of our students and ensuring students would be successfully mastering the TEKS learning goals and objectives.



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 any campus. See Letter of Special Assurances if proposing to open more than one campus.

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

10/17/2017/7:00pm

II. Number of Attendees - # per meeting

16 individuals in attendance

III. Number of Attendees residing within:

(a) FIVE miles of meeting(s)

(b) TEN miles of meetings(s)


(c) TWENTY (PLUS) miles of meeting(s)

IV. Board Member(s) in Attendance - by name

Terence Reed
Terrell Williams
Delando Lewis
Donna Hines
Chaketha Carr


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

Truevine Missionary Baptist Church
3732 Miller Avenue
Fort Worth, TX 76119

 This section has a required Attachment A4- Community Efforts and Support

VI. Date that applicant began outreach efforts to promote each specific public meeting.

October 7, 2017

 Applicants must prepare a **Meeting Question Protocol** for all public meetings. A question protocol is a document, script, or outline of topics, questions, and/or solicited community input that will be explored in each meeting. An applicant should carefully consider specific area(s) of stakeholder input that will help guide the final proposal.

NARRATIVE (1) - Discuss awareness outreach strategies that were taken prior to the meeting(s). Include:

- (i) Board member input as to the specifics of outreach planning, protocols for meeting(s), and any community engagement;
- (ii) Selection process/rationale for all strategies used for community outreach/advertisement; and
- (iii) Considerations for any barriers to attendance (accommodation for working parents etc.)

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 should:**

- Demonstrate significant Board involvement with the planning and implementation of community outreach.
- Demonstrate strong community attendance.
- 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:

- (i) Board member input as to the specifics of outreach planning, protocols for meeting(s), and any community engagement;
- (ii) Selection process/rationale for all strategies used for community outreach/advertisement; and
- (iii) Considerations for any barriers to attendance (accommodation for working parents etc.)

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

Prior to the Community Forum Meeting, a strategic plan was developed by the Board and Planning Team on ways to attract masses of people within the community and the targeted zip codes in the area. Our strategic plans we implemented were visits to Boys & Girls Club, YMCA, and local recreational center and spoke with Directors of all facilities with our charter school initiative. In return and with permission, flyers were posted about the Community Forum meeting weeks prior to event in these facilities as a tool for exposure where parents picked up their children.

Over 300 flyers were distributed within community apartments, laundry mats, public library, and churches. Announcements were made in churches within the 76119, 76105, 76120, and 76112 zip codes regarding the Community Forum. Populations targeted were parents, community agencies, child advocate groups, day cares, educators and community supporters.

Through the use of social media, a purchased advertisement was done through Facebook which targeted a mass up to 112,000 hits in the targeting zip codes. The population that was targeted for the Community Forum meeting were parents of various ethnic background, non-profit organizations, community leaders, people from 76105, 76119, 76112, & 76120.

Due to the event took place during the evening, accommodations for working parents at night was considered, however, due to community feedback prior to event, average working parents within the community either works multiple jobs or preoccupied with rest while child(ren) attends school during the day, or making personal errands.

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.

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

Mr. Reed welcome the attendees to the Community Forum Meeting, introduced the Board Members and Planning Team of the Sponsoring Entity, and explain the purpose of the Community Forum Meeting. The Community Meeting Agenda were as follows:

Welcome

Intro of Board Members/Planning Team

Presentation of School's Mission, Vision, Goals

Research Data of Academic Accountability of Existing Schools

Presentation of the School's Educational Model

Questions and Answers

Meeting Adjourned

After introductions, attendees were ask to complete a survey which were collected afterwards. power point presentation was given, which included the school's mission, vision, educational framework, and research data of academic accountability in communities target.

The floor was then open for questions and answers. Below are some questions that were asked along with responses

Q. How will the school get money to open up?

Ans. The school will seek funds through private donation, grants, and private funding.

Q. How does the school gets their money to stay in business?

Ans. The State allocates money to public schools based on enrollment of students. Large enrollment of students, more money allocated, less enrollment of students, less money being allocated.

Q. Where will the school be located at?

Ans. Regarding school location is still To Be Determined. However, the target for the school location will fall within one of the four zip codes, 76119, 76105, 76112, 76120, which are the zip codes that we're targeting to provide service for students. We are currently exploring options as our Facilities Chairperson has been working collectively with a commercial real estate broker on possible availabilities for leasing on current existing places.

Q. What kind of education program will you be emphasizing?

Ans. We are a hybrid learning school, where students receives a 'personalized learning' through multiple blended models of learning in all core classes

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.

The solicitation of the Community Forum Meeting included Church announcements from four large churches with a congregational body of about 200 average members. There were social media hits through Facebook which targeted over 112,000 people on Facebook with the advertisement. A major newspaper ad was published, and e-mails and personal letters were sent to local politicians, lawyers, and community leaders. Flyers were distributed in Bilingual and English throughout the community and also word of mouth. In attendance were concerned community members, parents, and educators from Arlington and Ft. Worth.

While we made good efforts with our marketing and advertisement within the targeted area in a reasonable time frame, the turnout of attendees were lower than we expected. With several Board Members having personal experience and knowledge of these targeted areas from past employment, former residence in the specific community and being actively involved in past civic and social events in the area in the past years, we realized that community participation and community involvement overall from people in the targeted community is relatively low due to varies mis-perceptions, personal reservations, and the overall culture of the community.

Also, based on experience and prior knowledge of the community, we highly predict if a charter school within the community were to open, a great turn out of people from the community beyond expected would seek enrollment for their children based merely on a new facility existing within the community.

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? Currently Own 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, detail the entity name, 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 process used to identify and select the proposed facility.
 Identify individuals/organizations that had a significant role in the selection and/or procurement process.

NARRATIVE (2) - Describe the facility and community and how they will be ideal 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).

NARRATIVE (3) - Detail the proposed acquisition process to account for any lease or purchase agreements.
 Include projected acquisition timeline(s) and associate cost(s) and fee(s).

- Evaluation Criteria
A response should:**
- Provide a clear description of the facility and community and how it will be ideal for the proposed charter school's mission, vision, educational model, and scope of operation.
 - Provide a clear process that was used to identify and select the chosen facility- including market research, factors/ considerations, timelines, relevant individuals/ organizations that had a significant role in the process.
 - Address growth and rollout with relation to proposed grades and scope of operation.
 - Demonstrate adequate alignment with enrollment growth projections.
 - 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. Indicate the **applicable scope of knowledge** regarding a prospective location:

Zip Code Level

Define specific scope below.. ie feeder pattern, district name etc.

Based geographic area within Fort Worth ISD boundaries



The term "**applicable scope of knowledge**" refers to the most specific geographic area that the applicant has targeted for their first proposed campus. This can be defined as specific as a street or as broadly as a zip code. *This is NOT your proposed geographic boundary. This response is only to determine the projected area that the applicant plans to open the first campus.*

IV. Will the applicant contract with a Charter Support/Development Company for facility build-out, modification, renovation etc.

Yes No if yes, who



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 the facility 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:

- (i) results from market research and analysis,
- (ii) plans for modification, building, and(or) renovation;
- (iii) time lines;
- (iv) financing; and
- (v) relevant individuals/organizations that will have a significant role in the selection and(or) procurement process.

Also, 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 should:

- 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.
- Provide clear market research to demonstrate enrollment viability as well as available (and adequate) real estate options.
- Identify relevant individuals that will have significant roles in the facility selection and procurement process
- Outline clear plans/considerations for student enrollment growth.
- 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 figures that are congruent with the financial workbook.

NARRATIVE (1) - Describe the desired facility and community and how the facility 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.

At the present moment, New Millennium Leadership Academy has not identify a facility to lease. However, the Board and Planning Team has begun its search with exploring areas for leasing as well as possible new construction by Year 3 or Year 4 of the school existing. We have been in conversations with a commercial real estate agent with background experience of finding charter school sites to assist with this process in order to narrow down our search and the costs for leasing.

NMLA will ensure that a facility that is chosen will meet American Disabilities Act requirements, has enough space for a classroom setting, bathroom facilities that meets requirements, fire code and regulations in compliance, and to ensure that the overall facility is conducive for school readiness. With narrowing our search, the facility will accommodate at least 200-300 students in our first two years of operations, 2-3 classrooms per grade level from Pre-K4-3rd, with a minimum of two teachers per class in 3rd grade (SPED or Bilingual & Gen Ed), Pre-K4-K (Gen Ed & Teacher Aide rotate between Pre-K4-KK classes) 1st-3rd (Teacher and Sped/Bilingual Teacher rotate between classes).

Our desired location of our school will be within the four zip codes 76119, 76105, 76112, 76120, which is the primary boundaries we are targeting to serve students. Due to the fact that we are committed to providing excellence which is one of our core values, the site will be an environment that is conducive for learning equipped with security measurements outside and on the inside of the premise as Safety is our top priority, handicap accessibility, technology infrastructure. We hope to have a facility design that sections off where our Pre-K4-2nd are on one end and our 3rd-5th graders on the other end.

(1) The following information provided by St. Paul charter leader Wayne Jennings could be used as a rule of thumb when exploring facilities options:

Amount of Space

- Amount of space per student in a conventional elementary school -100 sq. ft.
- Amount of space per student in a conventional secondary school -150 sq. ft.
- Amount of total space allocated for classrooms in conventional schools-50%
- Classroom size, with 25 students in a class-750-900 sq. ft.
- Costs
- Leasing commercial space – approximate cost (possibly without taxes, utilities, and insurance) – \$7-14/sq.ft/year
- Utility Costs (including heat, light, sewer, water) – \$1.50/sq.ft./year
- Real Estate Taxes – \$1.50/sq.ft./year
- Casualty Insurance (covering fire, theft, vandalism, storms) – \$0.15/sq.ft./year
- Common Area Maintenance (CAM) fee (e.g. in a mall) – \$1-2/sq.ft./year
- Minor Maintenance & Repairs – \$1500/year
- Cleaning – \$0.70/sq.ft./year
- Security monitoring – \$60/mo.
- Furniture (new) – \$100/student
- Liability Insurance – \$600-800/year
- Remodeling – \$10-50/sq. ft.

Reference

1. Center for School Change. Oct 28, 2107. <http://centerforschoolchange.org/publications/minnesota-charter-school-handbook/facilities/>

NARRATIVE (2) - Describe the process for identifying and securing a facility. Including:

- (i) results from market research and analysis,
- (ii) plans for modification, building, and(or) renovation;
- (iii) time lines;
- (iv) financing; and
- (v) relevant individuals/organizations that will have a significant role in the selection and(or) procurement process.

Also, 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.

New Millennium Leadership Academy has begun the exploratory phase of our search for identifying a facility through a commercial real estate broker. Our primary goal is securing a facility that will meet the needs of all our diverse learners, a facility that is school readiness including being in compliance with ADA, city, and other regulations, and finally a facility that is conducive for learning. Our facilities team includes the following:

Commercial Real estate agent with background knowledge experience in finding a facilities that meets our needs as a charter school along with the necessary tools to research our criteria.

Architect who will assist with the layout of possible geographical areas, flooring plan, school structure, and the process for selecting location through local government.

Contractor as a consultant to determine the capital costs for renovation of facility space that is required to meet school readiness standards.

Financial Lender whom the representative of the board will consult with regarding varies type of financing the school will be eligible and the criteria of the process.

NMLA has also highly took into consideration as options with seeking out existence buildings in the communities such as other non-profit agencies, local school districts, churches, and other vacant buildings that are no longer in use during school hours Mon-Fri. We currently have identified a church facility in the community as a possible location pending on-going evaluation of short-term or long term leasing, and other mutual agreements. With the church identified being equipped with classrooms, cafeteria, playground, it is considered a low-cost option.

To ensure NMLA will be in ADA compliance, a strategic plan will include but not limited to a checklist involving bathrooms, ramps, parking spaces, water fountains and much more. According to ADA guidelines, School districts must provide program accessibility to parents, guardians, and members of the public with disabilities for programs, activities, or services that are open to parents or to the public, such as parent-teacher organization meetings, athletic events, plays, and graduation ceremonies. (1)

Among the accessibility school administrators will ensure the facilities has modifications and upgrades where the building has signs, ramps, adequate parking spaces for those with disabilities, alarms with visible signals, accessible public telephones, the height of water fountains and bathroom fixtures, the width of doorways, accessible restroom facilities, the speed and timing of an automatic door, the type of doorknob, accessible playground equipment, and accessible paths to the play ground and equipment.

Establishing a careful thought-out timeline plan will be an integral part of this process. An example of this process are as follows

Facility Identified and Secured	10/2017 through 7/2018
Facility Designed Remodifications	9/2018 through 12/2018
Tenant Negotiations short/long-term	1/2018 through 2/2018
Tenant School Move In	5/2018 through 6/2018
Start of School	8/2018

Reference

1. Kennedy, Mike. Strategies for Success: ADA Compliance. American School & University. Oct. 26, 2017. <http://www.asumag.com/accessibility/strategies-success-ada-compliance>



The term "**neighborhood campus**" refers to a campus where it is foreseeable that at least 50% of the enrolled student body resides within five miles from the campus.

I. The first campus will be a **neighborhood campus**? Yes No

II. If yes, what factors, experience, community outreach efforts rationalize (or will facilitate) this assumption?



All references to "**daily bus transportation**" should reflect any transportation services (provided by the school) that will facilitate student pick-up and drop-off. See [link](#) for more information on funding.

III. Does the applicant intend to offer **daily bus transportation** to all students? Yes No

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

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

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

VII. What is the total dollar amount budgeted for transportation? 5,000



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 should:

- 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.

New Millennium Leadership Academy will not offer transportation services at this time due to budget considerations and in addition to students that are bike riders, car riders, and walkers. Public transportation vouchers has been considered as an alternative access to our campus which the school will seek into a contractual agreement for discount services or free transportation for our students the second year of operation of our school. This option would allow the school to focus on a long term strategic plan while dealing with immediate budget constraint the first year of operations.

In regards to students with special needs according to their I.E.P., NMLA will comply with 34 CFR 300.34 (c) (16) of the IDEA regulations. If any student qualifies to receive sped services and the ARD committee decides transportation is required for any student per FAPE, the school has budgeted funds and will make provisions of transportation based on the small reserve budget set aside just for that purpose. We intend to contract for transportation services from various vendors after obtaining multiple bids for the services. We will also implement a strategic plan through our PTO and Community Liaison with other options for students in general that would like to attend but are unable to attend due to limited transportation.

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.

New Millennium Leadership Academy will publicized the start and end dates of open enrollment on our website, by email to interested families, and in major newspaper of general circulation (in accordance with Texas Education Code §12.117).

New Millennium Leadership Academy will utilize a lottery to determine the acceptance of applications. Students' applications will be placed in our lottery system. Each applicant will be assigned a number and placed in a box until the time the drawing takes place when necessary. When drawing is necessary, a designee will be selected for the drawing. Notification will be made by e-mail and/or phone. Applicant will have up to 48 hours to respond, or be withdrawn from application process.

Once spaces have been filled by lottery, the remaining numbers will be drawn and the applicants assigned to the numbers are placed on the waiting list in order from low to high in which they were drawn. If vacancy occurs prior to the beginning of the school year, applicant will be placed on waiting list with lowest number assigned, then be removed from waiting list after being offer admission. In the event an application is received after the application window passes, applicant name will be added to the list behind names of other applicants whom timely applied.

Secondary Boundaries

If NMLA receives fewer applications than the number of open seats from primary boundary, remaining seats will be filled with students from the Secondary boundary applicants.

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.

New Millennium Leadership Academy application process will require basic student information such as name and grade, parent contact information, and a verification form that states the applicant does or does not have "a documented history of a criminal offense, a juvenile court adjudication, or discipline problems as described in Texas Education Code Subchapter A, Chapter 37" (Texas Education Code §12.111(a)(5)(A))

Although New Millennium Leadership Academy reserve the right to exclude from admission as authorized by Texas Education Code§ 12.111(6) a student with a documented history of criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code, Subchapter A, Chapter 37, NMLA will take into consideration for exclusion of students on a case by case basis. However, students will not be eligible to apply who is currently or have not completed Alternative Education Placement within their district, adjudication, or parole. School founder and team has over 30 plus years of exceptional experience of working with students with track record of behavior deficiencies.

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

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

The Principal and Business Manager will have primary responsibilities for planning, implementing and evaluating recruitment activities during the Start Up Year. By Year 3, NMLA plans to secure a partnership with a Marketing Firm for massive distribution purposes.

III. What percentage of the budget will be used towards student recruitment in Year 1?

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

- Low-Income Families Other
- Gifted and Talented Students
- Students with Special Needs
- Students At-Risk
- Drop-Out Recovery

NARRATIVE (1) - Discuss recruitment strategies (with time lines) that will effectively reach the anticipated community. If the applicant has cited "charter school wait lists" among community need(s) above; provide specific reasoning to validate the belief that prospective parents will choose the proposed program over pre-existing charter operators.

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

NARRATIVE (2) - Provide metric(s) that will determine effectiveness of recruitment strategies in Year Zero (Start-Up Period) and Year 1. Explain how the Board will adjust recruitment strategies if enrollment numbers are lower than expected.

Press to Input Narrative Response

Evaluation Criteria
A response should:

- Present specific strategies that will effectively reach the community- citing research, theory and/or experience.
- Identify specific roles and responsibilities of person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation. Roles should be supported with sufficient education and/or experience requirements.
- Present specific strategies, activities, schedules, and metrics that will measure recruitment effectiveness. Roles should be supported with sufficient education and/or experience requirements.
- Reference budget amounts that are congruent with the financial workbook.

NARRATIVE (1) - Discuss recruitment strategies (with time lines) that will effectively reach the anticipated community. If the applicant has cited "charter school wait lists" among community need(s) above; provide specific reasoning to validate the belief that prospective parents will choose the proposed program over pre-existing charter operators.

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

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

We believe our strategies will effectively reach the anticipated community based on a high need surrounding area, parental concerns, and past and current low academic accountability performance from existing schools. Our strategy also includes raising awareness with past and current research affecting many students. The Board and Planning Team has the primary responsibilities with the strategic planning, implementation, and evaluation of this process. On-going measurement and evaluation will be conducted by the Board with feedback from the community from parental surveys, business inputs, etc.

For one example, the need for New Millennium Leadership Academy results from consecutive years of poor academic performance, Improvement Required placement from multiple schools located in Ft. Worth ISD targeted area we are seeking to address, and lack of parental choice when it comes to finding an alternative school choice in the community that best fits their child's needs.

In our targeted zip code areas which includes but not limited to 76119, 76105, 76120, 76112, there is an alarming number of schools in that have perform below expectations in academic accountability in the past four consecutive years. John T. White Elementary (76120) and Maude Logan Elementary (76119), has been placed on Improvement Requirement for five consecutive years, 2013-2017.

In recent findings, a total of 9(nine) Ft. Worth ISD elementary schools exist in 76119 zip code, and 7(seven) out of the 9(nine) schools were placed on the Improvement Required in one year in 2014, which is nearly 80% of the schools. In 2015 and 2016 combined, 8(eight) out of the 9(nine) total elementary schools were placed on Improvement Required. Currently there are 4(four) schools in 76119 that are still on Improvement Requirement in 2017. That is nearly 50% of the schools. One of the four schools in 76119 has been on Improvement Requirement for five consecutive years.

In zip code 76105, a total of 5(five) Ft. Worth ISD elementary schools exist and of the 5(five) schools, 4(four) were placed on Improvement Required in 2015, which is 80% of the schools. Currently there are two schools still on Improvement Requirement in 2017.

In zip code 76112, a total of 5 elementary schools exist and out of 5 schools, 4 of them were placed on Improvement Requirement in 2016.

In zip code 76120, a total of 3(three) Ft. Worth ISD elementary schools exist, and of 3(three) schools, 2(two) were placed on Improvement Requirement in 2016. 1 of the 3 current schools is currently on Improvement Requirement in 2017 and has been on IR for 5 consecutive years.

The need is very high for providing a hybrid learning environment according to our mission in these high need areas that reflects students being successful academically and parents having the power to choose which school that best fits their child's needs. Students that are not experiencing success in these schools puts them more at-risk when it comes to learning disabilities, grade retention, behavior issues, or even a drop-out. In 2014-2015 school year, Ft. Worth ISD district drop-out rate was 3x's (three times) higher than the State average drop-out rate.

Another fact finding according to 2015-2016 TAPR, Fort Worth ISD grades 3rd through 7th grade all performed below state level percentage on the STAAR in areas of Reading, Writing, and Math. Not only did these grade levels performed below state level, but an alarming double digit performance gaps were all in Reading. As for Math, all grades with the exception of 5th grade had double digit performance gaps also. In 7th grade Writing there were double digit performance gaps too. Reading, Writing, and Math are the basic essential skills needed for students to increase in school readiness, post-secondary readiness and

student success. Providing a research-base innovative educational model that addresses a variety of unique learners at one time in the same educational setting is the ultimate goal for New Millennium Leadership Academy with giving parents an alternative choice when it comes to meeting their child educational needs according to our Mission and instructional program.

Reference

1. Texas Academic Performance Report <https://tea.texas.gov>

NARRATIVE (2) - Provide metric(s) that will determine effectiveness of recruitment strategies in Year Zero (Start-Up Period) and Year 1. Explain how the Board will adjust recruitment strategies if enrollment numbers are lower than expected.

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

New Millennium Leadership Academy recruitment efforts will be all inclusive efforts where all families will be given opportunities to have access to our school. NMLA will heavily focus on partnering with local community organizations during Year Zero as a way to ensure we are being inclusive with all families and stakeholders with the process and receiving the support that is needed. We look to recruit a broad range of learners and implement on-going strategies to ensure families, especially those families that may not be exposed to school choice as an alternative to address their children educational needs. In order to ensure every effort is met, our recruitment activities will include but not limited to:

Our Public relations team along with school executives will work collaboratively with the implementation of Mass media advertisement (i.e., newspaper, radio, television)

Ad campaigns on Bulletin Board

Collaboration with local community partners including Boys & Girls Club, YMCA, churches, civic organization, social services

Attending scheduled local community events (i.e., Expo's, Job Fairs)

School Information sessions

Third party distributor for mailing purpose

Our school board members and school executives will be responsible for evaluating throughout the entire process on a routine schedule timetable with the following recruitment strategies implemented by the school executives along with the Impact Community Team and Marketing Team:

Recruitment strategies for the SPED population includes collaborating with local organizations that serve as advocates and provides support to families of SPED students, making good faith efforts with forming a partnership with surrounding school districts in coordinating distribution of our literature to a wider audience.

Recruitment strategies for the LEP students includes engaging individuals who speak multiple languages other than English to attend school and community base sessions and solicit their support as a means of encouragement to non-English speaking families. Collaborate with local organizations that serves as advocates and provides support to immigrant families.

Our recruitment strategies for At-Risk students include collaborating with truancy officers, probation officers, social workers as a lead contact for outreach to potential families. Identifying a lead contact through Child Protective Services as a potential outreach for knowledge of families with children that are at-risk of dropping out.

Our recruitment strategies for Gifted & Talented students includes highlighting our innovative programs through mass media, social media, t.v. news, and solicit endorsement from Fortune 500 companies on our mission and vision and partnership with the school student population through field trips for on-site hands-on activities for any students.

We are consciously aware of unforeseeable circumstances that may arise with our efforts with student recruitment and with the enrollment numbers possibly being lower than expected. We have considered and adopted a 'contingency plan' that will focus on the following:

- (1) Evaluate current strategies to see which strategies were more effective and increase our focus with successful strategies.
- (2) Increase our recruitment strategies more into our secondary boundaries
- (3) Increase the frequency of our attendance, involvement, planned information sessions in community events, neighborhood meetings, and local city, civic, and non-profit group meetings
- (4) Acquire a marketing agency to assist with a strategize plan to increase enrollment

I. Anticipated date for first day of school:



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:

III. Start/Dismissal Times :

EE3	<input type="text"/>	to	<input type="text"/>
Pre-K	<input type="text" value="8:00"/>	to	<input type="text" value="11:30"/>
K	<input type="text" value="8:00"/>	to	<input type="text" value="4:00"/>
K-5	<input type="text" value="8:00"/>	to	<input type="text" value="4:00"/>
6-8	<input type="text"/>	to	<input type="text"/>
9-12	<input type="text"/>	to	<input type="text"/>

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.

EE3	<input type="text"/>	4th Grade	<input type="text" value="7.5"/>	10th Grade	<input type="text"/>
PreK4	<input type="text" value="3.5"/>	5th Grade	<input type="text" value="7.5"/>	11th Grade	<input type="text"/>
Kindergarten	<input type="text" value="7.5"/>	6th Grade	<input type="text"/>	12th Grade	<input type="text"/>
1st Grade	<input type="text" value="7.5"/>	7th Grade	<input type="text"/>		
2nd Grade	<input type="text" value="7.5"/>	8th Grade	<input type="text"/>		
3rd Grade	<input type="text" value="7.5"/>	9th Grade	<input type="text"/>		

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.

Evaluation Criteria
A response should:

- 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.

Our instructional school calendar will consist of 81,450 min. Our K-5th students will attend school day from 8am-4pm Monday through Friday. Our Pre-K4 students will attend on a half day from (AM) 8am-11:30am (PM) 12:30pm-4:00pm Monday through Friday.

New Millennium Leadership Academy offers a hybrid learning environment which provides multiple learning models that includes personalized learning, small group instructions, peer groups activity, and station rotation, all which students are able to have access to from home and school.

Our week begins with a Campus-Wide Weekly Assembly at the beginning of the school day as a school ritual on every Monday. Our school motto, school core values will be highlighted and emphasized in 'chants' and other creative songs, and rhythm from students and faculty. Also during assembly, we conduct student recognition and presentations on extraordinary deeds, special efforts, or an above and beyond event from students that were made at school or in the community in the past week that exhibits leadership traits as a model citizen which helps transform students beliefs in a positive way.

We will adopt 'Morning Meetings' in our class as a unified structure of our overall Campus-Wide Weekly Assemblies for 15-20mins to build relationships with one another by checking with each other, greeting each other, engage in a meaningful sharing activity that highlights unity, team work, and good sportsmanship with one another. Teachers planning time is also essential to the vision and educational plan. Teachers will have a AM planning from 7:30am-8:00am and PM planning from 4:00-4:30. Pre-K4 planning (AM-7:30-8:00) (PM-12:00-12:30)

The rest of our instructional day are as follows:

8:00-8:15 Campus-Wide Weekly Round-up (Mondays)
8:00- 9:15 Reading (Morning Meetings included from Tue. to Fri.)
Brain Break

9:20-10:10 Language Arts
10:10-11:00 Reading Interventions/Enrichment
Brain Break


Lunch Rotation
11:05-11:35 (K-2) 11:40-12:10 (3-5)
Specials-PE
11:05-11:35 (3rd-5th) 11:40-12:10 (K-2nd)
Brain Break

12:15-1:15 Math
1:15-2:05 Math Intervention/Enrichment
2:10-2:55 Science/Social Studies (3rd-5th) 2:10-2:40 Science/Social Studies (K-2nd)

2:45- 3:00 (K-2nd Recess) 3:00-3:15 (3rd-5th Recess)
Brain Break

3:20-3:50 Leadership 4th-5th Community Services K-3rd (Extra-curricular Program)
End of the Day

4:00-4:30 Extended Learning (Optional for Enrichment, Intervention, or Exploratory Opportunities)

 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. Will all teachers be state certified? Yes No

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

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

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

Principal, Asst. Principal, Business Manager will plan, implement, and evaluate recruitment activities. School Leaders will have at least 5 years leadership experience. Business Manager will have at least 3 years experience in human resource.

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

V. Will teachers have scheduled planning periods? Yes No

If yes, indicate daily, weekly time and duration permitted for instructional preparation.

AM planning (7:30-8:00) PM planning (4:00-4:30)
Pre-K4 (AM-7:30-8:00) (PM-12:00-12:30)



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 (1) 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.

(i) Include roles and responsibilities for anyone involved in planning, implementation, and evaluation of recruitment activities.

NARRATIVE (2) Discuss strategies to support unforeseen staff shortages.

Press to Input Narrative Response

Evaluation Criteria
A response should:

- Include a rationale for the proposed recruitment strategies/methods and establish its applicability to successful recruitment of staff with desired areas of expertise.
- Present a clear process for using the proposed methods to identify, recruit, and hire qualified teachers, administrative staff, and/or various support staff. This process should demonstrate the five attributes of innovation.
- Identify specific roles and responsibilities of the person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation. These roles should be supported with sufficient educational and/or experience requirements.
- Present specific strategies, activities, and schedules that will gauge recruitment effectiveness. These strategies should be supported with sufficient educational and/or experience requirements.
- Address any foreseeable obstacles to successfully recruiting quality staff and provide strategies to overcome those obstacles.
- Present specific strategies to support unforeseen staff shortages.

NARRATIVE (1) 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.

(i) Include roles and responsibilities for anyone involved in planning, implementation, and evaluation of recruitment activities.

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

Selecting individuals to promote the mission and vision of the school is our commitment of excellence at New Millennium Leadership Academy. We are committed to employ unique individuals that are passionate for receiving and imparting knowledge, relaying information to a group of diverse students that makes connection to learning,

We look to establish an effective hiring committee that understands the specific leadership needs of the school, we will recruit school leaders on the criteria that best meets the school goals, identify strongest candidates from a variety of skills, attributes, characteristics

From the marketing and recruitment team which consist of one of our board members will utilize local and national job postings, social and webs based outlets along with college job fairs local and nationally with a budget set aside for the purpose of recruitment to identify potential candidates. Our estimate budget for the Start up Year Zero is \$10,000-\$15,000 working capital to ensure a successful high quality recruitment during the months leading up to the first day of school, which also includes bonuses for dual credential staff. Another key factor in our screening and selection process that would be essential to our instructional program in the first two years of operation is seeking out individuals with dual credentials/certifications in background areas of ESL/Bilingual, SPED, GT, Generalist EC-4 Generalist 4-8.

The process with hiring staff are as follows:

Pre-Screening-Consist of reviewing application/resume to determine basic qualifications for employment Phone and/or Video interview(Self-Made via Google) will be guided with questions around the resume including but not limited to educational philosophy, work experiences, demonstration of leadership, team collaboration, and experiences working with unique learners(i.e.- ELL, SPED, GT, at-risk)

Face-to Face Interview will be guided with questions the school mission, vision, and educational framework and how candidate be supportive of the school mission

Background Screening/Reference Check for school leaders, veteran teachers and new teachers

Offer employment will give candidate an offer letter and a time line for acceptance

Board Member will be responsible for the hire of the Superintendent, Superintendent will be responsible for the hire of the Principal. Principal will be responsible for the Hire of Asst. Principal/School Dean of Instructions and the School Leadership Team collaboratively would be responsible for the remaining staff.

With the most highly sought out candidates with dual credentials (ESL, ELL, Bilingual, SPED, GT) look forward set aside a stipend budget to provide an end of the year bonuses for those staff that completes, Year one and Year two with NMLA.


Our goal is to hire 8 classroom teachers, 1 Bilingual teacher, 1 SPED teacher, 1 PE Teacher, 4 Teacher Assistants splitting classes with grade levels of Pre-K- KK, Bilingual, SPED, and P.E. for Year One

Recruiting & Hiring Timeline: October 2018 – Hiring Portal Opens via website; Recruiting Advertising Begins January 2017 – Job Descriptions Posted On All External Job Boards January 2019 through May 2019 – Applicant Reviews Begin; Interviews Begins; Recruiting Trips February through May 2019 – Interview Process Continues June 2019 – Hiring for School 1 Complete

NARRATIVE (2) Discuss strategies to support unforeseen staff shortages.

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

The Board and Planning Team has taken into consideration of unforeseen staff shortages with a short-term and long term contingency plan. In the event of short-term staff shortages, we have a full time rotating substitute and a parent liaison to cover shortages as needed. We also have a As-Needed List of Substitutes for short notices purposes. In the event of long-term shortages, our teacher/student ratio numbers being below average by design also gives us flexibility with making adjustments with consolidation of classes and students.

 The Public Education Information Management System [PEIMS] encompass all data requested and received by TEA about public education; including student demographic and academic performance, personnel, financial, and organizational information. More importantly, open-enrollment charter schools receive their Foundational School Program (FSP) funds based on average student daily attendance, of which is collected, approved, and uploaded (submitted) directly by the charter school Superintendent. The role of PEIMS coordinator is one of the most important positions for the success (or failure) of charter school operations.

I. The proposed charter school will have a full-time PEIMS coordinator? Yes No

II. If yes, beginning in what year? 1 2 3 4 5

III. If no, cite individual organization positions that will facilitate all applicable duties that will be associated with PEIMS data collection and reporting.

IV. Starting Salary Range?

\$35,000-\$40,000



A failure, on the part of the Charter School, to report accurate PEIMS data can result in the recapture of FSP funds.

V. Educational and Experience Requirements for the PEIMS coordinator (or individual/organization/position that will perform PEIMS affiliated activities).

High School Diploma required
 Bachelor degree in Accounting preferred
 Two years experience with record keeping required
 Experience with student records preferred

VI. Plans to provide training(s) for the PEIMS coordinator (or individual/organization/position that will perform PEIMS affiliated activities). Include timelines and budget cost in the response.

Professional Development training before start of school, throughout school year on professional development days, and additional workshops, specialized training as needed. Budget is \$500.00 allotted for PEIMS.

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

Superintendent, M.Ed., at least 8 years of experience in education, 3 years in leadership(TBD). Campus Principal and Asst. Principal, M.Ed., at least 4 years in education, 2 years in management(TBD). Dean of Instruction, B.A/B.S., at least 4 years in education, 2 years in curriculum instruction role(TBD).
 Outside consultants will be experts from the Regional Education Service Centers

II. Will the applicant require any professional development prior to the start of the school year? Yes No
 If yes, briefly explain.

All teachers will participate in a two week professional development prior to the start of the school year. This professional development will be based on our educational model and preparing teachers with the implementation of instructional strategies and techniques proving to be effective in high performing schools. All new hires after Year One will go through a one day orientation to establish and become familiar with the culture of New Millennium Leadership Academy.

III. How often will teachers be appraised?

Teachers will be formally appraised annually using Texas Education Agency appraisal process called T-TESS.

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 should:**

- Include a rationale for the proposed professional development plan and its alignment with the school's goals, curriculum, and budget. This plan should possess the five attributes of innovation.
- 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. These roles should be supported with sufficient educational and/or experience requirements.
- Demonstrate extensive availability for professional development within the school calendar, daily schedule, and staffing structure.
- 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

New Millennium Leadership Academy will implement the design model of professional development from Dellicker Strategies Personalized Learning Academy. The budget cost for the professional development for start up year one is \$28,000. This specialize model reflects our school educational framework model. The breakdown of professional development models that the faculty and staff will engage and support according the Dellicker Strategies for Personalized Learning Academy will be broken down as follows:

Introduction: Schoology Course Navigation - Information on what to expect in the learning pathway when navigating as a student

Introduction to Personalized Learning - This module provides foundational information on Personalized Learning, the district vision, and encourages you to reflect on how you fit into the vision for the district

F.1.B. Getting Started with Personalized Learning - This module provides information on how you can start transforming your classroom to a more personalized approach, including the utilization of different instructional methods

1.1 Data Driven Differentiation - This module provides instruction, reflection and practical application of using data to inform instruction in your classroom.

1.2. Mastery-Based Progression - This module provides instruction, reflection and practical ideas for how you can begin allowing for mastery based progression in your classroom.

1.3. Multiple Instructional Methods - This module provides instruction, reflection and practical application of integrating multiple instructional methods in your classroom.

1.4 Student Interactions - This module provides instruction, reflection and practical application of establishing a classroom environment which students are encouraged to work with one another.

1.5 Student Empowerment - This module provides instruction, reflection and practical application of how to shift the responsibility of learning from the teacher to the student

1.6 Continuous Improvement - This module provides instruction, reflection and practical application of your role in ensuring the district is successful in their personalized learning journey and how you will assist with measuring success

1.7 Peer Collaboration - This module provides instruction, reflection and practical application of how you can work with your colleagues to learn, share and develop personalized learning strategies and materials

1.8 Resource Alignment - This module provides instruction, reflection and practical application of how aligning your resources can contribute to success.

This will be 5-day professional training with this model. For the first year of operation, NMLA will require its staff to begin this professional development in July. On-going professional development will continue for revisions and improvement throughout the school year during faculty-meetings, planning periods, and in-services days. Additional, in order to minimize expenses with other professional development from Administrative/Leadership seminar trainings to meet TEA training requirements, teacher trainings in other curriculum based training such as Achieve 3000, Z-space, Singapore Math others will be utilized through Texas Charter School Association, Regional Service Center, and in-house professional development. The professional development for our faculty and staff is very critical to the success of our students and the impact of the school's mission and vision.

Positions that will be involved in planning, implementation, analysis, reporting and evaluation of professional development activities will be conducted by the School Leadership Team, consisting of

- (1) Superintendent: will be responsible for the planning and the analysis of the overall professional development in accordance to the Schools educational program
 - (a) Needs
 - (b) Effectiveness
- (2) Building Administrators: will assist with the planning and analysis of professional development through
 - (a) Creating a climate conducive to learning
 - (b) Modeling the School vision of academic success
 - (c) Developing leaders within faculty and staff
- (3) Site-Base Decision Making Team: will assist with the reporting and evaluation of our professional developments through our
 - (a) Reviewing and implementation of our Campus Improvement Plan,
 - (b) Evaluation of our Comprehensive Needs Assessment
 - (c) Review and evaluation of our timelines, goals, expectations, and educational outcomes
- (4) School Coordinators: will assist with the implementation of professional development through on-going
 - (a) instructional support
 - (b) progress monitor
 - (c) academic assessments
 - (d) walk through and coaching

Reference

1. Dellicker Strategies Proprietary and Confidential 2017-2018 AY for Personalized Learning Academy

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

New Millennium Leadership Academy has implement the following in accordance with conducting, reviewing, and providing guidance on professional development and growth throughout the school calendar, daily schedule, and staffing structure: Professional development will begin with our Summer Institute for the first year of operations with our Personalized Learning Academy training for five days provided by Hybrid Learning Institute, followed by in-house training led by School Administrators which leads up to the first day of school.

During the school calendar, a faculty/staff meeting will be held on Wednesdays led by School Administration Team for the purpose of school needs, student programs, recent assessments, other instructional strategies, intervention methods, classroom management that impacts the school overall and the educational program. All other memo' facts, updates will be communicated via e-mail in order to maximize Wednesday staff meetings in a productive manner.

There will be 2 Sat. workshops (Half-Day) in a school year (one per semester) which allows follow-up trainings in curriculum base professional development. Weekly Subject-Grade Level Meetings for teachers will be before or after school within the teacher working hours 7:30-4:30 to improve teaching strategies and collaboration among subject/grade level content. No-School/Early Release PD Days allows for staff seminar workshops, training sessions on educational model, curriculum model, school culture, climate, vision, mission, etc. Finally, NMLA will set forth by Texas Education Agency with appraising teachers at least once during the school year.

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.

fyi 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

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

Weekly Bi-Weekly Monthly Quarterly Annually

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

IV. The sponsoring entity will implement TEA's Lone Star Governance- Self Evaluation Tool? Yes No



Research demonstrates that level(s) of diversity among School Boards is a significant contributor to success and the viability of school governance and operations. Data suggests that **diversity** should be contextualized across multiple domains including, but not limited to: Age, Experience, Gender, Race, and Sex.

NARRATIVE (1) - Describe the governance system of the proposed school, including (but not limited to) the primary roles of the governing board, it's relationship with the superintendent, and policies that reinforce goals/expectations that will accomplish the mission and vision. *Response must align with Superintendent Performance Evaluation as discussed in the Governance-Superintendent narratives.*

NARRATIVE (2) - Discuss the system/tools/metrics that will be used to assess Board effectiveness.

You must include:

- (a) Self Evaluation
- (b) Training
- (c) School Involvement

Press to Input Narrative Response

Evaluation Criteria
A response should:

- 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 propose governance structure will be effective.

NARRATIVE (1) - Describe the governance system of the proposed school, including (but not limited to) the primary roles of the governing board, it's relationship with the superintendent, and policies that reinforce goals/expectations that will accomplish the mission and vision. *Response must align with Superintendent Performance Evaluation as discussed in the Governance-Superintendent narratives.*

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

The Governing Board of Aspiring Leaders, Inc. will act as the Board of Directors for New Millennium Leadership Academy. The Board officer roles are President, Secretary, and Treasurer. The Governing Board will comply with 19 TAC§ 100.1113 and Texas Government Code§ 573.021-573.025 relating to Relationships by Consanguinity or Affinity. The Board plans to have regular scheduled meetings six times per year, which will be posted and conducted in compliance with the Texas Open Meetings Act. Emergency board meetings will be called as needed and in compliance with Texas Open Meetings Act. All meetings will be open to the public with the exception of executive sessions.

The relationship the Superintendent has to the Board will be mutual trust and respect, clear communication, alignment on strategic priorities, and ability to give and receive feedback, and report and be supervised by the Board of Directors. The Superintendent will be responsible for managing the operations of the school and, in accordance with applicable state regulation, have vested authority to make management decisions pertaining to the organization and staffing of the charter school's campus administrations, approval of reports and data submissions required by law, the selection and termination of charter school employees and officers, the day-to-day operations, and other capacities and duties as determined by the Board.

Board will established an Advisory Board to work alongside the Board Officers and Superintendent(TBD) which will serve as an additional resource and support for the school and community in areas of community partnerships and relations, fundraising support, higher education partnerships, and financial planning. Advisory board members will be available to meet with Superintendent, and/or board as requested. However, advisory board members will have no official governance authority.

Board members will be responsible for the selection process of Superintendent and future board members whether for vacancy or expansion. We will nominate a subcommittee of the Board to act as the nominating committee for screening potential superintendents, board members, conducting interviews, after completing a biographical affidavit and criminal background check. In order to be eligible for selection, individuals must not have been "convicted of a misdemeanor involving moral turpitude or any felony; an offense listed in Texas Education Code (TEC), §37.007(a); or an offense listed in Code of Criminal Procedure, Article 62.01(5)" (19 Texas Administrative Code 100.1151(a)).

NARRATIVE (2) - Discuss the Board's plan to assess Board effectiveness.

You must include:

- (a) *Self Evaluation*
- (b) *Training*
- (c) *School Involvement*

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

The Board will assess its effectiveness utilizing the three components:

Self Evaluation of Board:

1. Academic achievement: Are students making progress toward attaining the highest level of academic achievement?
2. School Culture. Has NMLA established a powerful climate and culture in which students can thrive and be successful?
3. Human Resource. Does NMLA recruit, develop, and retain exceptional staff?

4. Financial Viability. Is NMLA financially viable with the necessary resources to deliver an exceptional educational program?

5. Governance. Are we governing effectively? Do we have a succession plan in place for board and Superintendent?

Training:

1. Has the board completed all required training of a School Board as required by law?

School Involvement:

1. Have Board attended all board and committee meetings, functions, and special events?

2. Have Board made a personal financial contribution to the organization?

3. Have Board served on special committees and/or take on special assignments?



THIS PAGE IS ONLY TO BE COMPLETED BY ... board member(s) of the Sponsoring Entity. If this proposal is invited to participate in a capacity interview; authors of this section must be available to discuss the information provided.

I. Authoring Board Member(s): Terence Reed, Terrell Williams, Chaketha Carr, Delando Lewis, Donna Hiner

II. The applicant has identified an individual to serve as Superintendent. Yes No

III. If yes, provide the name and requested information below for the proposed Superintendent:

Name:

Education and Experience

IV. Educational and Experience Requirements for the Superintendent position.

Master Degree in Education required.
Three years minimum of school leadership experience required.
Leadership experience on district level (Charter of ISD) preferred.

V. Starting Salary Range? \$85,000-\$90,000

VI. Will any current Board members likely resign from the Board for employment as the Superintendent and/or administration during the initial contract term? *If so, who?* Yes No

Terence Reed, only in the event if Superintendent is not hired by desired timeline, (5 months before start of school).

NARRATIVE (1) - If the Board has already identified an individual to serve as superintendent; provide a justification for the selection of this individual as the best candidate for the position.

If the Board has not identified an individual to serve as superintendent; detail the process (and considerations) by which the ideal candidate will be selected.

NARRATIVE (2) - Provide specific metrics that will be used to evaluate the performance of the Superintendent. Metrics must be provided to measure performance in the following areas:

- (i) Governance and Board Relations
- (ii) Community Relations
- (iii) Staff Relations
- (iv) Business and Finance
- (v) Instructional Leadership

Press to Input Narrative Response

Evaluation Criteria
A response should:

- Present specific and applicable metrics that will evaluate and assess Superintendent performance.
- Identify a rigorous criteria (and process) for the recruitment and selection of the Superintendent position.
- Provide a justification for the selection of a specific individual (as Superintendent) as the candidate for the position.
- Propose a starting salary range that is reasonable with respect to estimated student enrollment.
- Reference budget amount(s) that are congruent with the financial plan workbook.

NARRATIVE (1) - If the Board has already identified an individual to serve as superintendent; provide a justification for the selection of this individual as the best candidate for the position.

If the Board has not identified an individual to serve as superintendent; detail the process (and considerations) by which the ideal candidate will be selected.

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

The Board has not identified a Superintendent of New Millennium Leadership Academy. However, according to qualifications and experience as describe by Dr. Michael Boring of Washington State School Directors' Association, the following presents a detail process for the board to consider in the selection of an ideal superintendent for NMLA:

- Educational Programs. Has the applicant been able to lead or help lead a program that shows positive growth in student achievement? Does the person understand and describe the elements necessary to implement educational reform? Is their evidence of a conscious, effective program for staff development in the person's background?
- Communications, Community Relations. Is there evidence of success in public/media relations? Has the applicant demonstrated success in speaking with small and larger groups? Have there been successful experiences in working with diverse groups? Has the person had success in facilitating group processes? Are there evidences of good writing skills (e.g. memos, policies, newsletters)?
- Leadership Skills. Has the applicant successfully reorganized a staff, implemented new policies, developed new programs for a school district? Have there been successes with developing or supporting good staff morale? Is there evidence of successful change in the school system during the applicant's tenure? Does it appear that other administrators and staff members have been held appropriately accountable? Do other administrators in the person's school district appear to have grown or benefited during the tenure?
- Decision Making Skills. Is there a pattern of ability to come to decisions? Is there evidence of reasonable involvement of others in the decision making process?
- District Level Administration. Does the applicant have successful experience in selecting and assessing personnel? Is there evidence that the applicant understands and has skill in collective bargaining? Has there been prudent and responsible fiscal management in the person's experience? Have transportation, maintenance and food service programs received this person's attention and support? (1)

Reference

1. Boring, Michael. Washington State School Directors' Association. 2011, <http://files.eric.ed.gov/fulltext/ED521565.pdf>

NARRATIVE (2) - Provide specific metrics that will be used to evaluate the performance of the Superintendent. Metrics must be provided to measure performance in the following areas:

- (i) Governance and Board Relations**
- (ii) Community Relations**
- (iii) Staff Relations**
- (iv) Business and Finance**
- (v) Instructional Leadership**

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

Specific metrics that will be used to evaluate the performance of the superintendent are as follows:

(1) Governance and Board Relations. Has the Superintendent demonstrated mutual trust and respect with the Board? Has the superintendent demonstrated the ability to provide leadership with a board? Has superintendent carried out board policy and directives? Has the superintendent assisted the board in short range and long range planning? Has the superintendent support accountability for both the administration and the board itself?

(2) Community Relations. Has the Superintendent demonstrated success in public/media relations? Has the superintendent demonstrated success in speaking with small and larger groups? Is there evidence of successful experiences in working with diverse groups?

(3) Staff Relations. Has the Superintendent demonstrated success with developing or supporting good staff morale? Is there evidence of the Superintendent successfully reorganizing a staff that resulted in desired outcomes of student achievement, and high staff morale?

(4) Business and Finance. Has the Superintendent demonstrated the ability to monitor school business and finance successfully? Is there evidence of strong school financial accountability?

(5) Instructional Leadership. Has the Superintendent demonstrated positive growth in student achievement? Has the Superintendent demonstrated a pattern with dealing with all stakeholders honestly? Is there evidence of new programs, new plans being implemented that led to success overall for the school?

Indicator **Board Member(s) with Demonstrable Experience to Lead Assessments**



If this proposal is invited to participate in a capacity interview; each Board member listed should be available to discuss the information listed, relevant experience, and proposed metric(s).

I. Student Proficiency	Terence Reed
II. Academic Growth	Terrell Williams
III. Students at Grade Level by <i>subject</i>	Chaketha Carr
IV. Special Education and English Language Learners Data	Terence Reed
V. New Student/Returning Students	Chaketha Carr
VI. District and State Historical Comparisons	Terence Reed
VII. Composite Peer District	Terence Reed
VIII. Bottom 10% Proficiency Growth	Terence Reed
IX. Top 10% Proficiency/Growth	Terence Reed
X. Achievement Gaps	Terence Reed
XI. High School Readiness... <i>if applicable</i>	

XII. Other? You may include additional information, indicators, considerations within the narrative.

NARRATIVE (1) - Discuss the Board's plan to assess the proposed academic performance indicators.

You must include:

- (a) How often the Board will assess each indicator
- (b) Specific Metrics for each indicator; and
- (c) Thresholds that will determine success and failure

Evaluation Criteria
A response should:

- Demonstrate a consistent and sufficient evaluation schedule.
- Present specific and applicable metrics that will evaluate and assess academic performance..
- Identify specific thresholds/performance levels that will determine success or failure.
- Identify specific Board member(s) that have demonstrable experience and competency to assess academic performance.

NARRATIVE (1) - Discuss the Board's plan to assess the proposed academic performance indicators.

You must include:

- (a) How often the Board will assess each indicator
- (b) Specific Metrics for each indicator; and
- (c) Thresholds that will determine success and failure

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

The Board's plan to assess the proposed academic performance indicators will be

(a) on a bi-monthly and yearly basis

(b) 3rd -5th Grade STAAR performances, ISIP's with K-2nd grade, CBA with 3rd -5th grade, Six-Weeks results all grades, TX-KEA with Kindergarten, TELPAS, and OPLA for ELL's.

(c) Thresholds determining success and failure will be the increased or decreased results in all indicators that includes but not limited to Top 10%, Bottom 10% Proficiency/Growth, and District and State Historical Comparison with End Of Year grade results, STAAR results, and comparison of STAAR results with state and surrounding schools with similar demographics and profile.

Indicator

Board Member(s) with Demonstrable Experience to Lead Assessments



If this proposal is invited to participate in a capacity interview; each Board member listed should be available to discuss the information listed, relevant experience, and proposed metric(s).

I. YTD revenue and expense vs. budget

Delando Lewis

II. Fund Balance or Reserve Ratio

Delando Lewis

III. Direct Classroom Investment

Terence Reed

IV. % of Revenue Spent on Personnel Costs

Terrell Williams

V. % of Revenue Basic Instruction

Terence Reed

VI. Average Spending Per Pupil (and comparison to averages)

Terence Reed

VII. % of Expenditures on Facility

Donna Hines

VIII. % of Expenditures Spent on Central Services

Donna Hines

IX. IT Spending on Student

Chaketha Carr

X. IT Spending as Percent of Budget

Chaketha Carr

XI. Relationship between Priority Area(s)

Terence Reed

XII. Internal Accounting Control

Terrell Williams

XIII. Other? You may include additional information, indicators, considerations within the narrative.

NARRATIVE (1) - Discuss the Board's plan to assess the proposed financial performance indicators.

You must include:

- (a) How often the Board will assess each indicator
- (b) Specific Metrics for each indicator; and
- (c) Thresholds that will determine success and failure

Press to Input Narrative Response

Evaluation Criteria
A response should:

- Demonstrate a consistent and sufficient evaluation schedule.
- Present specific and applicable metrics that will evaluate and assess financial performance..
- Identify specific thresholds/performance levels that will determine success or failure.
- Identify specific Board member(s) that have demonstrable experience and competency to assess financial performance.

NARRATIVE (1) - Discuss the Board's plan to assess the proposed financial performance indicators.

You must include:

- (a) How often the Board will assess each indicator
- (b) Specific Metrics for each indicator; and
- (c) Thresholds that will determine success and failure

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

The Board's plan to assess the proposed financial performance indicators will be

(a) on a bi-monthly and yearly basis

(b) Monthly Audited Report of expenditures, Positive/Negative balances of Transaction report, Distribution report, and Accounting report.

(c) Thresholds determining success and failure will be the positive/ negative cash flow of budget, success/failure of academic programs, materials, resources and staff/personnel turn over rate. Expenditures of facilities operations and maintenances.



Applicants must select financial accounting software that enables compliance with the requirements discussed in the Special Supplement to Financial Accounting and Reporting, Non-Profit Charter School Charter of Accounts: Click [here](#) to view.

I. What are the expected <i>personnel</i> costs for the start-up year?	201,061
II. What are the expected <i>contracted service</i> costs for the start-up year?	16,000
III. What are the expected <i>school operation</i> costs for the start-up year?	147,000
IV. What are the expected <i>facility operation and maintenance</i> costs for the start-up year?	64,000
V. State the fiscal year end-date for the Sponsoring Entity. <i>mm/dd</i>	630

VI. Person(s), position(s), and/or entities that had a significant role in the creation and adoption of the start-up plan (and associated budget).

Terence Reed, Board Member
 Terrell Williams, Board Member
 Chaketha Carr, Board Member

VII. 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) - Provide a detailed start-up plan for the school, specifying tasks, timelines, Board input, and responsible individuals. The plan should describe the segregation of duties. Include specific contingencies if funding is not as anticipated.

Also include a description of how the charter school operations will mitigate waste, fraud, and abuse.

Press to Input Narrative Response

**Evaluation Criteria
 A response and financial plan
 workbook should:**

- Provide funding/revenue sources that can be fully supported by *Verifiable Proof of Secured Funds* documentation and demonstrates the viability and adequacy of all listed amounts.
- Demonstrate considerable Board involvement in the creation and adoption of the Start-Up Plan.
- 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) - Provide a detailed start-up plan for the school, specifying tasks, timelines, Board input, and responsible individuals. The plan should describe the segregation of duties. Include specific contingencies if funding is not as anticipated.

Also include a description of how the charter school operations will mitigate waste, fraud, and abuse.

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

During the Start-up year, New Millennium Leadership Academy anticipated expenses will be an estimated \$428,061 which will include Personnel expenses, School Operation expenses, Facility Operation expenses, Contract Services, and August and September payroll and insurances. We anticipate utilizing monies from grants contingent upon approval, fund raisers, and private donors.

For Personnel expenses,

Superintendent/Principal will be hired 6 months before the start of school with an estimate \$35,000 expenses for the purpose of recruitment, advertisement and other related logistics. Business Manager will be hired 5 months before the start of school with an estimate \$20,833 expenses for the purpose of recruitment, strategic planning and implementation, and other related logistics. Assistant Principal will be hired 4 months before the start of school with an estimate \$20,000 expenses for the purpose of recruitment, marketing/advertisement, and other related logistics. School Secretary will be hired 5 months before the start of school with an estimate \$ 14,583 expenses for the purpose of outgoing/incoming calls, appointments, reservations and other office related duties. PEIMS Clerk will be hired 4 months before the start of school with \$13,333 expenses for the purpose of collection, creation, storing, and organizing of school data, and other school related business. Board members will actively monitor progress through out Start up year with on-going feedback with Superintendent and reports during Board Meetings.

For School Operation expenses,

.5 of budget cost for technology \$50,000 (\$100,000 total) will be estimate expense, .5 of budget cost for furniture \$50,000 (\$100,000 total) will be estimate expense, \$15,000 for telephone/internet expenses, estimate of \$36,000(\$9,000 per month for 4 months) for facility leasing, \$10,000 for teacher recruitment expenses, \$10,000 for student recruitment expenses.

For Facility Operation expenses,

\$6,000 estimate expenses for Utilities, \$10,000 estimate expenses for light modifications, maintenance, repairs, and beautifications of school

For Contract Services,

\$6,000 estimate expense for Accounting(payment made after start of school), \$5,000 estimate expense for Legal, \$5,000 for estimate expense for Miscellaneous.

The Board will contract services through Dynamic Support Solutions, a company that provides Back-Office services with Finance and Accounting services to ensure efficiency with the management of funds and to mitigate waste, fraud, and abuse.

The Board Contingency plans if funding is below anticipation includes private funding, contingent on charter approval through several financial institutions and private donors. Also, an alternative plan with cutting personnel expense by 25% (\$50,265) if need be. Our Contingency Plan will ensure we are within or well below our anticipated expenses.



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...	<input style="width: 80%;" type="text" value="1,400"/>
<i>How many donors reflect this amount?</i>	<input style="width: 80%;" type="text" value="23"/>
II. What is the cumulative amount of donations received with a FIRM COMMITMENT? If any...	<input style="width: 80%;" type="text" value="800"/>
<i>How many donors reflect this amount?</i>	<input style="width: 80%;" type="text" value="10"/>
III. What is the cumulative amount of all other donations ANTICIPATED? If any...	<input style="width: 80%;" type="text" value="34,600"/>
<i>How many donors reflect this amount?</i>	<input style="width: 80%;" type="text" value="1"/>
IV. What is the cumulative amount of donations CONTINGENT UPON CHARTER? If any...	<input style="width: 80%;" type="text" value="5,000"/>
<i>How many donors reflect this amount?</i>	<input style="width: 80%;" type="text" value="10"/>



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) - Provide a detailed budget narrative and sources of funding, which must include 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).

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 secure and which are anticipated, and include evidence of commitment for any funds. Explain the basis for assumptions around unsecured/anticipated funding sources.

NARRATIVE (2) - Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. Also provide a detailed cash flow contingency (for Year 1), in the event that revenue projections are not met in advance of opening.

Press to Input Narrative Response

Evaluation Criteria
A response and financial plan workbook should:

- 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) - Provide a detailed budget narrative and sources of funding, which must include 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).

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 secure and which are anticipated, and include evidence of commitment for any funds. Explain the basis for assumptions around unsecured/anticipated funding sources.

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

██████████ secure private loans as a supplement for the payment expenses of personnel, staffing, instructional materials, logistics, and school equipment during Start-Up Year. On-going continuation of fund raisers, grants through foundations will also be positive cash flow to meet required expenditures during Start-up year.

We have identified 2 potential foundations of receiving grant funds that focus on education and high poverty areas with possible donations in the amount below being granted:

Amon G Carter Foundation \$50,000(request in pending)
Sid Richardson Foundation \$50,000 (request in pending)

In addition, ██████████ has secured a Private Loans (Personal Line of Credit) totaling of \$10,000 as supporting working capital and will commit an additional \$75,0000 as a private donation pending charter approval.

Our total projected positive cash flow revenues for Year Zero is at minimum \$185,000 plus future and on-going grant approvals for private foundations

NARRATIVE (2) - Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. Also provide a detailed cash flow contingency (for Year 1), in the event that revenue projections are not met in advance of opening.

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

The School's Contingency plans if grant funding is below anticipated estimate or not received will be through guaranteed private loans through a financial institution, contingent on charter approval and guaranteed secured private loans from individual board members.

I. Does the applicant plan to contract any 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 manage significant aspects of charter operations - including but not limited to, *curriculum, finance, facilities, and human resources.*

II. What area(s) of service will be outsourced?
Check all that apply.

Back Office Services	Beginning in Year	1 <input checked="" 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 checked="" 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 checked="" 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;"> SPED services </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. If using a Charter Management Organization (CMO), briefly describe the fee structure of the contract. NA

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

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

Press to Input Narrative Response

Evaluation Criteria
A response and financial plan workbook should:

- Rationalize the need for each proposed service - including an extensive decision making process.
- 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: 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.

New Millennium Leadership Academy anticipate to use contract services for the following areas:

Back Office Services for Accounting and Financial. The vendor will be responsible for:

- Bookkeeping and accounting services
- Quarterly and annual budgets, including budget forecasting
- Cash flow projections and obtaining financing
- Establishing of credit facilities
- Development of capital outlay plans
- Coordination and logistical support of financial audits
- Estimate cost for services is \$5,000 month

Janitorial Services, for upkeep and cleanliness of school. The vendor will be required to make available proof of bonding and insurance, and demonstrate knowledge with all laws regarding HAZMAT. Estimate cost is \$4,000 month.

SPED services for student with required services relating to their I.E.P. which includes OT/PT, Speech, Visual/Auditory impairment. The vendor will be required to have appropriate licenses and certified personnel along with a track record of providing a high quality and compliant services to public charter schools. Estimate cost is \$1500 month.

Food Services, for the preparation of breakfast and lunch meals for students. Vendor will be required with proper certification and licenses with serving meals to students in public schools. Expenses will average \$5.00, \$2.00 for breakfast and \$3.00 for lunch. We anticipate federal reimbursement for meeting the standards and guidelines for free and reduced lunch program and nutrition for schools.



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.

I. 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.

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

Elementary School

Middle School

High School

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

NARRATIVE (2) - Discuss all demographics currently served by the charter operator. The response should be disaggregated by state.

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

Press to Input Narrative Response

THIS SECTION IS NOT SCORED.
However, an applicant must:

- 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 demographics (by state) that are currently being served.
- Establish a capacity to learn from past challenges as demonstrated by: (1) addressing current challenges associated with operating a charter in Texas; (2) discussing comparable challenges; and (3) articulating successful and applicable solutions.

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

II. Total Number of Support Services



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

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

NARRATIVE (2) - Explain how the relationship between the governing board and the secondary board 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

**THIS SECTION IS NOT SCORED.
However, an applicant must:**

- 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 the secondary board.



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

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

If yes, provide reasons for the failure or delay.



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

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

Press to Input Narrative Response

THIS SECTION IS NOT SCORED.
However, an applicant must:

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

Provide the Following:

The *Proof of Attendance* documentation received at the conclusion of the Applicant Information Session attended in September, 2017. Applicants who attended both sessions need only submit one document.

The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on September 15, 2017 and September 22, 2017, of which applicants were required to attend one. Each session provided details about (i) applying for (and holding) a charter in the state of Texas; (ii) contents of the RFA document; and (iii) application preparation and submission requirements for both electronic and hard copy application documents.

Consequently, 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 individual(s) with primary responsibility for preparing and submitting the application also attend one of these required information sessions.

Texas Education Agency
Division of Charter School Administration
Generation Twenty-Three 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 along with the completed application.

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: New Millennium Leadership Academy

Sponsoring Entity Name as reflected on the 501(c)(3): Aspiring Leaders Inc.

Application Contact Name: Terence Reed

Title/Role: Board Officer/Chairman

Email: [REDACTED] Phone: 682-622-9158

Board Member Attending: Terence Reed

Board Member Attending: Delando Lewis

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Date of Session: Friday, September 15, 2017, 9:00 a.m. - 4:20 p.m.
 Friday, September 22, 2017, 9:00 a.m. - 4:20 p.m.

RECEIVED
TEXAS EDUCATION AGENCY
2017 SEP 15 AM 9:42
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

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

If you have any questions about the sessions or registration, please contact Jennifer Hagan at 512-463-0359 or jennifer.hagan@tea.texas.gov.

Provide the Following:

A scanned/photo copy of the official public notice/advertisement (as printed) in the newspaper. The copy that is provided in this application must include the name of the publication (as printed) and publication date.

Each public notice must 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.

All public notices/advertisements must be published in a newspaper of general distribution within the geographic boundary of the proposed charter school. Any public notice in newspaper(s) with limited circulation (*Greensheet, Dallas Observer, Austin Chronicle etc.*) will be ineligible for consideration.

All public notices/advertisements must be published in a newspaper that is distributed in print (not just electronic).

At a minimum, applicants must hold a public meeting within the charter school's proposed geographic boundary. The purpose of this meeting must address/discuss this application for a Generation 23 Open-Enrollment Charter School.

This meeting must take place no earlier than **18 months** before the charter application due date. Consequently, any prior public meetings in (or before) June, 2016 are not eligible for consideration.

Lastly, any person may attend and participate in the meeting.

ATTENTION: All submitted notices must be dated prior to December 4, 2017.

Thank You for Payment

Monday, October 9, 2017

Transaction Type: **Payment**

Order Number: [REDACTED]

Payment Method: **Credit Card**

Bad Debt: -

Credit Card Number: [REDACTED]

Credit Card Expire Date: [REDACTED]

Payment Amount: 78.78

Reference Number: [REDACTED]

Charge to Company: **Fort Worth**

Category: **Classified**

Transaction Number: [REDACTED]

Credit to Transaction Number: [REDACTED]

Invoice Text:

Invoice Notes:

Customer Type: **Transient**

Customer Category: **Private Party**

Customer Status:

Customer Group: **All Other**

Customer Trade: **None**

Account Number: [REDACTED]

Phone Number: 6826229158

Company / Individual: **Individual**

Customer Name: **ASPIRING LEADERS INC**

Customer Address: 3732 MILLER AVE
FORT WORTH, TX 76119 USA

Check Number:

Routing Number:

CLASSIFIED 333
(78)

Monday - Friday
8 a.m. to 5 p.m.

CLASSIFIED 333 (78)

legals classified

legals & public notices

APPLICATION FOR NEW IDEAS FOR BLUE-GREEN-GREY INITIATIVE

The North Central Texas Council of Governments (NCTCOG) is requesting applications from teams of individuals, private firms, non-profits, or governmental agencies for new project ideas. Each project submitted must include three elements: Blue (water), Green (environment), and Grey (transportation infrastructure). Funds awarded as part of this initiative are intended to assist with the development of new ideas that could be transmitted to non-profit organizations, private sector companies or government agencies for funding of the next phase. Awarded applications may receive up to \$50,000. Award of funding through this initiative is conditional on the identification of which implementation agency will receive the idea.

Applications must be received no later than 5:00 pm, on Friday, November 3, 2017, to Michael Morris, P.E., Director of Transportation, North Central Texas Council of Governments, 616 Six Flags Drive, Arlington, Texas 76011. Additional information will be available at www.nctcog.org/rfp.

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

Aspiring Leaders Inc. Board of Directors will conduct a meeting for the public on Tue., Oct. 17th at 7pm, at Truevine MBC, 3732 Miller Ave. Ft. Worth, TX 76119 to present information about New Millennium Leadership Academy, a proposed open-enrollment public charter school that will educate students in grades Pre-K-5th in Ft. Worth, TX. Attendants will be presented with the proposal and able to ask questions about the school.

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 school 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.

Arrange certified mail receipts in alphabetical order by district. Limit six receipts per page.

Applicants must 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 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 school 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.

ATTENTION: All submitted notices must be post marked prior to December 4, 2017.

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

SAMPLE

2. Article Number (Transfer from service label)

9590 7401 0000 5191 0000 12

PS Form 3811, July 2015 PSN 7330-02-000-9003 Domestic Return Receipt

COMPLETE THIS SECTION ON DELIVERY

A. Signature: X

B. Received by (Printed Name): _____

C. Date of Delivery: _____

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

E. Service Type:

- Adult Signature
- Adult Signature Restricted Delivery
- Certified Mail
- Certified Mail Restricted Delivery
- Collect on Delivery
- Collect on Delivery Restricted Delivery
- Insured Mail
- Insured Mail Restricted Delivery (over \$500)
- Priority Mail Express®
- Registered Mail™
- Registered Mail Restricted Delivery
- Return Receipt for Merchandise
- Signature Confirmation™
- Signature Confirmation Restricted Delivery

CERTIFIED MAIL RECEIPT CARD

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only, No Insurance Coverage Provided)

OFFICIAL USE

Postage: \$ _____

Certified Fee: \$ _____

Return/Refund Fee (Equipment Returned): \$ _____

Postmaster's Fee (Postmark Required): \$ _____

Total Postage & Fees: \$ _____

Date: _____

Printed Name: _____

Signature: _____

PS Form 3811, July 2015 PSN 7330-02-000-9003 Domestic Return Receipt

CERTIFIED MAIL RECEIPT

7013 1710 0000 0452 6353

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

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

FORT WORTH, TX 76114

Postage	\$3.35	0018 06 Postmark Here
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.84	

11/15/2017

Sent To
 Mr. David Holder, President Castleberry I.S.D.
 Street, Apt. No.,
 or PO Box No. 5228 Ohio Garden
 City, State, ZIP+4
 Fort Worth, TX 76114

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0000 0452 6353

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

FORT WORTH, TX 76114

Postage	\$3.35	0018 04 Postmark Here
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.84	

11/15/2017

Sent To
 John Ramos, Superintendent
 Street, Apt. No.,
 or PO Box No. 5228 Ohio Garden
 City, State, ZIP+4
 Fort Worth, TX 76114

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0000 0452 5813

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

CEDAR HILL, TX 75104

Postage	\$3.35	0018 06 Postmark Here
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.84	

11/15/2017

Sent To
 Mr. Michael Quildon, Resident Cedar Hill I.S.D.
 Street, Apt. No.,
 or PO Box No. 285 Uptown Blvd
 City, State, ZIP+4
 Cedar Hill, TX 75104

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0000 0452 5844

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

CEDAR HILL, TX 75104

Postage	\$3.35	0018 04 Postmark Here
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.84	

11/15/2017

Sent To
 Dr. Larry Watson
 Street, Apt. No.,
 or PO Box No. 285 Uptown Blvd
 City, State, ZIP+4
 Cedar Hill, TX 75104

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0000 0452 6469

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

CROWLEY, TX 76036

Postage	\$3.35	0018 06 Postmark Here
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.84	

11/15/2017

Sent To
 Ms. June W. Davis, President Crowley I.S.D.
 Street, Apt. No.,
 or PO Box No. 512 Peach St.
 City, State, ZIP+4
 Crowley, TX 76036

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0000 0452 6322

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

CROWLEY, TX 76036

Postage	\$3.35	0018 04 Postmark Here
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.84	

11/15/2017

Sent To
 DR. MICHAEL MCFARLAND, SUPER
 Street, Apt. No.,
 or PO Box No. 512 Peach St
 City, State, ZIP+4
 CROWLEY, TX 76036

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0000 0452 6537

U.S. Postal Service™
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For delivery information visit our website at www.usps.com
DESOTO, TX 75115

Postage	\$3.35	0018
Certified Fee	\$0.00	06
Return Receipt Fee (Endorsement Required)	\$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$0.49	11/15/2017
	\$3.84	

Sent To: Mr. Carl Sherman, President, Desoto ISD
 Street, Apt. No., or PO Box No. 200 E. Beltline Rd
 City, State, ZIP+4 Desoto, Tx 75115

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0000 0452 6391

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For delivery information visit our website at www.usps.com
DESOTO, TX 75115

Postage	\$3.35	0018
Certified Fee	\$0.00	04
Return Receipt Fee (Endorsement Required)	\$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$0.49	11/15/2017
	\$3.84	

Sent To: Dr. David Harris, Superintendent
 Street, Apt. No., or PO Box No. 200 E. Beltline Rd
 City, State, ZIP+4 Desoto, TX 75115

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0000 0452 6544

U.S. Postal Service™
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For delivery information visit our website at www.usps.com
DUNCANVILLE, TX 75116

Postage	\$3.35	0018
Certified Fee	\$0.00	06
Return Receipt Fee (Endorsement Required)	\$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$0.49	11/15/2017
	\$3.84	

Sent To: Ms. Renee McNeely, President, Duncanville ISD
 Street, Apt. No., or PO Box No. 839 Sherrill Blvd
 City, State, ZIP+4 Duncanville, Tx 75116

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0000 0452 5865

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DUNCANVILLE, TX 75116

Postage	\$3.35	0018
Certified Fee	\$0.00	04
Return Receipt Fee (Endorsement Required)	\$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$0.49	11/15/2017
	\$3.84	

Sent To: Dr. Marc Smith, Superintendent
 Street, Apt. No., or PO Box No. 7105 Cedar Ridge Dr
 City, State, ZIP+4 Duncanville, TX 75137

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0000 0452 5783

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com
FORT WORTH, TX 76179

Postage	\$3.35	0018
Certified Fee	\$0.00	06
Return Receipt Fee (Endorsement Required)	\$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$0.49	11/15/2017
	\$3.84	

Sent To: Mr. Steven G. Newsome, President, Eagle Mountain, Saginaw ISD
 Street, Apt. No., or PO Box No. 1200 Old Decatur Rd
 City, State, ZIP+4 Fort Worth, Texas 76179

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0000 0452 5707

U.S. Postal Service™
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For delivery information visit our website at www.usps.com
FORT WORTH, TX 76179

Postage	\$3.35	0018
Certified Fee	\$0.00	04
Return Receipt Fee (Endorsement Required)	\$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$0.49	11/15/2017
	\$3.84	

Sent To: Mr. Jim F. Chadwell
 Street, Apt. No., or PO Box No. 1200 Old Decatur Rd
 City, State, ZIP+4 Fort Worth, Tx 76179

PS Form 3800, August 2006 See Reverse for Instructions

U.S. Postal Service™
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FORT WORTH, TX 76140

Postage	\$3.35	 Postmark Here 11/15/2017
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.84	

Sent To
 Mr. Gary Bulch, President Everman ISD
 Street, Apt. No., or PO Box No. 608 Townley
 City, State, ZIP+4® Everman, TX 76140
 PS Form 3800, August 2006 See Reverse for Instructions

U.S. Postal Service™
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FORT WORTH, TX 76107


Certified Mail Fee	\$3.35	 Postmark Here 11/15/2017
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	
Postage	\$0.49	
Total Postage and Fees	\$3.84	

Sent To
 Supt. Kent Scribner
 Street and Apt. No., or PO Box No. 100 N. University
 City, State, ZIP+4® Ft. Worth, TX 76107
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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FORT WORTH, TX 76140


Postage	\$3.35	 Postmark Here 11/15/2017
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.84	

Sent To
 Curtis Amos, Superintendent
 Street, Apt. No., or PO Box No. 608 Townley
 City, State, ZIP+4® Everman, TX 76140
 PS Form 3800, August 2006 See Reverse for Instructions

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

FORT WORTH, TX 76107

Certified Mail Fee	\$3.35	 Postmark Here 11/15/2017
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	
Postage	\$0.49	
Total Postage and Fees	\$3.84	

Sent To
 Tobi Jackson
 Street and Apt. No., or PO Box No. 100 N. University
 City, State, ZIP+4® Ft. Worth, TX 76107
 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®.

GRAND PRAIRIE, TX 75052


Postage	\$3.35	 Postmark Here 11/15/2017
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.84	

Sent To
 Mr. Steve Pryor, President Grand Prairie ISD
 Street, Apt. No., or PO Box No. 2602 S. Beltline Rd.
 City, State, ZIP+4® Grand Prairie, TX 75052
 PS Form 3800, August 2006 See Reverse for Instructions

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GRAND PRAIRIE, TX 75052

Postage	\$3.35	 Postmark Here 11/15/2017
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.84	


Sent To
 DR. SUSAN SIMPSON HULL
 Street, Apt. No., or PO Box No. 2602 S. Beltline Rd.
 City, State, ZIP+4® Grand Prairie, TX 75052
 PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0000 0452 5851

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

KELLER, TX 76248

Postage	\$3.35	
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.84	

11/15/2017

Sent To: Ms. Cindy Lotton, President Keller I.S.D.
 Street, Apt. No., or PO Box No.: 350 Keller Pkwy
 City, State, ZIP+4: Keller, Tx 76248

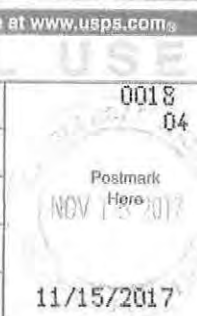
PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0000 0452 5851

U.S. Postal Service™
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 (Domestic Mail Only; No Insurance Coverage Provided)

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

KELLER, TX 76248

Postage	\$3.35	
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.84	

11/15/2017

Sent To: Dr. Rick Westfall
 Street, Apt. No., or PO Box No.: 350 Keller Pkwy
 City, State, ZIP+4: Keller, Tx 76248


PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0000 0452 6506

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

KENNEDALE, TX 76060

Postage	\$3.35	
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.84	

11/15/2017

Sent To: Mr. John Hunt President Kennedale I.S.D.
 Street, Apt. No., or PO Box No.: P.O. Box 467
 City, State, ZIP+4: Kennedale, Tx 76060


PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0000 0452 6360

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KENNEDALE, TX 76060

Postage	\$3.35	
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.84	

11/15/2017

Sent To: GARY DUGGER, Superintendent
 Street, Apt. No., or PO Box No.: P.O. Box 467
 City, State, ZIP+4: Kennedale, TX 76060

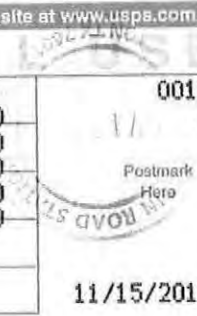
PS Form 3800, August 2006 See Reverse for Instr

7013 1710 0000 0452 5776

U.S. Postal Service™
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FORT WORTH, TX 76135

Postage	\$3.35	
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.84	

11/15/2017

Sent To: Ms. Donna Hutson, President Lake Worth I.S.D.
 Street, Apt. No., or PO Box No.: 6805 Telephone Rd
 City, State, ZIP+4: Lake Worth, Tx 76135

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0000 0452 6308

U.S. Postal Service™
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FORT WORTH, TX 76135

Postage	\$3.35	
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.84	

11/15/2017

Sent To: Mr. John R. Hebert
 Street, Apt. No., or PO Box No.: 6805 Telephone Rd
 City, State, ZIP+4: Lake Worth, Tx 76135

PS Form 3800, August 2006 See Reverse for Instructions

1551 2540 0000 0121 0701

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

MANSFIELD, TX 76063

Postage	\$3.35
Certified Fee	\$0.00
Return Receipt Fee (Endorsement Required)	\$0.00
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$3.84

0018 06
Postmark Here
11/15/2017

Sent To
Mr. Ramon Gonzalez, President Mansfield ISD
Street, Apt. No., or PO Box No. *605 East Broad St.*
City, State, ZIP+4
Mansfield, Tx 76063

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0000 0452 6414

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MANSFIELD, TX 76063

Postage	\$3.35
Certified Fee	\$0.00
Return Receipt Fee (Endorsement Required)	\$0.00
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$3.84

0018 04
Postmark Here
NOV 15 2017
11/15/2017

Sent To
Dr. Jim Vaszkus
Street, Apt. No., or PO Box No. *605 East Broad St.*
City, State, ZIP+4
Mansfield, TX 76063

PS Form 3800, August 2006 See Reverse for Instructions

1513 2540 0000 0121 0701

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

FORT WORTH, TX 76177

Postage	\$3.35
Certified Fee	\$0.00
Return Receipt Fee (Endorsement Required)	\$0.00
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$3.84

0018 06
Postmark Here
11/15/2017

Sent To
Mr. Mark Schluter, President Northwest ISD
Street, Apt. No., or PO Box No. *P.O. Box 77070*
City, State, ZIP+4
Fort Worth, Tx 76177

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0000 0452 6377

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

FORT WORTH, TX 76177

Postage	\$3.35
Certified Fee	\$0.00
Return Receipt Fee (Endorsement Required)	\$0.00
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$3.84

0018 04
Postmark Here
NOV 15 2017
11/15/2017

Sent To
Ryder Warren, Superintendent
Street, Apt. No., or PO Box No. *P.O. Box 77070*
City, State, ZIP+4
Fort Worth, TX 76177

PS Form 3800, August 2006 See Reverse for Instructions

1513 2540 0000 0121 0701

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

FORT WORTH, TX 76108

Postage	\$3.35
Certified Fee	\$0.00
Return Receipt Fee (Endorsement Required)	\$0.00
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$3.84

0018 06
Postmark Here
11/15/2017

Sent To
Mr. Randy Armstrong, President White Settlement ISD
Street, Apt. No., or PO Box No. *401 S. Cherry Ln*
City, State, ZIP+4
Fort Worth, Tx 76108

PS Form 3800, August 2006 See Reverse for Instructions

7013 1710 0000 0452 6346

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

FORT WORTH, TX 76108

Postage	\$3.35
Certified Fee	\$0.00
Return Receipt Fee (Endorsement Required)	\$0.00
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$3.84

0018 04
Postmark Here
NOV 15 2017
11/15/2017

Sent To
Frank Molina, Superintendent
Street, Apt. No., or PO Box No. *401 S. Cherry Ln*
City, State, ZIP+4
Fort Worth, TX 76108

PS Form 3800, August 2006 See Reverse for Instructions

7016 0910 0001 3097 8703

U.S. Postal Service™
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AUSTIN, TX 78711

Certified Mail Fee	\$3.35	0018 06
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<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	\$0.49	11/15/2017
Total Postage and Fees	\$3.84	
Sent To <u>Sen. Don Huffines</u>		
Street and Apt. No., or PO Box No. <u>P.O. Box 12068</u>		
City, State, ZIP+4® <u>Austin, TX 78711</u>		

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

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AUSTIN, TX 78711

Certified Mail Fee	\$3.35	0018 06
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<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	\$0.49	11/15/2017
Total Postage and Fees	\$3.84	
Sent To <u>Sen. Konni Burton</u>		
Street and Apt. No., or PO Box No. <u>P.O. Box 12068</u>		
City, State, ZIP+4® <u>Austin, TX 78711</u>		

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

7016 0910 0001 3097 8697

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AUSTIN, TX 78711

Certified Mail Fee	\$3.35	0018 06
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<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	\$0.49	11/15/2017
Total Postage and Fees	\$3.84	
Sent To <u>Sen. Brian Birdwell</u>		
Street and Apt. No., or PO Box No. <u>P.O. Box 12068</u>		
City, State, ZIP+4® <u>Austin, TX 78711</u>		

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

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AUSTIN, TX 78711

Certified Mail Fee	\$3.35	0018 06
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<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	\$0.49	11/15/2017
Total Postage and Fees	\$3.84	
Sent To <u>Sen. Kelly Hancock</u>		
Street and Apt. No., or PO Box No. <u>P.O. Box 12068</u>		
City, State, ZIP+4® <u>Austin, TX 78711</u>		

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

7016 0910 0001 3097 8680

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Certified Mail Fee	\$3.35	0018 06
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<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	\$0.49	11/15/2017
Total Postage and Fees	\$3.84	
Sent To <u>Sen. June Nelson</u>		
Street and Apt. No., or PO Box No. <u>P.O. Box 12068</u>		
City, State, ZIP+4® <u>Austin, TX 78711</u>		

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WACO, TX 76706

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Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<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	\$0.49	11/15/2017
Total Postage and Fees	\$3.84	
Sent To <u>Sue Melton-Malone</u>		
Street and Apt. No., or PO Box No. <u>125 E. Dawn</u>		
City, State, ZIP+4® <u>Robinson, TX 76706</u>		

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	\$0.00	06
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$0.49	11/15/2017
	\$3.84	

Sent To: Rep. Chris Turner
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	\$0.00	06
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$0.49	11/15/2017
	\$3.84	

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	\$0.00	06
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$0.49	11/15/2017
	\$3.84	

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	\$0.00	06
Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$0.49	11/15/2017
	\$3.84	

Sent To: Rep. Rafael Anchia
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Extra Services & Fees (check box, add fee as appropriate)	\$0.00	06
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	Postmark Here
<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	\$0.49	11/15/2017
Total Postage and Fees	\$3.84	

Sent To: Sen. Royce West
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Extra Services & Fees (check box, add fee as appropriate)	\$0.00	06
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	Postmark Here
<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	\$0.49	11/15/2017
Total Postage and Fees	\$3.84	

Sent To: Sen. Craig Estes
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929 2540 0450 6285
 1710 0000 0000 0018
 7013
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 2606
 0001 3097 8659
 7016 0910 0001 3097 8659

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Total Postage & Fees	\$3.84	



Sent To: **Rep. John Strickland**
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Restricted Delivery Fee (Endorsement Required)	\$0.49	\$0.00
Total Postage & Fees	\$3.84	



Sent To: **Rep. Tain Parker**
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Return Receipt Fee (Endorsement Required)	\$0.00	\$0.00
Restricted Delivery Fee (Endorsement Required)	\$0.49	\$0.00
Total Postage & Fees	\$3.84	



Sent To: **Rep. Nicole Collier**
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Restricted Delivery Fee (Endorsement Required)	\$0.49	\$0.00
Total Postage & Fees	\$3.84	



Sent To: **Rep. Giovanni Arrigione**
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Total Postage & Fees	\$3.84	



Sent To: **Rep. Phil King**
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Return Receipt Fee (Endorsement Required)	\$0.00	\$0.00
Restricted Delivery Fee (Endorsement Required)	\$0.49	\$0.00
Total Postage & Fees	\$3.84	



Sent To: **Rep. Taryn Tindenholt**
Street, Apt. No., or PO Box No. **P.O. Box 2910**
City, State, ZIP+4 **Austin, TX 78768**

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7013 1710 0000 0452 6155
7013 1710 0000 0452 6131
7013 1710 0000 0452 5714

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Return Receipt Fee (Endorsement Required)	\$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	11/15/2017
Total Postage & Fees	\$3.35	

Sent To: **Rep. Matt Krause**
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 City, State, ZIP+4: **Austin, TX 78768**

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Extra Services & Fees (check box, add fee as appropriate)	\$0.00	06
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	11/15/2017
<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	\$0.49	
Total Postage and Fees	\$3.84	

Sent To: **Patricia Hardy**
 Street and Apt. No., or PO Box No.: **900 North Elm**
 City, State, ZIP+4: **Weatherford, TX 76086**

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Restricted Delivery Fee (Endorsement Required)	\$0.00	11/15/2017
Total Postage & Fees	\$3.35	

Sent To: **Rep. Craig Goldman**
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Total Postage & Fees	\$3.35	

Sent To: **Rep. Ramon Romero, Jr**
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 City, State, ZIP+4: **Austin, TX 78768**

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Certified Fee	\$0.00	06
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Restricted Delivery Fee (Endorsement Required)	\$0.00	11/15/2017
Total Postage & Fees	\$3.35	

Sent To: **Rep. William Zedler**
 Street, Apt. No., or PO Box No.: **P.O. Box 2910**
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Certified Fee	\$0.00	06
Return Receipt Fee (Endorsement Required)	\$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	11/15/2017
Total Postage & Fees	\$3.35	


Sent To: **Rep. Stephanie Klick**
 Street, Apt. No., or PO Box No.: **P.O. Box 2910**
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Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.35	


Sent To **Rep. Roberto R. Alonzo**
 Street, Apt. No., or PO Box No. **P.O. Box 2910**
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Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.35	


Sent To **Rep. John Wray**
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Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.35	


Sent To **Rep. DeWayne Burns**
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Total Postage & Fees	\$3.35	


Sent To **Rep. Charlie Geren**
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Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.35	


Sent To **Rep. Yvonne Davis**
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Certified Fee	\$0.00	
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$3.35	

Sent To **Rep. Helen Giddings**
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 Extra Services & Fees (check box, add fee as appropriate)
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 Return Receipt (electronic) \$0.00
 Certified Mail Restricted Delivery \$0.00
 Adult Signature Required \$0.00
 Adult Signature Restricted Delivery \$0.00

Postage \$0.49
 \$
 Total Postage and Fees \$3.84
 \$

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Sent To Krika Beltran
 Street and Apt. No., or PO Box No. P.O. Box 17196
 City, State, ZIP+4® Ft. Worth, TX 76102

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7016 0910 0001 3097 9137

Provide the Following:

I. Scans/photocopies of any (i) advertising content; (ii) community outreach surveys; (iii) social media campaigns; and (iv) any additional documentation that demonstrates community engagement and support.

II. Public Meeting Protocol— this is the script or list of questions that were prepared and presented at the public meeting. Do **not** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.

III. Letter(s) of Support— provide (if any) non-financial letters of support from individuals, organizations, officials, etc.

AN ALTERNATIVE CHOICE TO PUBLIC EDUCATION

Aspiring Leaders Inc. 501 (c) (3)

Please join us in a COMMUNITY FORUM MEETING

Information about **NEW MILLENNIUM LEADERSHIP ACADEMY**, a FREE-TUITION, OPEN ENROLLMENT FUTURE CHARTER SCHOOL within the community, Serving Pre-K/Elementary Students beginning August 2019/2020 school year.

“Representing EQUITABLE Parent CHOICE & Better Education for ALL STUDENTS”



TUESDAY, OCTOBER 17, 2017 at 7:00pm

Truevine MBC, 3732 Miller Avenue, Fort Worth, Texas 76119

WE SOLICIT YOUR INPUT

YOUR VOICE MATTERS!!



New Millennium Leadership Academy

Aspiring Leaders Inc. is a registered non-profit organization and sponsoring entity of **New Millennium Leadership Academy**, a proposed open-enrollment, free-tuition public charter school. Charter Schools are public funded and open to all students who wish to attend. They do not charge any fees for admission, and they cannot discriminate when making enrollment or admission decisions.

Please take the time to complete this survey. We SOLICIT your input, YOUR VOICE MATTERS!!!!

1. How did you hear about this community meeting?
 - a. Social Media
 - b. Public Announcement
 - b. Flyer
 - d. Word of Mouth

2. Are you in support or against of a public charter school as an alternative school choice?
Support Against

3. How satisfied are you overall with existing schools in the community?
Not Satisfied Satisfied Extremely Satisfied

4. What impression do you have of current schools in the community?
Positive Impression Negative Impression

5. Do you currently have child(ren) in elementary public schools?
YES NO [SKIP to Number 9]

6. Are you currently satisfied with your child(ren) school's overall performance?
YES NO

7. On a scale from 1-10, with 10 being Excellent and 1 being Poor, How would you rate your child(ren) school with meeting his/her educational needs? _____

8. What grade would you give your child(ren) current school of meeting your expectations when it comes to Academics? A B C D F

9. Are you willing to support with your time or financial assistance with the establishment of a charter school in the community that will better serve students educational needs? YES NO

**Aspiring Leaders Inc.
Community Meeting Agenda**

October 17, 2017

7:00pm

Welcome

Intro of Board/Planning Team

Presentation of School's Mission, Vision, Goals

Research Data of Academic Accountability of Existing Schools

Presentation of the School's Educational Model

Questions and Answers

Meeting Adjourned



November 15, 2017

To Whom It May Concern:

We are pleased to inform you that DYNAMIC SUPPORT SOLUTIONS agrees with providing Back Office Support services and other Accounting, Financial services to New Millennium Leadership Academy for the 2019/2020 school year pending Charter Approval by Texas Education Agency. We are also willing to work with a financial agreement with providing services in the month of August 2019 and receive payments for services from state approved funds in the month of September 2019 as an alternative.

Best regards,

A handwritten signature in blue ink, appearing to read 'Gene Zhu'.

Gene Zhu, Managing Director
972-567-6835
Dynamic Support Solutions





Dellicker Strategies, LLC
8766 Bittners Court
Lehigh Valley, PA 18053
Phone: 484.788.1221
Web: www.dellicker.com

November 13, 2017

To whom it may concern:

Dellicker Strategies is a change management company that helps K-12 school use technology to improve student academic performance. We have worked with more than 200 schools to design and deliver effective hybrid and blended instruction in a more personalized learning environment. We also provide a complete professional development program for teachers and administrators as they combine leading-edge technologies with proven teaching methods to help student achieve success.

We are pleased to inform you that Dellicker Strategies and our collaborative online organization, the Hybrid Learning Institute, agrees to provide professional development to New Millennium Leadership Academy for the 2019/2020 school year. We will deliver services through our DSdirect Personalized Learning Academy through a combination of in-person, live-virtual and on-demand training.

Our professional development aligns to the school's mission "To provide a Hybrid learning environment that reflect student success in academic achievement, post-secondary readiness, and as independent learners" to all faculty and staff contingent upon charter school approval.

We are also willing to provide this training in the month of August 2019 but to receive payment from state approved funds in the month of September 2019 as an alternative.

We believe in this school's mission and expect it will serve benefit children in the community.

Sincerely,

A handwritten signature in black ink that reads "Kevin Dellicker". The signature is written in a cursive, flowing style.

Kevin Dellicker



Formerly The Learning Center of North Texas

BOARD OF DIRECTORS

2017-2018

- Barbara W. Jiongo, Chair
- Alex Bryant
- Robyn Barrere
- Maryhelen Bronson
- Austin A. Burns
- Loretta Causey
- Karen English
- Dr. Leslie James
- J.C. Johnson
- Maddie Lesnick
- Kim Perrone
- Kathy Severson
- Sam Smart
- David Trimble

November 13, 2017

ADVISORY BOARD

- Dr. Jeanne Gerlach
- Suzi Hill
- Susie Jackson
- Sheila B. Johnson
- Webb Joiner
- Joan Katz
- Mike Moncrief
- Andy Padgett
- John Stanbery
- J. Don Williamson
- Dr. Britton Wood
- Jhani Wright-Williams

To Whom It May Concern:

I am pleased to inform you that LinkED/The Learning Center of North Texas agrees to contract as a Special Need/Diagnostic Testing service provider to New Millennium Leadership Academy for the 2019/2020 school year pending Charter Approval.

LinkED is a Section 501 (c) (3) nonprofit organization serving the greater Tarrant County area with testing services, educational professional development, and adult services support. Due to the access of grant funded sliding scale monies, LinkED has the ability to provide sliding scale services to students of families exhibiting evidence of financial need. If diagnostic services are needed for New Millennium Leadership Academy prior to the start of school in Aug. 2019, LinkED/TLCNT is willing to provide services and invoice NMLA to receive payments from state approved funds as of September 2019 as an alternative.

LinkED/TLCNT supports the mission of this school and believes it will benefit many children in the Fort Worth community.

Sincerely,

Lloyd Day

Lloyd Day, M.Ed.
Executive Director

A NONPROFIT CORPORATION

Executive Director
LinkED
formerly The Learning Center of North Texas
101 Summit Ave. Suite 612
Fort Worth, TX 76102
817-336-0808

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Provide the Following:

I. 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.

II. Documented History of Misconduct Form,

- In the form provided behind this coversheet, applicants must indicate below which documented instances of misconduct/disciplinary action will NOT be grounds for denial of enrollment. In other words, check all boxes that will not exclude an individual from enrolling as a student at the proposed charter school. I.e. *checking box [Abuse of Volatile Chemical] means that a student with that particular documented history of misconduct WILL be eligible to enroll as a student with the proposed charter school.*

New Millennium Leadership Academy

Admission and Enrollment Policies

Non-Discrimination Admission Policy

New Millennium Leadership Academy is an open enrollment public charter school that does not discriminate in its admission process or charge tuition for enrollment or school attendance. In accordance to TEC § 12.111(a)(5), When making admission decisions, New Millennium Leadership Academy shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend under state law.

Admission Eligibility

To be eligible for admission, the applicant or qualifying occupant specified by Texas Education Code §25.001(b) must reside within the geographic boundaries of New Millennium Leadership Academy. New Millennium Leadership Academy geographic boundaries include: Fort Worth ISD, Burleson ISD, Crowley ISD, Everman ISD, Keller ISD, Arlington ISD, Kennedale ISD, Mansfield ISD, HEB ISD, Grapevine-Colleyville ISD, Irving ISD, Birdville ISD, White Settlement ISD, Lake Worth ISD, Eagle-Mountain Saginaw ISD, Castleberry ISD, Northwest ISD, Grand Prairie ISD, Cedar Hill ISD, Desoto ISD, and Duncanville ISD.

To be eligible for Pre-Kindergarten, student must be four years of age prior to September 1 of the year the student starts. To be eligible for Kindergarten, student must be five years of age prior to September 1 of the year the student starts.

Submission of Application Deadline

New Millennium Leadership Academy designated application period will begin on December 3, 2018 and end on March 29, 2019. Lottery will take place on April 12, 2019. Each year, the date of this period will be publicized.

New Millennium Leadership Academy's application will include the following:

1. Name of Student
2. Birthday
3. Name of Parent/Gaurdian
4. Address
5. Home school district
6. Current grade and grade level requested for admission
7. Name of siblings attending and/or applying for admission
8. Whether student has a document history of a criminal offense, juvenile court adjudication, or discipline problems as described in Texas Education Code Subchapter A, Chapter 37

If necessary, a random admission lottery will held within one week of the deadline to submit admissions application.

Admission Lottery

A random admissions lottery will be conducted if the total number of applicants exceeds the number of open enrollment. Grades and classes are also considered in this process. Each applicant will be assigned a number, and all numbers will be placed in a container and randomly drawn one number at a time by a school official or designee. Each applicant whose number is drawn will be offered admission. Notification will be made by e-mail and/or phone. Failure of an applicant to respond within 48 hours of the date of the telephone call or e-mail, will result in withdrawal of his or her position from the application process. Parents notified by telephone or e-mail should call Principal immediately upon receipt of the notice in order to preserve their child's position in the lottery.

Once all spaces either by grade or class have been filled by the lottery, the remaining numbers will be drawn and the applicants assigned to these numbers will be placed on a waiting list in the order in which they were drawn. If a vacancy arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list.

If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who has timely applied.

Lottery Exemptions

As permitted by §100.1207(b) of Title 19 of the Texas Administrative Code and the federal guidance on charter schools, the following categories of applicants are exempted from the lottery and shall be exempted in the following order:

1. Returning students already admitted or attending the school;
2. Siblings of students already admitted to or attending the school, so long as the sibling's grade is not oversubscribed;
3. Children of employees of the school, so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's enrollment;
4. Children of founders of the school, so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's enrollment

Secondary Boundary Admissions

If New Millennium Leadership Academy receives fewer applications than the number of open seats from primary boundary applicants, the remaining seats will be filled with students from the secondary boundary applicants. If there are less secondary boundary applicants than seats, the students will be assigned a seat in the order of the applications received. If there are more secondary applicants than available seats, after all primary applicants have been assigned seats, the remaining open seats will follow the same lottery process as above.

If New Millennium Leadership Academy receives more applications than available seats, then all primary boundary applicants will be entered into the random admissions lottery. After all primary boundary seats have been filled, and all primary boundary applicants have been placed on a waiting list, then all secondary boundary applicants will be entered into a lottery and placed on the waiting list.

If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied.

Proof of Residency

In order to ensure a student resides within the boundaries of New Millennium Leadership Academy, we may request the following:

1. Utility bills
2. Lease or mortgage information
3. Tax records
4. Other sources or documents demonstrating residency

Applicants must indicate below which documented instances of misconduct/disciplinary action will **NOT** be grounds for denial of enrollment. In other words, check all boxes that will not exclude an individual from enrolling as a student at the proposed charter school. I.e. *checking box [Abuse of Volatile Chemical] means that a student with that particular documented history of misconduct WILL be eligible to enroll as a student with the proposed charter school.*

Check all that Apply

<input type="checkbox"/>	Abuse Of A Volatile Chemical - TEC §37.006(a)(2)(E) [PEIMS Code 06]
<input type="checkbox"/>	Aggravated Assault Under Penal Code §22.02 Against a school district employee or volunteer - TEC § 37.007(d) [PEIMS Code 29]
<input type="checkbox"/>	Aggravated Assault Under Penal Code §22.02 Against someone other than a school district employee or volunteer - TEC §37.007(a)(2)(A) [PEIMS Code 30]
<input type="checkbox"/>	Aggravated Kidnapping - TEC §37.007(a)(2)(E) [PEIMS Code 19]
<input type="checkbox"/>	Aggravated Robbery - TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680) [PEIMS Code 46]
<input type="checkbox"/>	Arson - TEC §37.007(a)(2)(B) [PEIMS Code 16]
<input type="checkbox"/>	Assault Under Penal Code §22.01(a)(1) Against a school district employee of volunteer TEC §37.007(b) (2)(c) [PEIMS Code 27]
<input type="checkbox"/>	Assault Under Penal Code §22.01(a)(1) Against someone other than a school district employee of volunteer TEC §37.006(A)(2)(b) [PEIMS Code 28]
<input type="checkbox"/>	Based on Conduct Occurring Off Campus And While The Student Is Not In Attendance At A School - Sponsored Or School-Related Activity For Felony Offenses In Title 5, Penal Code - TEC §37.006(c), TEC §37.007(b)(4), and TEC §37.0081 [PEIMS Code 9]
<input checked="" type="checkbox"/>	Based on Conduct Occurring Off Campus And While The Student Is Not In Attendance At A School - Sponsored Or School-Related Activity For Felony Offenses In Title 5, Penal Code - TEC §37.006(d) and TEC §37.007(b)(4) [PEIMS Code 10]
<input type="checkbox"/>	Breach of Computer Security - TEC §37.007(a)(5) (HB1224) [PEIMS Code 58]
<input type="checkbox"/>	Brought a Firearm to School - TEC §37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 - TEC §37.007(a)(1) [PEIMS Code 11]
<input checked="" type="checkbox"/>	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 - TEC §37.007(a)(1) [PEIMS Code 14]
<input type="checkbox"/>	Conduct Punishable As A Felony - TEC §37.006(a)(2)(A) [PEIMS Code 02]
<input type="checkbox"/>	Continuous Sexual Abuse of Young Child or Children Under Penal Code §21.02 Occurring on school property or while attending a school-sponsored or school-related activity on or off school property - TEC §37.007(a)(2)(I) [PEIMS Code 57]
<input checked="" type="checkbox"/>	Criminal Mischief - TEC §37.007(f) [PEIMS Code 22]
<input type="checkbox"/>	Criminally Negligent Homicide - TEC §37.007(a)(2)(H) [PEIMS Code 48]
<input type="checkbox"/>	Emergency Placement/Expulsion - TEC §37.019 [PEIMS Code 23]
<input type="checkbox"/>	Engages in Deadly Conduct - TEC §37.007(b)(3) [PEIMS Code 49]
<input type="checkbox"/>	False Alarm/False Report - TEC §37.006(a)(1) and TEC §37.007(b) [PEIMS Code 35]
<input type="checkbox"/>	Felony Alcohol Violation - TEC §37.007(a)(3) [PEIMS Code 37]
<input type="checkbox"/>	Felony Controlled Substance Violation - TEC §37.007(a)(3) [PEIMS Code 36]
<input checked="" type="checkbox"/>	Fighting/Mutual Combat - Excludes all offenses under Penal Code §22.01 [PEIMS Code 41]

Check all that Apply

<input type="checkbox"/>	Indecency With A Child - TEC §37.007(a)(2)(D) [PEIMS Code 18]
<input type="checkbox"/>	Manslaughter - TEC §37.007(a)(2)(G) [PEIMS Code 47]
<input type="checkbox"/>	Murder, Capital Murder, Criminal Attempt To Commit Murder, Or Capital Murder - TEC §37.007(a)(2)(C) [PEIMS Code 17]
<input type="checkbox"/>	Permanent Removal By A Teacher From Class(Teacher has removed the student from classroom and denied the student the right to return. TEC §37.003 has been invoked.) - TEC §37.002(b) [PEIMS Code 1]
<input type="checkbox"/>	Possessed, Purchased, Used, Or Accepted a Cigarette or Tobacco Product as defined in the Health and Safety Code, §3.01, Chapter 161.25 [PEIMS Code 33]
<input type="checkbox"/>	Possessed, Sold, Used, Or Was Under the Influence of An Alcoholic Beverage - TEC §37.006(a)(2)(D) and §37.007(b) [PEIMS Code 5]
<input type="checkbox"/>	Possessed, Sold, Used, Or Was Under the Influence of Marijuana Or Other Controlled Substance - TEC §37.006(a)(2)(C) and §37.007(b) [PEIMS Code 4]
<input type="checkbox"/>	Public Lewdness Or Indecent Exposure - TEC §37.006(a)(2)(F) [PEIMS Code 7]
<input type="checkbox"/>	Retaliation Against School Employee - TEC §37.006(b) and §37.007(d) [PEIMS Code 8]
<input type="checkbox"/>	School-Related Gang Violence Action by three or more persons having a common identifying sign or symbol or an identifiable sign or symbol or an identifiable leadership who associate in the commission of criminal activities under Penal Code §71.01 [PEIMS Code 34]
<input type="checkbox"/>	Serious Misbehavior, as identified by TEC §37.007(c), while expelled to/placed in a Disciplinary Alternative Education Program (DAEP) - TEC §37.007(c) defines "serious misbehavior" as: (1) <i>deliberate violent behavior that a direct threat to the health or safety of others</i> ; (2) <i>extortion, meaning the gaining of money or other property by force or threat</i> ; (3) <i>conduct that constitutes coercion, as defined by Section 1.07, Penal Code</i> ; or (4) <i>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; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a) (1), Penal Code of a student or district employee.</i> [PEIMS Code 59]
<input type="checkbox"/>	Sexual Assault Under Penal Code §22.011 or Aggravated Sexual Assault Under Penal Code §22.021 Against a school district employee or volunteer - TEC §37.007(d) [PEIMS Code 31]
<input type="checkbox"/>	Sexual Assault Under Penal Code §22.011 or Aggravated Sexual Assault Under Penal Code §22.021 Against someone other than a school district employee or volunteer - TEC §37.007(a)(2)(A) [PEIMS Code 32]
<input type="checkbox"/>	Student Is Required To Register As A Sex Offender Under Chapter 62 Of The Code of Criminal Procedure And Is Under Court Supervision - TEC §37.304. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007 [PEIMS Code 55]
<input type="checkbox"/>	Student Is Required To Register As A Sex Offender Under Chapter 62 Of The Code of Criminal Procedure And Is Not Under Court Supervision - TEC §37.305. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007 [PEIMS Code 56]
<input type="checkbox"/>	Terroristic Threat - TEC §37.006(a)(1) or §37.007(b) [PEIMS Code 26]
<input type="checkbox"/>	Unlawful Carrying of a Club under Penal Code 46.02 - TEC §37.007(a)(1) [PEIMS Code 13]
<input type="checkbox"/>	Unlawful Carrying of an Illegal Knife under Penal Code 46.02 - TEC §37.007(a)(1) (Illegal knife - blade longer than 5.5 inches) [PEIMS Code 12]
<input checked="" type="checkbox"/>	Violation Of Student Code Of Conduct Not Included Under TEC §37.002(b), §37.006, or §37.007 (does not include student code of conduct violations covered in reason codes 33 and 34) [PEIMS Code 21]

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.

New Millennium Leadership Academy

CODE OF CONDUCT POLICY

The Board of Directors has adopted the Student Code of Conduct ("the Code"), which will be clearly communicated and known by teachers, students, parents and school leadership to create a culture of consistent expectations. The Code outlines expectations for student behavior, school procedures for addressing infractions, incentives for promoting positive behavior, reasons for suspension/expulsion, the rights of students with disabilities, and the processes to keep the parent informed.

The Code will be visible on campus and/or accessible through the campus front office for all to review. At the beginning of the school year, new and returning students will review and become familiar with the Code to set clear expectations for student behavior. The Code cannot account for every situation that may occur, so NMLA has the ability to set in place additional classroom and school rules. If students are subject to a new rule, it will be posted and clearly communicated. Students are expected to follow the Code both on and off-campus during school time.

Standards for Student Conduct for each student is expected to:

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

General misconduct violations will not necessarily result in the formal removal of the student from class or another placement, but may result in a routine referral to the office where the student may receive other discipline management techniques. NMLA may impose campus and classroom rules that will govern a student's conduct, in addition to those found in the Student Code of Conduct. These local and classroom rules may be listed in the school student handbook or posted in classrooms. Violations may or may not constitute violations of the Student Code of Conduct.

Violations may or may not constitute violations of the Student Code of Conduct.

Students are prohibited from:

- 1) Cheating or copying the work of another.
- 2) Being disrespectful to adults and/or other students.
- 3) Engaging in any conduct that constitutes harassment of any type.
- 4) Bullying others.
- 5) Violating the Student Code of Conduct.
- 6) Violating the campus student handbook.
- 7) Violating the behavioral standards set by teachers, coaches, administrators and/or sponsors.
- 8) Leaving school grounds or school-sponsored events without permission.
- 9) Scuffling or fighting.
- 10) Disobeying school rules regarding conduct on school buses.
- 11) Failing to comply with directives given by school personnel.
- 12) Possessing matches or a lighter.
- 13) Behaving in any manner disruptive to the school environment or educational process.
- 14) Violating safety rules.
- 15) Violating the dress code and grooming standards as communicated in the student handbook.
- 16) Unauthorized use of a telecommunication or an electronic device.
- 17) Possessing, smoking or using tobacco products, cigarettes, cigars, e-cigarettes, and any component, part or accessory for an e-cigarette device.

Discipline Management Techniques

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

frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense, unless otherwise specified by law, may bring into consideration varying techniques and responses.

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

- Behavioral contracts.
- Cooling-off time or “time-out.”
- Counseling by teachers, social work coordinator, or administrative personnel.
- Detention.
- Expulsion from NMLA, as specified in the expulsion section of the Code.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- In-school suspension, as specified in the suspension section of the Code.
- Out-of-school suspension, as specified in the suspension section of the Code.
- Parent-teacher conferences.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by NMLA.
- Verbal correction, oral or written.
- Withdrawal of privileges, such as participation in extracurricular activities, field trips, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Other strategies and consequences as determined by school officials.

Suspensions

New Millennium Leadership Academy will utilize two kinds of suspension: In School Suspension and Out Of School Suspension.

In School Suspension:

A student may, at the discretion of the principal or other appropriate administrator, be placed in an in-school suspension program. If such placement is determined to be appropriate, the parent and/or guardian will be notified by the school administrator before the student placement becomes official. Before a student under 18 is assigned to detention out-side regular school hours, notice shall be given to the student's parent and or guardian to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Out of School Suspension

State law allows a regular education student to be suspended for as many as three (3) school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year. If a student receives OSS suspension for a partial school day, that partial day is considered one of three total allowable OSS days. A suspension may not exceed 3 school days. TEC 37.005. For students who are served in special education with an Individualized Education Program (IEP), once the student has been suspended for 10 full or partial days during the school year, an Admission, Review, and Dismissal (ARD) meeting must be conducted prior to further suspension in order to determine if the proposed suspension is an allowable disciplinary action.

Considerations in Decision Before ordering an in-school or out-of-school suspension, the campus administrator will consider:

- 1) whether the student acted in self-defense, the intent or lack of intent at the time the student engaged in the conduct, and
- 2) the intent or lack of intent at the time the student engaged in the conduct, and
- 3) 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 campus behavior coordinator concerns a mandatory or discretionary action. TEC Section 37.001 (a)(4)

Bullying, Assault, Dating Violence, Harassment, Gender-Based Harassment, Sexual Harassment and Abuse of school property

Bullying is defined to mean engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored event, or school related activity, or in a vehicle operated by NMLA and that: has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student or damage to the student's property; or is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The conduct described above is also considered bullying if that conduct exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression and physical conduct, and interferes with a student's education or substantially disrupts the operation of NMLA. "Cyberbullying" means the use of any electronic communication device to engage in bullying or intimidation.

Assault is defined in part by Texas Penal Code § 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another.

Dating violence is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship, as defined by Texas Family Code § 71.0021.

Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender identity and expression, sexual orientation, national origin, disability, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

- 1) Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- 2) Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- 3) Otherwise adversely affects the student's educational opportunities.

Gender-based harassment of a student is defined as physical, verbal, or non-verbal conduct based on the student's gender or the student's gender expression that is so severe, persistent, or pervasive that the conduct:

- 1) Affects a student's ability to participate in or benefit from an educational program or activity or a school-sponsored or school related activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- 2) Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- 3) Otherwise adversely affects the student's educational opportunities

Sexual harassment of student to student includes any unwelcome sexual advances, request for sexual favors, sexually motivated physical, verbal or nonverbal conduct.

Abuse of School Property

- 1) Defacing and/or damaging school property including textbooks, lockers furniture, and other equipment or damaging/vandalizing property owned by others (under \$250 and/or non-felony offenses).
- 2) Theft from students, staff or the school.

Level One Offenses:

1. Causing an individual to act through the use of threat or coercion.
2. Cheating or copying the work of another.
3. Directing profanity, vulgar language, or obscene gestures toward another student or school employee.

4. Discharging a fire extinguisher without valid cause.
5. Disobeying conduct rules regarding school transportation.
6. Engaging in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
7. Engaging in disruptive actions or demonstrations that substantially disrupt or materially interfere with school activities.
8. Engaging in verbal or written exchanges that threaten the safety of another student, a school employee, or school property.
9. Failing to comply with directives given by school personnel (insubordination).
10. Falsifying records, passes, or other school-related documents.
11. Gambling.
12. Inappropriate or indecent exposure of a student's private body parts (depending on nature, severity and circumstances, this offense may also rise to a Level II offense).
13. Leaving school grounds or school-sponsored events without permission.
14. Making false accusations or hoaxes regarding school safety.
15. Possessing pornographic material.
16. Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
17. Possession of telecommunications or other electronic devices, including displaying, turning on, or using a telecommunications device (including a cellular telephone or other electronic device) while on school property during the school day.
18. Recording the voice or image of another without the prior consent of the individual(s) being recorded or in any way that disrupts the educational environment or invades the privacy of others.
19. Refusing to accept discipline management techniques assigned by a teacher or Principal.
20. Repeated tardiness.
21. Repeatedly violating communicated campus or classroom standards of conduct.
22. Throwing objects that can cause bodily injury or property damage.
23. Violating dress and grooming standards as communicated in the Student Handbook.

Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required)

1. After school detention.
2. Application of one or more Discipline Management Techniques listed above.

3. Confiscation of cell phones or other electronic devices.
4. Grade reductions for academic dishonesty.
5. In-school suspension.
6. Out-of-school suspension.
7. Removal from the classroom and/or placement in another classroom.
8. Restitution/restoration, if applicable.
9. School-assessed and school-administered probation.
10. Temporary confiscation of items that disrupt the educational process.
11. Verbal correction.
12. Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations.

Level II Offenses

1. Abusing over-the-counter drugs.
2. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a public school fraternity, sorority, gang or secret society or organization as defined by Texas Education Code § 37.121.
3. Being under the influence of prescription or over-the-counter drugs that cause impairment of physical or mental faculties.
4. Committing extortion or blackmail, meaning obtaining money or an object of value from an unwilling person.
5. Damaging or vandalizing property owned by others, including but not limited to school property or facilities, property of NMLA employees, or property of other students.
6. Defacing or damaging NMLA property—including textbooks, lockers, furniture, and other equipment—or property of any other person, with graffiti or by any other means.
7. Engaging in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship.
8. Engaging in inappropriate verbal, physical, or sexual conduct directed toward another person, including a NMLA student, employee, or volunteer.

9. False accusation of conduct that would constitute a misdemeanor or felony.
10. Fighting or arranging a fight. School is not a place to arrange fights, whether those fights take place on or off school grounds. Fighting is an instance of physical contact in anger, regardless of whether fists or weapons are used. Students who involve themselves in fighting or arranging a fight will, at a minimum, be suspended for the remainder of the day.
11. Forgery of school documents at school or otherwise.
12. Gang-related activity of any kind or nature (behavior that is deemed serious gang-related activity may be elevated or addressed as a Level III Offense).
13. Possessing or selling look-alike drugs, or attempting to pass items off as drugs or contraband.
14. Possessing or selling seeds or pieces of marijuana in less than a usable amount.
15. Possessing, smoking, or using tobacco products and/or e-cigarettes at school or at a school-related or school-sanctioned activity on or off school property.
16. Possession of stolen property.
17. Possessing, using, giving, or selling paraphernalia related to any prohibited substance (illegal, prescription, and over-the-counter drug).
18. Possession or use Prohibited Items, including but not limited to: Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device, razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person, "look-alike" weapon, air gun or BB gun, ammunition, stun gun, pocketknife or any other small knife with a blade less than 1.5" in length and mace or pepper spray.

Level III Offenses

1. Abusing a student's own prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug while on school property or at a school-related event.
2. Aggravated assault, kidnapping, robbery or sexual assault
3. Any offense listed in Sections 37.006(a) or 37.007 (a), (b), and (d) of the Texas Education Code, no matter when or where the offense takes place.
4. Arson.
5. Burglary of a motor vehicle on campus.
6. Capital murder.
7. Committing or assisting in a robbery or theft, even if it does not constitute a felony according to the Texas Penal Code.
8. Commission of a felony offense listed under Title 5, Texas Penal Code.

9. Committing the following offenses on school property or within 1,000 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 school property:

a. Engaging in conduct punishable as a felony.

b. Committing an assault (see glossary) under Texas Penal Code 22.01(a)(1).

c. Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense.

d. Selling, giving, or delivering to another person an alcoholic beverage; committing a serious act or offense while under the influence of alcohol; or possessing, using, or being under the influence of alcohol, if the conduct is not punishable as a felony offense.

10. Any discretionary or mandatory expulsion violation under Texas Education Code, Chapter 37.

Expulsion

Students Under 10 Years of Age:

When a student under the age of 10 engages in behavior that is an expellable behavior, the student will not be expelled but will be placed in a Disciplinary Alternative Education Program (DAEP). NMLA will provide educational services in the DAEP if the student is younger than 10 years of age. Students under age 6 will not be removed from class or placed in a DAEP. Pending the outcome of the hearing, unless the student is removed under the Emergency Placement or Expulsion provisions, the student may be suspended for up to three days, placed in in-house suspension or provided an alternative arrangement.

Reporting Crimes

In addition to disciplinary consequences, misdemeanor and felony offenses committed on campus or while attending school-sponsored or school-related activities will be reported to an appropriate law enforcement agency.

Provide the Following:

The section of the proposed Code of Conduct that addresses 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.

New Millennium Leadership Academy

GUN-FREE SCHOOL POLICY

In accordance with the Gun-Free Schools Act, New Millennium Leadership Academy shall expel from the regular program for a period of one year any student who is determined to have brought a firearm, as defined by federal law, to school or school related event. -TEC 37.007(e) or Unlawful Carrying of a handgun under Penal Code 46.02 - TEC 37.007(a)(l) 18 U.S.C. Section 921

The Superintendent may modify the term of the expulsion on a case-by-case basis and in accordance with legal requirements.

For the purpose of New Millennium Leadership Academy's Gun-Free School Policy, "firearm" is defined as:

1. Any weapon, including a starter gun, which will, or is designed to, or which may readily be converted to expel a projectile by the action of an explosive
2. The frame or receiver of any such weapon.
3. Any firearm muffler or firearm silencer.
4. Any destructive device. This means any explosive, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon, other than a shotgun shell or a shotgun that is generally recognized as particularly suited for sporting purposes, by whatever name known which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 12 inch in diameter, and any combination of parts either designed or intended for use in converting any device into destructive device as describe, and from which a destructive device may be readily assembled.

BB and pellet guns are not considered firearms under this definition. The use, exhibition, or possession of these items, while prohibited by the Student Code of Conduct, is not an acceptable reason for expelling a student

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 \$5,920 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.

FINANCIAL PLAN WORKBOOK SUMMARY

New Millennium Leadership Academy

	Year 0 (Start-Up) 43646	Year 1 43647	Year 2 43648	Year 3 43649	Year 4 43650	Year 5 43651
REVENUE						
Total State Revenue		\$ 1,084,747	\$ 1,084,747	\$ 1,084,747	\$ 1,084,747	\$ 1,084,747
Total Federal Revenue		\$ -	\$ -	\$ -	\$ -	\$ -
Total Local and Other Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ -	\$ 1,084,747	\$ 1,084,747	\$ 1,084,747	\$ 1,084,747	\$ 1,084,747
EXPENSES						
Total Administrative Staff Personnel Costs	\$ 105,831	\$ 280,000	\$ 285,600	\$ 348,534	\$ 445,707	\$ 454,622
Total Instructional Personnel Costs	\$ 88,760	\$ 586,960	\$ 742,519	\$ 1,055,049	\$ 1,225,780	\$ 1,407,378
Total Non-Instructional Personnel Costs	\$ -	\$ 12,000	\$ 12,240	\$ 114,756	\$ 147,614	\$ 150,566
Total Payroll Taxes and Benefits	\$ 34,500	\$ 116,902	\$ 138,888	\$ 202,698	\$ 242,850	\$ 268,678
TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES	\$ 229,091	\$ 995,862	\$ 1,179,247	\$ 1,721,037	\$ 2,061,952	\$ 2,281,244
Total Contracted Services	\$ 31,000	\$ 54,000	\$ 54,000	\$ 54,000	\$ 54,000	\$ 54,000
Total School Operations	\$ 140,000	\$ 267,000	\$ 267,000	\$ 267,000	\$ 267,000	\$ 267,000
Total Facilities Operations and Maintenance	\$ 64,000	\$ 141,400	\$ 141,400	\$ 141,400	\$ 141,400	\$ 141,400
Reserves and/or Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSES	\$ 464,091	\$ 1,458,262	\$ 1,641,647	\$ 2,183,437	\$ 2,524,352	\$ 2,743,644
NET OPERATING INCOME (before depreciation)	\$ (464,091)	\$ (373,514)	\$ (556,900)	\$ (1,098,690)	\$ (1,439,604)	\$ (1,658,896)
STUDENT ENROLLMENT						
Projected Student Enrollment		174	246	318	393	443
Revenue Per Pupil		\$ 6,234	\$ 4,410	\$ 3,411	\$ 2,760	\$ 2,449
Expenses Per Pupil		\$ 8,381	\$ 6,673	\$ 6,866	\$ 6,423	\$ 6,193

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/.

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.

ASPIRING LEADERS INC.

Statement of Financial Position

YTD 11/23/2017

Current Assets and Cash Equivalents

	TOTAL AMOUNT
Revenues/Assets	\$1,165.00
Contributions	\$ 800.00
Fundraising activities	\$365.00
Total Assets	\$1,165.00

Expenses

	TOTAL AMOUNT
U.S. Postal services:	\$283.00
Advertisement Support services:	\$100.00
Office Supplies	\$75.00
Rental/Lease Fees	\$15.00
Total Expenses	\$473.00

Change in Net Assets	\$473.00
Net Assets, Beginning	\$1,165.00
Net Assets, Ending	\$692.00

Cash flows from operating activities

TOTAL AMOUNT

Grants received	\$0.00
Contributions and fund-raising activities	\$692.00
Miscellaneous sources	\$0.00
Payments to vendor for goods and services rendered	\$0.00
Payments to personnel for services rendered	\$0.00
Net cash provided by operating activities	\$0.00
Change in Cash	\$0.00
Cash, Beginning	\$692.00
Cash, Ending	\$692.00

Provide the Following:

A **credit report** of the sponsoring entity. If the entity was incorporated prior to January 1, 2016, but has no credit history, a response from one of the credit rating bureaus (Equifax, Experian, TransUnion) must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2016, 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, 2016."

No documents are being provided because the sponsoring entity was incorporated after January 1, 2015.

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.

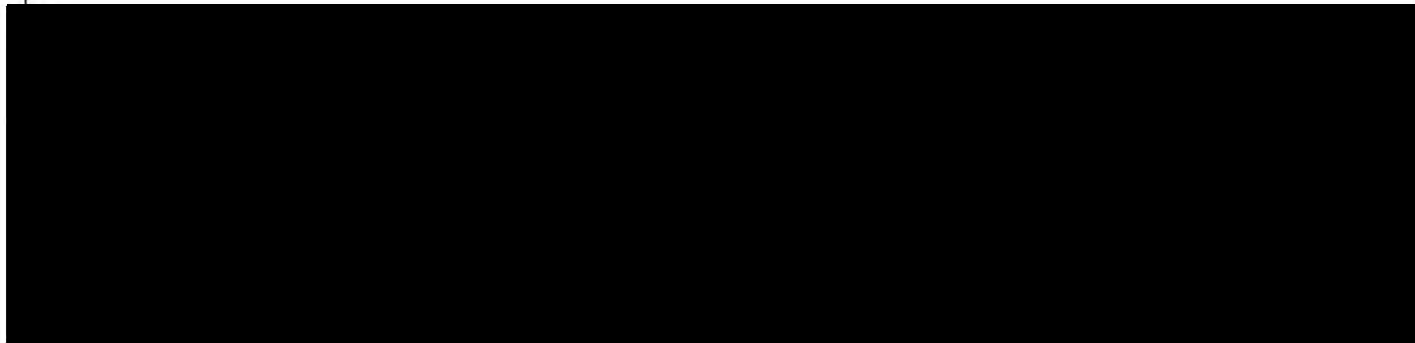
An IRS Form 990 is not provided because the sponsoring entity is less than one year old.

Provide the Following:

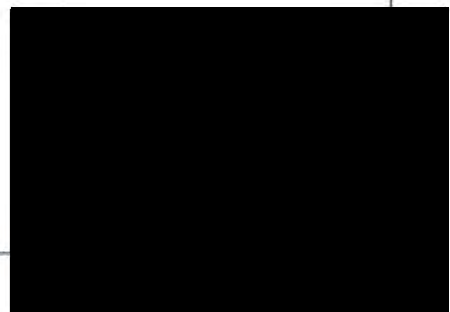
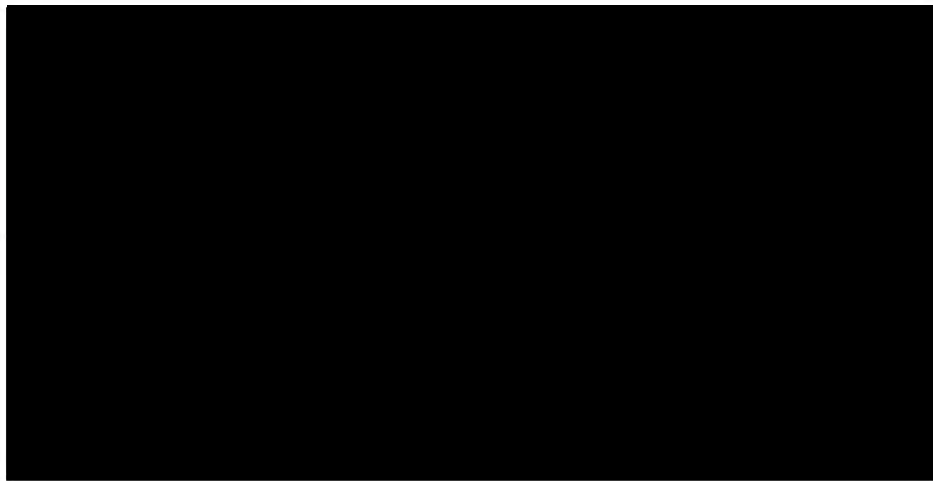
Evidence of financial support from intended community partners such as:

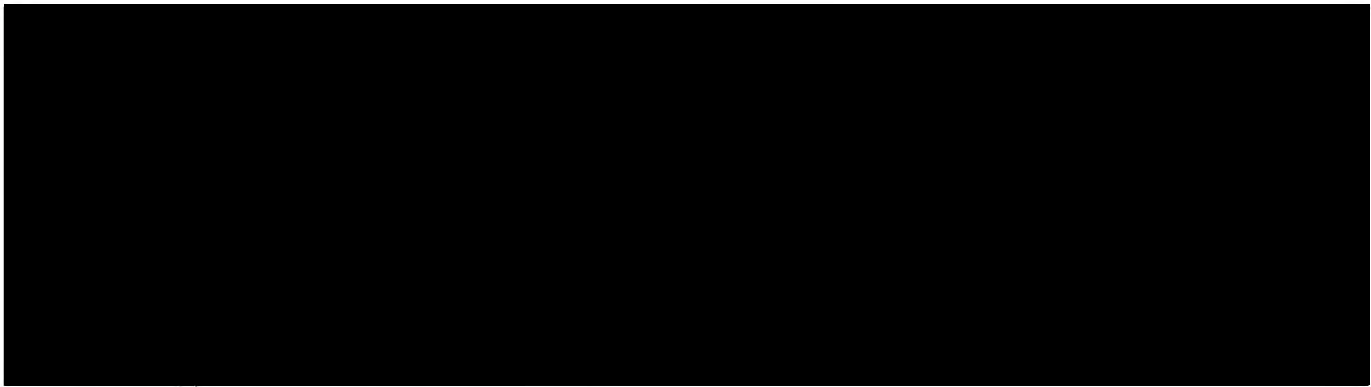
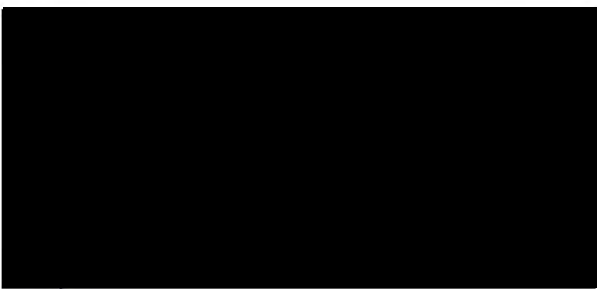
- (i) letters of intent/commitment;
- (ii) memoranda of understanding; and/or
- (iii) contracts.

Applicants having no responsive documents to this attachment shall provide the statement, "The applicant has no documents in response to this attachment."

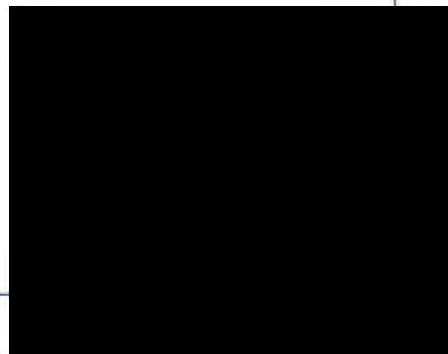
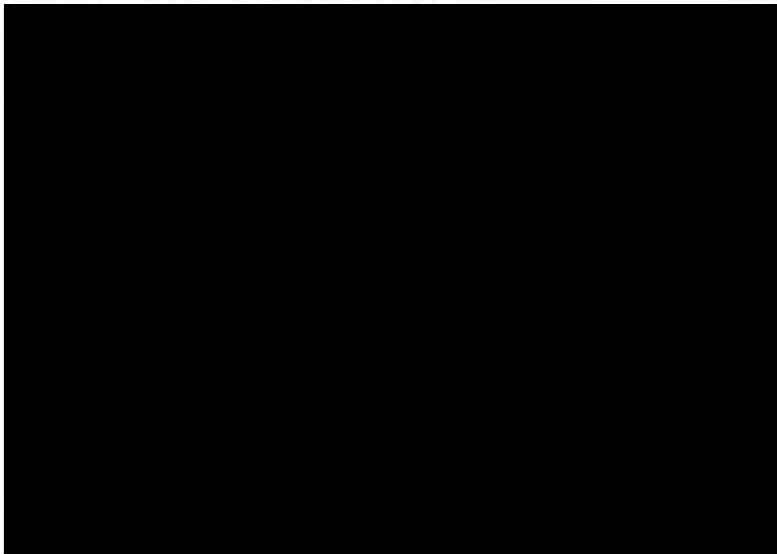


Max line of credit amount: \$10,000





Max line of credit amount: \$10,000



Provide the Following:

The 501(c)(3) Determination Letter issued by the Internal Revenue Service (IRS) or evidence of filing for tax exempt status with the IRS.

If applicant does not have 501(c)(3) determination letter at the time of application submission, include any documentation that proves an IRS Form 1023 has been submitted by December 4, 2017.

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 6, 2018, in order to be deemed an eligible entity and scheduled for an applicant capacity interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **DEC 23 2016**

ASPIRING LEADERS INC
709 FANNIN LANE
MANSFIELD, TX 76063-0000

Employer Identification Number:
81-4694857
DLN:
26053754005216
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
December 13, 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.

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 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.

Letter 947

ASPIRING LEADERS INC

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey I. Cooper". The signature is stylized with a large, sweeping initial "J" and a long, horizontal stroke at the end.

Jeffrey I. Cooper
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.

All submitted forms to the state must be dated prior to December 4, 2017.

Corporations Section
P.O. Box 13697
Austin, Texas 78711-3697



Carlos H. Cascos
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

File Number: _____

The undersigned, as Secretary of State of Texas, hereby certifies that an Application for Registration for the above named Foreign Nonprofit Corporation to transact business in this State has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing the authority of the entity to transact business in this State from and after the effective date shown below for the purpose or purposes set forth in the application under the name of _____

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the Federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 07/24/2015

Effective: 07/24/2015



Cascos
Carlos H. Cascos
Secretary of State

Phone: (512) 463-5555
Prepared by: Debbie Gustafson

Go to www.sos.state.tx.us
Fax: (512) 463-3079
TDD: _____

Dial: 7-1-1 for Relay Services
Document: _____

TEXAS CERTIFICATE OF FILING

<p>Form 203 (Revised 05/11)</p> <p>Submit in duplicate to: Secretary of State P.O. Box 13697 Austin, TX 78711-3697 512-463-5555 FAX: 512-463-5709 Filing Fee: \$300</p>	<p>This space reserved for office use</p> <p>Certificate of Formation Professional Corporation</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------

Article 1 – Entity Name and Type

The filing entity being formed is a professional corporation. The name of the entity is: _____

The name must contain the word "corporation," "company," "incorporated," "limited," "professional corporation" or an abbreviation of one of these terms.

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 _____

OR

B. The initial registered agent is an individual resident of the state whose name is set forth below:

First Name _____ MI _____ Last Name _____ Suffix _____

C. The business address of the registered agent and the registered office address is:

Street Address _____ City _____ State TX Zip Code _____

Article 3 – Directors
(A minimum of 1 director is required.)

The number of directors constituting the initial board of directors and the names and addresses of the person or persons who are to serve as directors until the first annual meeting of shareholders' or until their successors are elected and qualified are as follows:

Director 1					
First Name	MI	Last Name	Suffix	City	State
_____	_____	_____	_____	_____	_____
Street or Mailing Address	City	State	Zip Code	County	
_____	_____	_____	_____	_____	_____

Form 203

TEXAS CERTIFICATE OF FORMATION



Office of the Secretary of State

CERTIFICATE OF FILING OF

Aspiring Leaders, Inc.
File Number: 802603114
Assumed Name:
New Millennium Leadership Academy

The undersigned, as Secretary of State of Texas, hereby certifies that the assumed name certificate for the above named entity has been received in this office and filed as provided by law on the date shown below.

ACCORDINGLY the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law hereby issues this Certificate of Filing.

Dated: 09/11/2017

Effective: 09/11/2017



A handwritten signature in black ink, appearing to read "Rolando B. Pablos".

Rolando B. Pablos
Secretary of State

Page 141

Form 202

Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
FAX: 512/463-5709



**Certificate of Formation
Nonprofit Corporation**

Filed in the Office of the
Secretary of State of Texas
Filing #: 802603114 12/13/2016
Document #: 704308400002
Image Generated Electronically
for Web Filing

Filing Fee: \$25

Article 1 - Corporate Name

The filing entity formed is a nonprofit corporation. The name of the entity is :

Aspiring Leaders, Inc.

Article 2 – Registered Agent and Registered Office

A. The initial registered agent is an organization (cannot be corporation named above) by the name of:

OR

B. The initial registered agent is an individual resident of the state whose name is set forth below:

Name:

Terence Reed

C. The business address of the registered agent and the registered office address is:

Street Address:

709 Fannin Lane Mansfield TX 76063

Consent of Registered Agent

A. A copy of the consent of registered agent is attached.

OR

B. The consent of the registered agent is maintained by the entity.

Article 3 - Management

A. Management of the affairs of the corporation is to be vested solely in the members of the corporation.

OR

B. Management of the affairs of the corporation is to be vested in its board of directors. The number of directors, which must be a minimum of three, that constitutes the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting or until their successors are elected and qualified are set forth below.

Director 1: **Terence Reed**

Title: **Director**

Address: **709 Fannin Lane Mansfield TX, USA 76063**

Director 2: **Cheketha Carr**

Title: **Director**

Address: **6176 Vega Drive Fort Worth TX, USA 76133**

Director 3: **Christopher May**

Title: **Director**

Address: **10188 Hammersmith Lane Cordova TN, USA 38106**

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:

The corporation is organized exclusively for educational, charitable, religious and/or scientific purposes under section 501 c 3 of the Internal Revenue Code. The purpose of the nonprofit corporation is to promote excellence to

youth/students through education, inspiration and innovation that maximizes their potential as citizens. We will help to empower youth/students at school, home and in their communities.

Supplemental Provisions / Information

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay for services rendered and to make payments in furtherance of the purpose clause hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in, including the publishing or distribution of statements, any political campaign on behalf of any candidate for public office.

Upon the dissolution of the corporation, 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 tax code, or shall be distributed to the federal government for an exempt purpose.

[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.

Terence Reed 709 Fannin Lane, Mansfield, Texas 76063

Execution

The undersigned affirms that the person designated as registered agent has consented to the appointment. The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and certifies under penalty of perjury that the undersigned is authorized under the provisions of law governing the entity to execute the filing instrument.

Terence Reed

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
ASPIRING LEADERS, INC.
NONPROFIT CORPORATION**

ARTICLE I - OFFICES

The principal office of the Corporation shall be located in the County of Tarrant and the State of Texas. The Corporation may also maintain offices at such other places as the Board of Directors may, from time to time, determine.

ARTICLE II - PURPOSE

Section 1- Purpose. Said corporation 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 under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future tax code. The specific purpose of the corporation is to provide services geared to empower youth/students at school, home and in their communities.

Section 2 - No private inurement. No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Section 1 hereof.

Section 3 - No lobbying. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of the corporation.

Section 4 - Dissolution. Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the 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 so disposed shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, as said Court shall determine, which are operated exclusively for such purposes.

Section 5 - Private Foundation. In the event that the Corporation fails to qualify as a public charity under federal tax law and is considered a private foundation, the corporation shall comply with the following: a) It will distribute its income for each tax year at such time and in such manner so that it will not become subject to the tax on undistributed taxable income imposed by section 4942 of the

Internal Revenue Code, or corresponding provisions of any later federal tax laws; b) It will not engage in any act of self-dealing as defined in section 4941(d) of the Internal Revenue Code, or corresponding provisions of any later federal tax laws; c) It will not retain any excess business holdings as defined in section 4943(c) of the Internal Revenue Code, or corresponding provisions of any later federal tax laws; d) It will not make any investments in a manner that would subject it to tax under section 4944 of the Internal Revenue Code, or corresponding provisions of any later federal tax laws; and e) It will not make any taxable expenditures as defined in section 4945(d) of the Internal Revenue Code, or corresponding provisions of any later federal tax laws.

ARTICLE III - MEMBERS

Section 1 - Members. The corporation shall not have members.

Section 2 - Membership Provisions. If the corporation has members, the terms and conditions of membership shall be set out in an Addendum to these Bylaws.

ARTICLE IV - BOARD OF DIRECTORS

Section 1 - Number, Election, and Term of Office. The number of the directors of the Corporation shall be 3. This number may be increased or decreased by the amendment of these bylaws by the Board but shall in no case be less than 3 director(s). The Board of Directors shall be elected each year. If this corporation has no members then the Board shall be elected by a majority of the votes of the then current Board. If the corporation has members then the Board shall be elected by the members at their annual meeting. Each director shall hold office until the next annual meeting, and until his successor is elected and qualified, or until his prior death, resignation, or removal.

Section 2 - Vacancies. Any vacancy in the Board shall be filled for the unexpired portion of the term by a majority vote of the remaining directors at any regular meeting or special meeting of the Board called for that purpose.

Section 3 - Duties and Powers. The Board shall be responsible for the control and management of the affairs, property, and interests of the Corporation and may exercise all powers of the Corporation, except as limited by statute.

Section 4 - Annual Meetings. An annual meeting of the Board shall be held during January of each year unless rescheduled by the Board. The Board may from time to time provide by resolution for the holding of other meetings of the Board, and may fix the time and place thereof.

Section 5 - Special Meetings. Special meetings of the Board shall be held whenever called by the President or by one of the directors, at such time and place as may be specified in the respective notice or waivers of notice thereof.

Section 6 - Notice and Waiver. Notice of any special meeting shall be given at least five days prior thereto by written notice delivered personally, by mail or by facsimile to each Director at his address.

If mailed, such notice shall be deemed to be delivered when deposited in the United States Mail with postage prepaid. Any Director may waive notice of any meeting, either before, at, or after such meeting, by signing a waiver of notice. The attendance of a Director at a meeting shall constitute a waiver of notice of such meeting and a waiver of any and all objections to the place of such meeting, or the manner in which it has been called or convened, except when a Director states at the beginning of the meeting any objection to the transaction of business because the meeting is not lawfully called or convened.

Section 7 - Chairman. The Board may, at its discretion, elect a Chairman. At all meetings of the Board, the Chairman of the Board, if any and if present, shall preside. If there is no Chairman, or he or she is absent, then the President shall preside, and in his absence, a Chairman chosen by the directors shall preside.

Section 8 - Quorum and Adjournments. At all meetings of the Board, the presence of a majority of the entire Board shall be necessary and sufficient to constitute a quorum for the transaction of business, except as otherwise provided by law, by the Articles of Incorporation, or by these bylaws. A majority of the directors present at the time and place of any regular or special meeting, although less than a quorum, may adjourn the same from time to time without notice, until a quorum shall be present.

Section 9 - Board Action. At all meetings of the Board, each director present shall have one vote. Except as otherwise provided by Statute, the action of a majority of the directors present at any meeting at which a quorum is present shall be the act of the Board. Any action authorized, in writing, by all of the Directors entitled to vote thereon and filed with the minutes of the Corporation shall be the act of the Board with the same force and effect as if the same had been passed by unanimous vote at a duly called meeting of the Board. Any action taken by the Board may be taken without a meeting if agreed to in writing by all members before or after the action is taken and if a record of such action is filed in the minute book.

Section 10 - Telephone Meetings. Directors may participate in meetings of the Board through use of a telephone if such can be arranged so that all Board members can hear all other members. The use of a telephone for participation shall constitute presence in person. Other technologies may be used in lieu of a face to face meeting as determined by the board of directors.

Section 11 - Resignation and Removal. Any director may resign at any time by giving written notice to another Board member, the President, or the Secretary of the Corporation. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof by the Board or by such officer, and the acceptance of such resignation shall not be necessary to make it effective. Any director may be removed for cause by action of the Board.

Section 12 - Compensation. No stated salary shall be paid to directors, as such for their services, but by resolution of the Board a fixed sum and/or expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board. Nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation therefor.

Section 13 - Liability. No director shall be liable for any debt, obligation or liability of the corporation.

ARTICLE V - OFFICERS

Section 1 - Number, Qualification, Election, and Term. The officers of the Corporation shall consist of a President, a Secretary, a Treasurer, and such other officers, as the Board may from time to time deem advisable. Any officer may be, but is not required to be, a director of the Corporation. The officers of the Corporation shall be elected by the Board at the regular annual meeting of the Board. Each officer shall hold office until the annual meeting of the Board next succeeding his election, and until his successor shall have been elected and qualified, or until his death, resignation or removal.

Section 2 - Resignation and Removal. Any officer may resign at any time by giving written notice of such resignation to the President or the Secretary of the Corporation or to a member of the Board. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof by the Board member or by such officer, and the acceptance of such resignation shall not be necessary to make it effective. The original board members shall serve in perpetuity.

Section 3 - Vacancies. A vacancy in any office may, at any time, be filled for the unexpired portion of the term by a majority vote of the Board.

Section 4 - Duties of Officers. Officers of the Corporation shall, unless otherwise provided by the Board, each have such powers and duties as generally pertain to their respective offices as well as such powers and duties as may from time to time be specifically decided by the Board. The President shall be the chief executive officer of the Corporation.

Section 5 - Compensation. The officers of the Corporation shall be entitled to such compensation as the Board shall from time to time determine.

Section 6 - Delegation of Duties. In the absence or disability of any Officer of the Corporation or for any other reason deemed sufficient by the Board of Directors, the Board may delegate his powers or duties to any other Officer or to any other Director.

Section 7 - Shares of Other Corporations. Whenever the Corporation is the holder of shares of any other Corporation, any right or power of the Corporation as such shareholder (including the attendance, acting and voting at shareholders' meetings and execution of waivers, consents, proxies, or other instruments) may be exercised on behalf of the Corporation by the President, any Vice President, or such other person as the Board may authorize.

Section 8 - Liability. No officer shall be liable for any debt, obligation, or liability of the corporation.

ARTICLE VI - COMMITTEES

Section 1 - Committees. The Board of Directors may, by resolution, designate an Executive Committee and one or more other committees. Such committees shall have such functions and may exercise such power of the Board of Directors as can be lawfully delegated, and to the extent provided in the resolution or resolutions creating such committee or committees. Meetings of committees may be held without notice at such time and at such place as shall from time to time be determined by the committees. The committees of the corporation shall keep regular minutes of their proceedings, and report these minutes to the Board of Directors when required.

ARTICLE VII - BOOKS, RECORDS AND REPORTS

Section 1 - Annual Report. The President of the Corporation shall cause to be prepared annual or other reports required by law and shall provide copies to the Board of Directors.

Section 2 - Permanent Records. The corporation shall keep current and correct records of the accounts, minutes of the meetings and proceedings, and membership records (if any) of the corporation. Such records shall be kept at the registered office or the principal place of business of the corporation. Any such records shall be in written form or in a form capable of being converted into written form.

Section 3 - Inspection of Corporate Records. If this corporation has members, then those members shall have the right at any reasonable time, and on written demand stating the purpose thereof, to examine and make copies from the relevant books and records of accounts, minutes, and records of the Corporation.

ARTICLE VIII - FISCAL YEAR

Section 1 - Fiscal Year. The fiscal year of the Corporation shall be the period selected by the Board of Directors as the tax year of the Corporation for federal income tax purposes. The fiscal year will end on December 31st of each calendar year unless otherwise amended.

ARTICLE IX - CORPORATE SEAL

Section 1 - Seal. The Board of Directors may adopt, use, and modify a corporate seal. Failure to affix the seal to corporate documents shall not affect the validity of such document.

ARTICLE X - AMENDMENTS

Section 1 - Articles of Incorporation. The Articles of Incorporation may be amended by the Board of Directors unless this corporation has members, in which case they can be amended as provided by law.

Section 2 - Bylaws. These Bylaws may be amended by the Board of Directors.

ARTICLE XI - INDEMNIFICATION

Section 1 - Indemnification. Any officer, director, or employee of the Corporation shall be indemnified and held harmless to the full extent allowed by law.

Section 2 - Insurance. The corporation may but is not required to obtain insurance providing for indemnification of directors, officers, and employees.

Aspiring Leaders, Inc. has adopted the attached by-laws with unanimous approval of the duly elected board of directors.

Signed: Terence Reed Date: 12-27-16

Signed: Cherette Can Date: 12-27-16

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.

NOTE: Substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy, and may be removed from consideration. Applicants must ensure that each Board Member individually provides their own personal response(s).

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:

Business 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?

The ability to encourage young people to believe in themselves and use their education to be an asset to the community. Providing a quality alternative for student success. The concept of hybrid learning is a positive and effect avenue to engage students and encouraging them to be successful. I believe that all students are capable of learning and reaching their goals.

2. What is your understanding of the appropriate role of a public charter school board member?

The role is to provide guidance and leadership to the school to ensure accountability, reliability and success of the school.

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.

In the past I have not served on a board, however I have been in leadership roles in education and other organizations involved in planning, organization, and implementation of projects.

4. Describe the specific knowledge and experience that you would bring to the board.

Adult education for 10 years and I can bring expertise in the development of curriculum as I have participated in 2 re-development projects. In addition, I have the classroom experience and administration of academia in my current position.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The ability to provide inspiration to youth to be productive and successful citizens through academics, mentoring, and outreach activities. Giving each youth the self-worth and high morale standards to be leaders within the community.

2. What is your understanding of the school's proposed educational program?

The programs will be a hybrid platform to utilize the "guiding" approach to learning. Classic lecture (teacher) and an on-line platform for individual "pace" setting opportunities for each student.

3. What do you believe to be the characteristics of a successful school?

Successful schools begin with overall vision and desire for student success, positive leadership, high academic success, parent involvement and participation, and community relationships.

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

The mission/vision will be evident by examining SMART goals and monitoring the success/or not of the school in terms of attendance and student success in coursework.

GOVERNANCE

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

Over site of the school: Recruit, supervise, retain, evaluate and compensate leadership of the school, provide direction for the school, develop a governance system, has a fiduciary responsibility to protect the assets of the school, and in charge of monitoring and control of the school .

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

Measurements would include (not limited to): Student attendance rates, assessments of the implementation of the vision/mission of the school, parent engagement, participation and feedback, teacher retention and attendance and overall success of the student within their grade level and advancement to the next grade level.

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

Assess year or year the improvements/adjustments that need to be may in every area of the school operation, student performance, and faculty and staff.

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

Adhere to the Four Core Values - Respect, Integrity, Service, and Excellence.

- 1) Develop SMART strategic goals for the school
- 2) Set governance practices
- 3) Commitment - Focus - Teamwork between the board and school leadership

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?

Ethics is an area of utmost importance and any member of the board (myself included) that is reported or observed acting in an unethical manner will be called before the board for counsel and corrective actions need to follow.

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.

Terence Reed - visionary, Father of my God children

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.

Princess House Products - home based business
 Organo Gold Products - home based business

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 at this time.

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.

The compensation will be negotiated upon review of financial information.

10. 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.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

[Empty box for describing relationship]

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01 (5) Code of Criminal Procedure?

Yes Does not apply to me.

If yes, provide information relating to the matter(s).

[Empty box for providing information]

CERTIFICATION

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

Signature

[Handwritten signature of Donna Hines]

Date

10.31.17

Verification

State of Texas

County of Tarrant

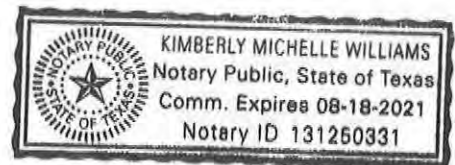
On this day, Donna Hines (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 31 day of October, 2017.

(Notary Public) *[Handwritten signature of Kimberly Michelle Williams]*

(Seal)

My commission expires 8-18-2021



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:

Business 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?

The motivation to serve on New Millennium Leadership Academy board comes from a desire to serve my community by giving back to the young men and women who will come after me. I consider serving on New Millennium board not as an opportunity but as an obligation to give children of a similar background the knowledge, foresight and focus to one day sit on future boards and appreciate the benefit of giving back. My background in personal finance, private wealth management and Project Management has afforded me the opportunity to experience the benefits of economic development and personal resilience. My legacy is to build stronger communities through confidence, empowerment and education and New Millennium gives me the fertile ground on which I may plant those seeds and see them grow. I was fortunate enough to experience the fruits of a great education by first being deemed "gifted and talented" and later was admitted to Dunbar High School "Magnet Program" with a distinct focus on learning math and science. The "magnet" program laid the foundation for me to come to appreciate education and allowed me to accomplish goals i at first deemed impossible. My motivation their in lies in giving all children particular children in under-served communities the foresight and imagination to see school as the key to unlock the many doors of opportunities that lay ahead. I will do everything within my power to challenge our Superintendent board members, teachers, parents and students to not only meet Federal, State, County and Texas Education Agency requirements but to exceed them in all capacity.

2. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a public charter school board member is outlined in the "Governance Best Practices for Highly Effective Charter School Boards" which is published by the Charter Board Partner in Washington DC. We will follow those guidelines as necessary.

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.

Project management & Business Development has given me the foresight and intuition to see projects through to the end. Its important that metrics are used so that all necessary inputs are measured and handled correctly. This background will be invaluable in serving on New Millennium Leadership Academy board.

4. Describe the specific knowledge and experience that you would bring to the board.

Background in finance and Government contracting. Working in finance means I can assist with budgetary issues balance our books and ensure that all financial data are in order. Also having experience in government contracting means that I understand how important it is to meet the necessary requirements as set forth by government agencies and the penalties and risk of not following proper protocol. This background will allow me to always remind the board of how important it is to be risk adverse.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

We will provide children the opportunity and environment so that they may learn at their own pace. Our learning environment will be comprehensive so that we may serve all students in an efficient and goal oriented manner.

2. What is your understanding of the school's proposed educational program?

We will utilize a hybrid learning platform. This will provide a comprehensive, yet independent learning environment. Students will be more active in the classroom i.e group activities, working on computers, drawing, doing math etc. When they get home they will have the opportunity to watch lectures and ask questions so that they can bring that knowledge back into the class room.

3. What do you believe to be the characteristics of a successful school?

A successful school has a nurturing environment where students can learn and reach their potential. We will be lead by a great mission and purpose with smart leadership and dedicated teachers who will ensure we do a great job.

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

We will have meetings that discuss necessary and agreed upon benchmarks on a monthly and quarterly basis. We will also review attendance and financial matters each month to make sure we are always on top of it.

GOVERNANCE

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

The board will play an integral role in governance and successful operation of the school.

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

Based upon agreed benchmarks set by the state and TEA.

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

By the benchmarks that we set at the beginning of the school. If we have met and exceeded those benchmarks then we will consider the school year a success.

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

As a board we must provide the necessary resources and guidance to allow leadership and teachers to do their jobs to the best of their abilities

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?

We will have written policy and guidelines that outlines how we handle each unique situation. As a board will decide if the offense is severe enough for termination or criminal and civil prosecution.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.
 Yes No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.
 Yes No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).
 Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.
 Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.
 Yes No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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

Yes Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

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

This is not applicable to me.

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

Not applicable.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

Yes Does not apply to me.

If yes, state the compensation you expect to receive.

10. 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.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?
 Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

[Empty box for describing relationship]

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?
 Yes Does not apply to me.

If yes, provide information relating to the matter(s).

[Empty box for providing information]

CERTIFICATION

I, Delando Lewis, 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 Delando Lewis

Date 11/10/2017

Verification

State of Texas

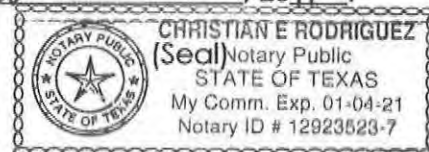
County of Tarrant

On this day, Delando Lewis (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 10th day of November, 2017.

(Notary Public) [Signature]

My commission expires 01/04/2021



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:

Business 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?

Seeing how so many students are struggling year after year, I feel they need an alternative to support and help them to be successful.

2. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school is to build a bridge between the community and the school. Board members provide strategies and visions that help the students and teachers achieve academic success.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I worked in public schools over twenty years.

4. Describe the specific knowledge and experience that you would bring to the board.

Through my experience working with special education students I have gain knowledge of how to students. I learned to use different strategies to support and help students succeed and overcome obstacles they have encountered.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

My understanding is that the school will provide blended learning and prepare students to have the necessary tools they need to be successful. The students will learn as a group as well as individually and at their own pace.

2. What is your understanding of the school's proposed educational program?

The school will use the hybrid learning system. I understand that using the hybrid learning system the students will engage in online learning activities along with face to face activities.

3. What do you believe to be the characteristics of a successful school?

Committed individual working together throughout the growing phrase. These individuals include, but not limited to, teachers, parents, and the community. Setting goals that are achievable and a positive environment.

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

Parents will re-enroll their children because the school is doing exactly what they said they would do and met expectations. The school will measure the success or the lack of being successful by collecting data, students attendance and how students perform on assessments.

GOVERNANCE

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

The board will keep an open dialogue between the school and the community. They will supervise attendance, finance and faculty members.

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

Test scores will be a measurement as well as students and teachers retention. The success can be measured by how satisfied the community is with the school and its achievements.

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

The growth the students attendance, teacher retention, and satisfaction. Businesses become partners with the school.

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

Set goals, have meetings and set different times to measure the progress.

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?

Board members would have a meeting. Everyone should communicate with the member who is behaving unethically to understand why the member is behaving in this manner.

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.

N/A

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.

I know them professionally. They have become my friends.

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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

N/A

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

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

Yes Does not apply to me.

If yes, state the compensation you expect to receive.

N/A

10. 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.

N/A

11. 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.

N/A

12. 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).

N/A

CERTIFICATION

I, Chaketha D. Carr, 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 Chaketha D. Carr

Date 11/3/17

Verification

State of Texas

County of Tarrant

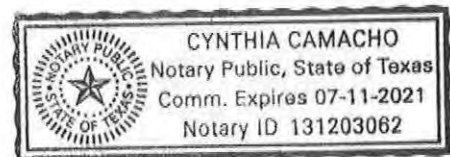
On this day, Chaketha D. Carr (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 3rd day of November, 2017.

(Notary Public) [Signature]

My commission expires 7/11/2021

(Seal)



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:

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

My motivation to serve on the board is my passion for student success. I believe learning is maximized when you ignite in every student a passion to learn. When students become passionate, it allows students to take ownership of their learning. Also, providing parents and a community with alternate school choice that best fits their child needs is what I am passionate about. Unfortunately, far too many students are attending low performing schools that are not meet state academic accountability and I want to be part of a change that provides students a high quality public education that reflects student success in multiple areas.

2. What is your understanding of the appropriate role of a public charter school board member?

Have a responsibility to ensure that the school's mission, vision, educational, and financial accountability are carried out that reflects in the best interest of students, their families, and the community. Also, being knowledgeable in the differences in governance and management of a school, providing oversight of the school, and make decisions in a democratic process.

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.

My background knowledge with school operations, management, accountability, procedures, and school policies in traditional schools, along with experience in school leadership gives me the capability to be an effective board member.

4. Describe the specific knowledge and experience that you would bring to the board.

The specific knowledge and experiences that I would bring to the Board is 14 years of experience in public school education, with specific knowledge in Average Daily Attendance, STAAR Accountability Standards and Ratings, Curriculum and Instruction, Formative Assessments, and School Leadership.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Providing a high-quality public education in a hybrid learning environment that reflects student success academically, individually, and as a life-long learner which derives from the school's founding Four Core Values which are Respect, Integrity, Service, and Excellence.

2. What is your understanding of the school's proposed educational program?

The school's proposed educational program is a hybrid learning program that provides multiple models of learning from collaborative learning, personalized learning, and direct learning.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school involves stakeholders taking ownership of a shared mission and vision, high rate of parental and community involvement, academic achievement as a result of multiple Distinction Designators as evidence, and high attendance rate above state average.

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

Reviewing student performance and achievement data, state academic assessments, curriculum base assessments, data input from parents and the community.

GOVERNANCE

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

Board will be committed to the school's mission and make careful decisions to ensure the school's mission and vision being fulfilled. Established a strong partnership with School Leadership based on trust and respect. Establish rules, guidelines, and policy for the governance of the school, and providing oversight and accountability with ensuring adequate resources being allocated to meet the needs of the school.

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

By the end of the first year of operation, school would have met academic goals, based on assessments, and data as evidence, academic performance gaps being closed based on previous data, and increased enrollment for the following year.

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

After four years of operation, school is successful when school have met and exceeded state performance goals on State assessments with multiple distinctions designators being evidence, increased enrollment to the capacity, and high-rate of parental and community involvement.

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

Specific steps Charter school board would need to take is School board maintaining high expectations and commitment to the school's mission, vision, that reflects the best interest of students, being actively involved with regular schedule board meetings, school meetings, and community meetings. Maintain a positive relationship with parents and the community, receive on-going board training as required, and maintain a focus on student achievement performance and school initiatives.

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?

Bring the concern and matter to the other Board members in order that proper steps for investigation can take place, in order for the appropriate actions are implemented in accordance with School Board Code of Conduct.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

Yes No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

Donna Hines, church member

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

Yes No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

Yes No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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

Yes Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

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

N/A

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

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

Yes Does not apply to me.

If yes, state the compensation you expect to receive.

10. 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.

Tara May, Sister that resides out-of-state. No involvement with board and not active on the board relating to school charter due to reside out-of-state. Willing to resign from board that will be the sponsoring entity if charter school is approved.

11. 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.

12. 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, Terence Reed, 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 Terence Reed

Date 11-7-17

Verification

State of Texas

County of Tarrant

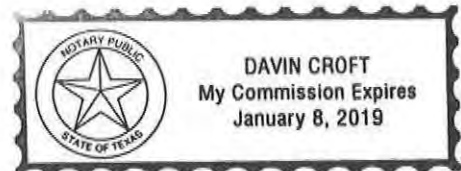
On this day, Terence Reed (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 7 day of Nov, 2017.

(Notary Public) [Signature]

(Seal)

My commission expires 1-8-2019



Name of Proposed Charter School:

Name of Sponsoring Entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

As a member of the board I will play an intricate part of such a life changing movement for our future scholars setting standards above mediocrities and averages. In doing so, there will be an effect that will promote change from generation to generation that will also cause a domino effect within the home, community, city, state and country.

2. What is your understanding of the appropriate role of a public charter school board member?

To ensure the fundamental integrity of every aspect of the school by:

- Providing strategic vision for the school
- Hiring the school leader(s)
- Hold those leaders accountable for the school's success
- Provide financial insight

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.

• Self-discipline – I have an 811 credit score. I cannot effectively manage the affairs of another entity without first having a track record of managing my own affairs. • I am a mother of a thriving 7-year-old scholar who attends a charter school. I have experienced how a top 20 nationally ranked charter school (US News & World Report and the Washington Post) operates. • I am also a volunteer with the United Way. • I am also a volunteer with the United Way. • Youth Advisor at my church

4. Describe the specific knowledge and experience that you would bring to the board.

I have worked in Accounting and Finance for over 17 years performing the following:

- Audits • Balance sheets • Income statements • Managing fixed assets and liabilities • Gross profit analysis
- Monitoring operating profits to perform allocations throughout the network Business Units

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The goal is to foster a versatile learning environment that exposes our scholars to a wide range of critical development stimulators that will prepare them for post-secondary continuing educational opportunities.

2. What is your understanding of the school's proposed educational program?

We focus on the 4-C's Method: Critical –Thinking, Collaboration, Communication and Creativity coupled with an emphasis in Science, Technology, Engineering and Mathematics.

3. What do you believe to be the characteristics of a successful school?

Creating an environment where each scholar is positioned and primed for success both individually and collectively. Establishing a fundamental plan to include accountability expectations, setting standards and goals, consistent testing and evaluation, corporate staff meeting (to communicate trends, test results, improvement opportunities and recommendations), and to make planning revisions.

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

I will evaluate our success based on several factors: comparing test score to state wide averages (STAAR), neighboring school comparisons, planned development goals and time-lines, internal (peer-to-peer) assessment. Also it is extremely imperative that we set a budget that is fundamentally sound to provide adequate support to each operating entity. Then making sure we operate within the allotted OPEX structure to prevent misappropriation of funds.

GOVERNANCE

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

The board monitor and consistently assess the success of the operation:

- a) Set mission and direction
- b) Make and follow policies
- c) Hire Staff and hold Hearings
- d) Oversee finances and budget
- e) Be visible in the school and community

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

- a. MAP test scoring
- b. Engagement and morale (scholar, educator, parent)
- c. 90%-95% return student preregistration
- d. Budget in line with projections
- e. Community impact

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

- a. Scholars perform above STAAR and MAP testing in every category
- b. 90% faculty retention between years 1-4
- c. 90%-95% return student preregistration
- d. Total enrollment increase from 200-600
- e. Balanced budget each year

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

- a. Budget (included in the application)
- b. Adequate location to support the overall learning environment
- c. Quality Educators and Support Staffing
- d. Established Standard Operating Procedures
- e. Business Community Partners

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?

One important responsibility is ensuring other members of the board operate in a manner that reflect the goals, mission and vision of the Academy. If I were to become aware of any member acting unethically or not in the best interest of the school and scholars I would call an emergency hearing to present that information to the other members of the board. At that point, we as a board will determine based on the code of ethics and other policy guidelines the correct course of action that should be executed.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

Yes No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

Yes No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

Yes No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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

Yes Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

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

N/A

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

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

Yes Does not apply to me.

If yes, state the compensation you expect to receive.

10. 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.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

[Empty box for describing relationship]

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure? Yes Does not apply to me.

If yes, provide information relating to the matter(s).

[Empty box for providing information]

CERTIFICATION

I, Terrell LaShun Williams, 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 Terrell Williams

Date 11.06.2017

Verification

State of Texas

County of Dallas

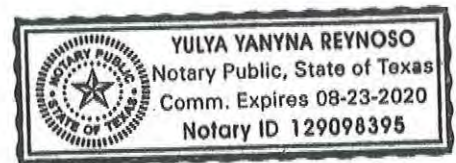
On this day, Terrell L. Williams (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 6th day of November, 2017.

(Notary Public) Yulya Reynoso

(Seal)

My commission expires August 23rd, 2020



Provide the Following:

- I. The governing board's proposed Code of Ethics; and
- II. The governing board's proposed Conflict of Interest policy.
- III. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discussing specific steps that the Board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Aspiring Leaders Inc.

Conflict of Interest and Nepotism Policy*

Article I

Purpose

The purpose of the conflict of interest and nepotism policy is to protect New Millennium Leadership Academy (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest and nepotism applicable to nonprofit and charitable organizations.

Article II

Definitions

Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest or a familial interest, as defined below, is an interested person.

Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

*Adapted from Valor Public Schools Generation 22 Charter Application

Familial Interest

A person has a familial interest if the person is related within the third degree by affinity or consanguinity to a natural person seeking employment with New Millennium Leadership Academy. The terms "affinity" and "consanguinity" are defined as under Texas law.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest or a familial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement. The disclosure shall be made timely and shall be made in the format required by the applicable provision of the Texas Education Code, the Texas Government Code, the Texas Local Government Code, the Texas Administrative Code or any other applicable state or federal law.

2. Determining Whether a Conflict of Interest or Nepotism Exists

After disclosure of any financial interest, any familial interest and all material facts, and after any discussion with the interested person, he/she shall abstain from any vote on the matter and leave the governing board or committee meeting while the determination of a conflict of interest or nepotism is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest or nepotism exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Procedures for Addressing Nepotism If the remaining board or committee members decide that nepotism exists and further, that no lawful exception applies to the hiring decision, then the applicant related to the interested person within the prohibited degree cannot be hired by New Millennium Leadership Academy.

5. Violations of the Conflicts of Interest and Nepotism Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest or nepotism, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest or nepotism, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

a. No director will receive directly or indirectly any salary, compensation or gift from the Corporation except as permitted by law. Additionally, no director will be entitled to any dividend or any part of the income or principal of the Organization or to share in the distribution of the assets upon dissolution of the Organization. While board members do not receive any salary, compensation, or gift as consideration for their board service, the Board of Directors may authorize the payment by the Organization of the reasonable, documented and allowable expenses incurred by a director in performance of his or her duties in accordance with state and federal law.

b. A voting member of the board or of any committee whose jurisdiction includes compensation matters and who receives compensation as permitted by state law, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest and nepotism policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption and to comply with applicable state law it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status or its standing as a sponsoring entity for an open-enrollment charter school in the State of Texas, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits for all employees are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, in impermissible private benefit, in an excess benefit transaction, in any violation of state law.
- c. Whether hiring and employment decisions are consistent with applicable nepotism laws.

Article VIII

Use of Outside Experts When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

ASPIRING LEADERS INC.

BY: _____

Terence Reed, Board President

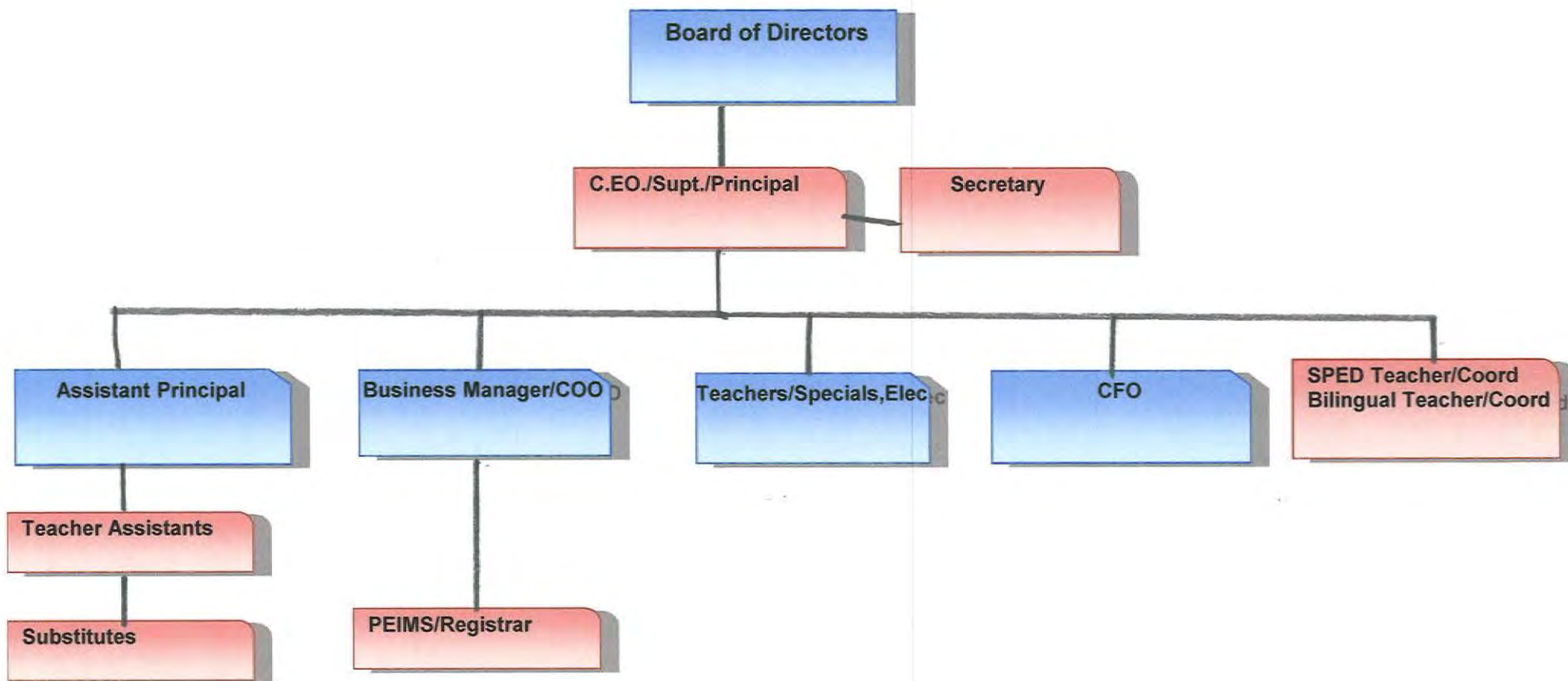
Provide the Following:

Organizational charts that show the school governance, management, and staffing structure. An applicant must submit separate organizational charts for 'year one' and 'at-capacity.' If the organizational structure is not projected to change during the initial contract period; an applicant must indicate this somewhere on the chart provided.

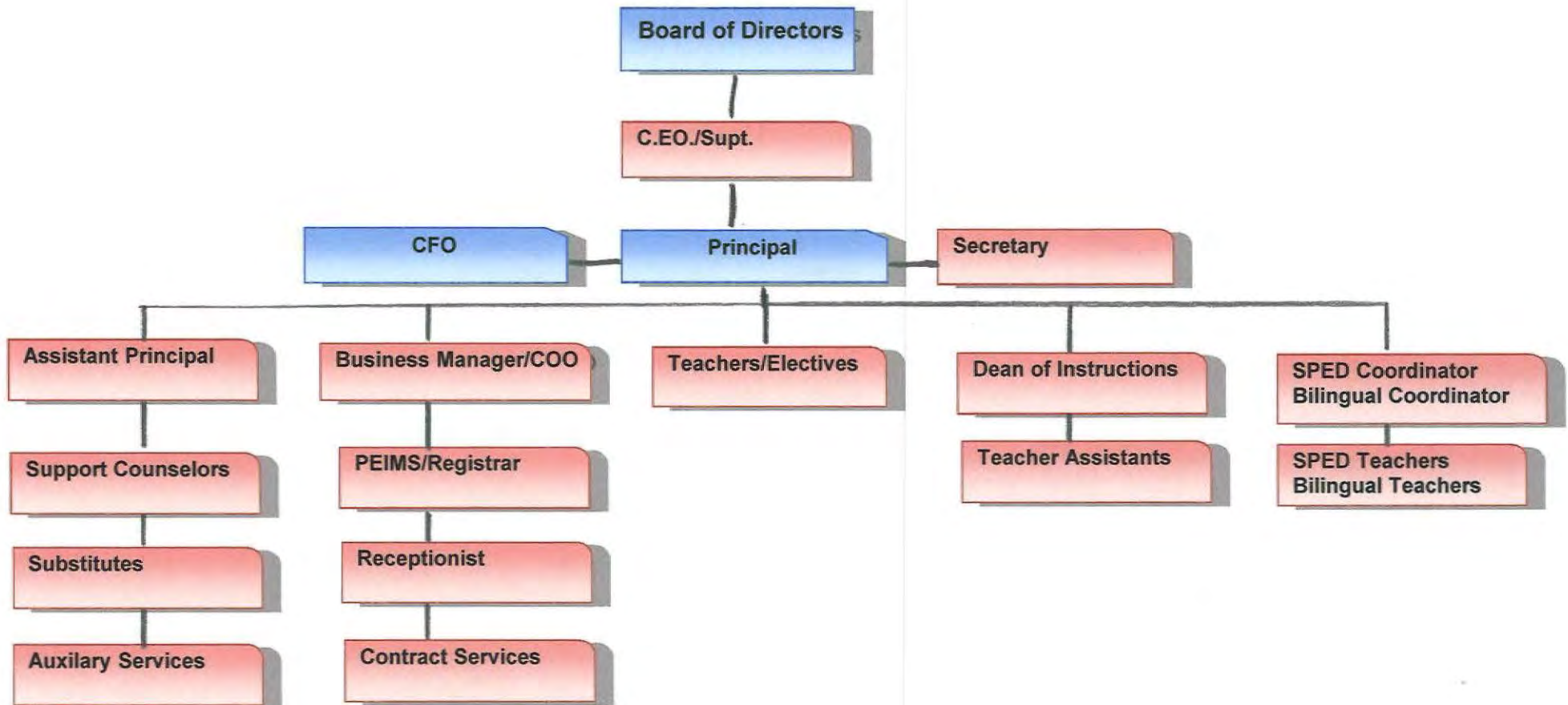
Each organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the 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.

New Millennium Leadership Academy Organizational Chart YEAR ONE



New Millennium Leadership Academy Organizational Chart AT CAPACITY



Provide the Following:

A staffing chart outlining the staffing plan for the campus(es), as applicable.

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, the staffing chart must include staffing projections for each year during the initial contract period (Years 1-5).

The staffing chart should also align with the Organizational Charts (*Attachment O1*) and the Supplemental Human Resources Information Forms (*Attachment O3*) and should identify, but not limited to, the following positions:

1. Principal(s) and Assistant Principal(s)
2. Additional Campus Leadership
3. Classroom Teachers (core subjects)
4. Classroom Teachers (specials)
5. Student Support (e.g. social workers)
6. Specialized Campus Staff
7. Teacher Aide(s) and Assistant(s)
8. Campus Operations Support Staff
9. PEIMS

Adjust or add functions and titles as needed.

Name of Proposed Charter School: New Millennium Leadership Academy

Name of Sponsoring Entity: Aspiring Leaders Inc.

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 (C.O.O.)	1	1	1	1	1
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)	8	11	14	17	19
Classroom Teachers (Specials)	3	3	5	5	5
Student Support Position 1 [Support Counselor]			1	1	1
Student Support Position 2 [specify]					
Specialized Campus Staff 1 [Nurse]			1	1	1
Specialized Campus Staff 2 [Librarian]				1	1.5
Teacher Aides and Assistants	3	3	4	5	6
Campus Operations Support Staff	2	3	5	6.5	7
Total FTEs at elementary campus(es)	19	23	33	39.5	43.5

MIDDLE SCHOOL CAMPUS STAFF					
Principal					
Assistant Principal(s)					
Add'l Campus Leadership Position 1 (specify)					
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized Campus Staff 1 [specify]					
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants					
Campus Operations Support Staff					
Total FTEs at middle school campus(es)					

Comments:
see next page
for additional
comment box
space.

Name of Proposed Charter School: New Millennium Leadership Academy

Name of Sponsoring Entity: Aspiring Leaders Inc.

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
HIGH SCHOOL CAMPUS STAFF					
Principal					
Assistant Principal(s)					
Deans					
Add'l Campus Leadership Position 1 (specify)					
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized Campus Staff 1 [specify]					
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants					
Campus Operations Support Staff					
Total FTEs at high school campus(es)					
Total organization FTEs	19	23	33	39.5	43.5

Comments:

Provide the Following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity.

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and finally, at capacity.

All positions represented here should also be represented on the organizational chart submitted in *Attachment O1* and on the staffing chart submitted in *Attachment O2*.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Fort Worth ISD"/>	<input type="text" value="220905"/>	<input type="text" value="Fort Worth"/>	<input type="text" value="87,428"/>	<input type="text" value="342,000"/>
<input type="text" value="Arlington ISD"/>	<input type="text" value="220901"/>	<input type="text" value="Arlington"/>	<input type="text" value="62,181"/>	<input type="text" value="287,960"/>
<input type="text" value="Everman ISD"/>	<input type="text" value="220904"/>	<input type="text" value="Everman"/>	<input type="text" value="5,889"/>	<input type="text" value="190,000"/>

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:

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Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Fort Worth ISD"/>	<input type="text" value="220905"/>	<input type="text" value="Fort Worth"/>	<input type="text" value="87,428"/>	<input type="text" value="81,719-\$101,919"/>
<input type="text" value="Arlington ISD"/>	<input type="text" value="220901"/>	<input type="text" value="Arlington"/>	<input type="text" value="62,181"/>	<input type="text" value="84,095-\$117,333"/>
<input type="text" value="Everman ISD"/>	<input type="text" value="220904"/>	<input type="text" value="Everman"/>	<input type="text" value="5,889"/>	<input type="text" value="\$78,500-\$98,500"/>

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:

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Proposed Location (City and County):

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<input type="text" value="Fort Worth ISD"/>	<input type="text" value="220905"/>	<input type="text" value="Fort Worth"/>	<input type="text" value="87,428"/>	<input type="text" value="\$59,450-\$82,943"/>
<input type="text" value="Arlington ISD"/>	<input type="text" value="220901"/>	<input type="text" value="Arlington"/>	<input type="text" value="62,181"/>	<input type="text" value="\$63,030-\$87,941"/>
<input type="text" value="Everman ISD"/>	<input type="text" value="220904"/>	<input type="text" value="Everman"/>	<input type="text" value="5,889"/>	<input type="text" value="\$57,000-\$79,000"/>

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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Reports to:

Salary Range:

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Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

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Certification Required:

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<input type="text" value="Fort Worth ISD"/>	<input type="text" value="220905"/>	<input type="text" value="Fort Worth"/>	<input type="text" value="87,428"/>	<input type="text" value="\$59,450-\$82,943"/>
<input type="text" value="Arlington ISD"/>	<input type="text" value="220901"/>	<input type="text" value="Arlington"/>	<input type="text" value="62,181"/>	<input type="text" value="\$63,030-\$87,941"/>
<input type="text" value="Everman ISD"/>	<input type="text" value="220904"/>	<input type="text" value="Everman"/>	<input type="text" value="5,889"/>	<input type="text" value="\$57,000-\$79,000"/>

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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Position:

Reports to:

Salary Range:

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Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

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Certification Required:

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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Fort Worth ISD"/>	<input type="text" value="220905"/>	<input type="text" value="Fort Worth"/>	<input type="text" value="87,428"/>	<input type="text" value="\$44,988-\$65,412"/>
<input type="text" value="Arlington ISD"/>	<input type="text" value="220901"/>	<input type="text" value="Arlington"/>	<input type="text" value="62,181"/>	<input type="text" value="\$53,883-\$75,181"/>
<input type="text" value="Everman ISD"/>	<input type="text" value="220904"/>	<input type="text" value="Everman"/>	<input type="text" value="5,889"/>	<input type="text" value="\$62,000-\$78,000"/>

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 sponsoring entity:

Position:

Reports to:

Salary Range:

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Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Fort Worth ISD"/>	<input type="text" value="220905"/>	<input type="text" value="Fort Worth"/>	<input type="text" value="87,428"/>	<input type="text" value="\$28,500-\$42,742"/>
<input type="text" value="Arlington ISD"/>	<input type="text" value="220901"/>	<input type="text" value="Arlington"/>	<input type="text" value="62,181"/>	<input type="text" value="\$38,202-57,303"/>
<input type="text" value="Everman ISD"/>	<input type="text" value="220904"/>	<input type="text" value="Everman"/>	<input type="text" value="5,889"/>	<input type="text" value="\$27,500-\$41,500"/>

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 sponsoring entity:

Position:

Reports to:

Salary Range:

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Proposed Location (City and County):

Number of Students anticipated in year 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 Served	Salary Range
<input type="text" value="Fort Worth ISD"/>	<input type="text" value="220905"/>	<input type="text" value="Fort Worth"/>	<input type="text" value="87,428"/>	<input type="text" value="\$29,922-\$44,875"/>
<input type="text" value="Arlington ISD"/>	<input type="text" value="220901"/>	<input type="text" value="Arlington"/>	<input type="text" value="62,181"/>	<input type="text" value="\$28,457-\$42,710"/>
<input type="text" value="Everman ISD"/>	<input type="text" value="220904"/>	<input type="text" value="Everman"/>	<input type="text" value="5,889"/>	<input type="text" value="\$26,500-\$38,000"/>

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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Fort Worth ISD"/>	<input type="text" value="220905"/>	<input type="text" value="Fort Worth"/>	<input type="text" value="87,428"/>	<input type="text" value="\$17,949-\$26,908"/>
<input type="text" value="Arlington ISD"/>	<input type="text" value="220901"/>	<input type="text" value="Arlington"/>	<input type="text" value="62,181"/>	<input type="text" value="\$18,459-\$29,579"/>
<input type="text" value="Everman ISD"/>	<input type="text" value="220904"/>	<input type="text" value="Everman"/>	<input type="text" value="5,889"/>	<input type="text" value="\$16,450-\$25,500"/>

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 sponsoring entity:

Position:

Reports to:

Salary Range:

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Proposed Location (City and County):

Number of Students anticipated in year In year five:

Minimum Qualifications Required:

Education Required:

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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Fort Worth ISD"/>	<input type="text" value="220905"/>	<input type="text" value="Fort Worth"/>	<input type="text" value="87,428"/>	<input type="text" value="\$52,000-\$80,429"/>
<input type="text" value="Arlington ISD"/>	<input type="text" value="220901"/>	<input type="text" value="Arlington"/>	<input type="text" value="62,181"/>	<input type="text" value="\$52,500-\$73,000"/>
<input type="text" value="Everman ISD"/>	<input type="text" value="220904"/>	<input type="text" value="Everman"/>	<input type="text" value="5,889"/>	<input type="text" value="\$51,000-\$68,050"/>

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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Reports to:

Salary Range:

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<input type="text" value="Fort Worth ISD"/>	<input type="text" value="220905"/>	<input type="text" value="Fort Worth"/>	<input type="text" value="87,428"/>	<input type="text" value="\$52,000-\$80,429"/>
<input type="text" value="Arlington ISD"/>	<input type="text" value="220901"/>	<input type="text" value="Arlington"/>	<input type="text" value="62,181"/>	<input type="text" value="\$52,500-\$73,000"/>
<input type="text" value="Everman ISD"/>	<input type="text" value="220904"/>	<input type="text" value="Everman"/>	<input type="text" value="5,889"/>	<input type="text" value="\$51,000-\$68,050"/>

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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Position:

Reports to:

Salary Range:

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Proposed Location (City and County):

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<input type="text" value="Arlington ISD"/>	<input type="text" value="220901"/>	<input type="text" value="Arlington"/>	<input type="text" value="62,181"/>	<input type="text" value="\$52,500-\$73,000"/>
<input type="text" value="Everman ISD"/>	<input type="text" value="220904"/>	<input type="text" value="Everman"/>	<input type="text" value="5,889"/>	<input type="text" value="\$51,000-\$68,050"/>

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 sponsoring entity:

Position:

Reports to:

Salary Range:

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Proposed Location (City and County):

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<input type="text" value="Fort Worth ISD"/>	<input type="text" value="220905"/>	<input type="text" value="Fort Worth"/>	<input type="text" value="87,428"/>	<input type="text" value="\$22,163-\$33,262"/>
<input type="text" value="Arlington ISD"/>	<input type="text" value="220901"/>	<input type="text" value="Arlington"/>	<input type="text" value="62,181"/>	<input type="text" value="\$25,934-\$37,397"/>
<input type="text" value="Everman ISD"/>	<input type="text" value="220904"/>	<input type="text" value="Everman"/>	<input type="text" value="5,889"/>	<input type="text" value="\$21,500-\$29,500"/>

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 Served	Salary Range
<input type="text" value="Fort Worth ISD"/>	<input type="text" value="220905"/>	<input type="text" value="Fort Worth"/>	<input type="text" value="87,428"/>	<input type="text" value="\$22,163-\$33,262"/>
<input type="text" value="Arlington ISD"/>	<input type="text" value="220901"/>	<input type="text" value="Arlington"/>	<input type="text" value="62,181"/>	<input type="text" value="\$25,934-\$37,397"/>
<input type="text" value="Everman ISD"/>	<input type="text" value="220904"/>	<input type="text" value="Everman"/>	<input type="text" value="5,889"/>	<input type="text" value="\$21,500-\$29,500"/>

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 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 Served	Salary Range
<input type="text" value="Fort Worth ISD"/>	<input type="text" value="220905"/>	<input type="text" value="Fort Worth"/>	<input type="text" value="87,428"/>	<input type="text" value="\$52,000-\$80,429"/>
<input type="text" value="Arlington ISD"/>	<input type="text" value="220901"/>	<input type="text" value="Arlington"/>	<input type="text" value="62,181"/>	<input type="text" value="\$52,500-\$73,000"/>
<input type="text" value="Everman ISD"/>	<input type="text" value="220904"/>	<input type="text" value="Everman"/>	<input type="text" value="5,889"/>	<input type="text" value="\$51,000-\$68,050"/>

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 sponsoring entity:

Position:

Reports to:

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List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year 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="Everman ISD"/>	<input type="text" value="220904"/>	<input type="text" value="Everman"/>	<input type="text" value="5,889"/>	<input type="text" value="\$21,500-\$29,500"/>

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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OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Three
Special Assurances Document

Sponsoring Entity: Aspiring Leaders Inc.

Proposed Charter School Name: New Millennium Leadership Academy

The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.

I. Open Meetings Requirements

TR 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.

TR 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

TR 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

TR 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

TR 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

TR 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

TR 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: Aspiring Leaders Inc.

Proposed Charter School Name: New Millennium Leadership Academy

VII. Admission and Enrollment

TR 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.

TR 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.

TR 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.

TR 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.

TR 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)

TR 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

TR 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.

TR 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: Aspiring Leaders Inc.

Proposed Charter School Name: New Millennium Leadership Academy

TR 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).

TR 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. Ready to Open Check-List

TR The proposed charter holder understands, upon any subsequent approval and award of charter, that a ready-to-open check list may be required to complete prior to final approval for the opening of any campus.

XI. Postponement of Opening

TR The proposed charter holder understands that any request for the postponement of opening shall be denied if the founding Board no longer constitutes the governing Board at the time of the request.

XII. Federal and State Funding

TR 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.

TR 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.

TR 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.

XIII. Required Disclosure

TR 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.

Sponsoring Entity: Aspiring Leaders Inc.

Proposed Charter School Name: New Millennium Leadership Academy

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.

Terence Reed

Printed Name of Sponsoring Entity Board Chair


Signature of Sponsoring Entity Board Chair

November 28, 2017

Date