



GENERATION

OPEN-ENROLLMENT CHARTER APPLICATION

24

TEXAS EDUCATION AGENCY
1701 North Congress Avenue
Austin, Texas 78701

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APPLICATION OVERVIEW

NAME OF PROPOSED GENERATION TWENTY-FOUR CHARTER SCHOOL		
Houston Classical Charter School		
NAME OF SPONSERING ENTITY		
Houston Classical, Inc.		
The sponsoring entity is a:	<input checked="" type="checkbox"/> 501(c)(3) Nonprofit Organization	<input type="checkbox"/> Governmental Entity
		<input type="checkbox"/> College or University

I. CONTACT INFORMATION

Applicant Name:	Deyvis R. Salazar
Applicant Mailing Address:	2627 Westgate Street, Houston, Texas 77098
Applicant Email Address:	dsalazar@buildingexcellentschools.org
Applicant Phone #:	713.748.9626

II. GEOBOUNDARIES/FACILITIES/OPERATIONS

Number of Campuses Being Requested:	One
Number of Districts within Geo Boundary:	Three

Address of Proposed Administrative Offices (if different from above):
Same
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:
Alief, Houston. More specifically zip codes 77072, 77083 or 77099

III. GOVERNANCE/LEADERSHIP

Number of Board Members:	7
Chairperson of the Governing Board:	Adrienne Amin
Chief Executive Officer of the Sponsoring Entity:	Deyvis R. Salazar
Superintendent of Proposed Charter School:	Deyvis R. Salazar
Board Member Who Attended Applicant Conference:	Adrienne Amin

Houston Classical Charter School

IV. ENROLLMENT OVERVIEW

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: 150														
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	K	1	2	3	4	5	6	7	8	9	10	11	12
Year 2 - Estimated Enrollment: 225														
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	K	1	2	3	4	5	6	7	8	9	10	11	12
Year 3 - Estimated Enrollment: 300														
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	K	1	2	3	4	5	6	7	8	9	10	11	12
Year 4 - Estimated Enrollment: 375														
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	K	1	2	3	4	5	6	7	8	9	10	11	12
Year 5 - Estimated Enrollment: 450														
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EE3	PK 4	K	1	2	3	4	5	6	7	8	9	10	11	12
At Capacity - Maximum Enrollment: 675														
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	K	1	2	3	4	5	6	7	8	9	10	11	12

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC 12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered. As part of the application submission process, I certify that I have read and reviewed the Generation Twenty-Three Open-Enrollment Charter Application Subchapter D Instructions and Guidelines document.

	January 3, 2019	Deyvis R. Salazar
Signature of Chief Executive Officer of Sponsoring Entity (in blue ink)	Date	Printed Name

Attachment(s):

A 1: Applicant Information Session Documentation

APPLICANT TEAM OVERVIEW

I. APPLICATION TEAM MEMBERS

Include names, current employment, and position with proposed school

Full Name	Current Job Title/Employer	Position with Proposed School
Deyvis R. Salazar	Lead Founder, Building Excellent Schools	Head of School
Adrienne Amin	Head of Investor Relations/The WindAcre Partnership	Director
Nory Angel	Executive Director/TEACH	Director
Laurie Coton	CEO/Coton House Realty	Director
Mira K. Shah	Director/Breakthrough at Connect Community	Director
Christopher Smith	COO/CFO The WindAcre Partnership	Director
Fred Barrera	Senior HR Business Partner/March	Director
Austin Muck	Attorney/Bracewell LLP	Director
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

II. Board of Directors

Include names of all Board members.
Adrienne Amin
Nory Angel
Laurie Coton
Mira K. Shah
Christopher Smith
Fred Barrera
Austin Muck
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III. Application Preparation/Support Services

List any individual(s), organization(s), or firm(s) that prepared, assisted, and/or provided <u>professional</u> advice on the contents of the application herein.
Building Excellent Schools (not paid); Texas Charter School Association (paid)
Were any of the above-mentioned paid?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

OVERVIEW OF ANTICIPATED NEED

GEOGRAPHIC BOUNDARIES

Houston Classical Charter School	Houston Classical, Inc.
Proposed Generation Twenty-Four 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 per *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)
Alief Independent School District	Alief Independent School District
Fort Bend Independent School District	Click or tap here to enter text.
Houston Independent School District	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.
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OVERVIEW OF ANTICIPATED NEED

GEOGRAPHIC BOUNDARIES (CONTINUED)

Number of charter school campuses currently operating within the occupied district:	9 Campuses
Number of traditional school campuses currently operating within the occupied district:	46 Campuses
Number of traditional school districts within ten miles of the proposed location:	Three traditional school districts

Will the proposed school 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?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Name(s):	Click or tap here to enter text.

1. Provide a rationale for the geographic location selected and the process undertaken to select the primary attendance boundary to be served.

Narrative Response:

Evaluation Criteria-Geographic Boundaries
<p>A strong response will:</p> <ul style="list-style-type: none"> ✓ Offer realistic attendance boundaries; ✓ Provide a compelling rationale for the geographic location selected; and ✓ Provide a specific location for the charter school campus and describe a school site that will be located in the <u>Attendance Zone</u> of a school district-campus assigned an unacceptable performance rating under Section 39.054 for the two preceding school years (FOR ONE PRIORITY POINT).

We wanted to go where the majority of scholars were from economically disadvantaged families who need more school options. Alief is a community where a number of elementary and middle schools are not performing well, as evidenced by the 2018 ELA and math STAAR results. Alief is a community where at least 80% of scholars are economically disadvantaged and 45% are ELLs. We wanted to found a classical school with an approach not being taught in the public schools. Alief is not saturated by other charter schools. In considering all areas within Alief, we anticipate having our facility in zip code 77072 or 77099, since Landis Elementary and Horn Elementary have been rated as "Improvement Required" in recent years. We are proposing within the geographic boundaries of Alief Independent District and any other district within 10 miles of Alief ISD. As previously stated, we believe there is a need for more successful public schools as evidenced by the performance data from local schools and community input.

OVERVIEW OF ANTICIPATED NEED

ENROLLMENT AND DEMOGRAPHIC PROJECTIONS

Projected number of students enrolled in each grade for Year 1:	
EE3	Click or tap here to enter text.
PK 4	Click or tap here to enter text.
Kindergarten	75
Grade 1	75
Grade 2	Click or tap here to enter text.
Grade 3	Click or tap here to enter text.
Grade 4	Click or tap here to enter text.
Grade 5	Click or tap here to enter text.
Grade 6	Click or tap here to enter text.
Grade 7	Click or tap here to enter text.
Grade 8	Click or tap here to enter text.
Grade 9	Click or tap here to enter text.
Grade 10	Click or tap here to enter text.
Grade 11	Click or tap here to enter text.
Grade 12	Click or tap here to enter text.

OVERVIEW OF ANTICIPATED NEED

ENROLLMENT AND DEMOGRAPHIC PROJECTIONS (CONTINUED)

Provide the anticipated demographics for the proposed school as well as current demographics for the Occupied District and two Contiguous Districts.

NOTE: The term "Occupied District" refers to the traditional school district in which the campus will be located. District 2 and 3 must be contiguous to the school district in which the first campus will be located. The term "First Charter Campus" refers to projected enrollment data for the first specific campus.

	First Charter Campus	Occupied District	Contiguous District 1	Contiguous District 2
Name	Houston Classical Charter School	Alief Independent School District	Fort Bend Independent School District	Houston Independent School District
African American	25.0%	29.0%	27.3%	24.0%
Hispanic	62.0%	53.1%	26.3%	61.7%
White	4.0%	4.0%	16.7%	8.8%
American Indian	0.5%	1.1%	0.4%	0.2%
Asian	8.0%	12.0%	26.1%	4.0%
Pacific Islander	0.1%	0.1%	0.1%	0.1%
Two or More Races	0.4%	0.6%	3.0%	1.1%
Economically Disadvantaged	85.0%	82.6%	37.3%	75.0%
ELL	40.0%	43.6%	15.8%	31.5%
At-Risk	50.0%	75.1%	44.3%	67.5%
Gifted & Talented	2.0%	4.5%	7.3%	15.1%
Special Education	10.0%	7.3%	7.7%	7.1%

OVERVIEW OF ANTICIPATED NEED

ENROLLMENT AND DEMOGRAPHIC PROJECTIONS (CONTINUED)

1. 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). NOTE: Student demographic data can be found by school district on the Texas Academic Performance Report (TAPR), available by right-clicking [HERE](#).
2. Provide the proposed teacher to student ratio for each grade level served and provide a description of the process by which this ratio was determined.

Narrative Response:

Evaluation Criteria-Enrollment and Demographic Projections

A strong response will:

- ✓ Offer realistic enrollment projections in the first year of operation;
- ✓ Cite realistic demographic projections and accurate district data;
- ✓ Demonstrate a comprehensive understanding of the community/student population with unique historical, cultural, social, or academic factors that drive the school's mission/vision;
- ✓ Identify both common and unique learning needs among the anticipated student population(s) that clearly align with the proposed instructional program; and
- ✓ Propose an allowable teacher to student ratio and describe a description of the process by which this ratio was determined and supports the description with research, theory, and/or experience.

Houston Classical is proposing in Alief Independent School District ("AISD") in zip codes 77072, 77099, 77083, and, as a second option, zip codes 77081, 77074, 77036, 77077, which are located in the Gulfton and Sharpstown communities.

AISD (77099, 77072, 77083): Since early settlement in 1861, Alief has steadily grown in population and in business. After a decline in population in 1900 due to the Galveston Hurricane, its population soared in the 1970s. In 1977, it was annexed by Houston. In the 1980s with the newly constructed suburbs, its white residents moved, while recent immigrants from Latin America and Asia, and African Americans, began to move in. This has made Alief a very diverse section of Houston (<https://www.houstonpress.com/arts/the-changing-face-of-houston-alief-6379420>). AISD is a district in need of more high performing schools. Below, please see the general data on performance and demographics (TEA. 2018 STAAR Performance Data Table; Alief ISD. 2018.

<https://rptsrv1.tea.texas.gov>). Alief has a population of 141,507 residents with 24.1% of residents living in poverty. (<https://www.datahouston.org/neighborhood/K088.html>). The demographics are as follows: 45.3% Hispanic; 24.5% African American; 6.9% White; 21.7% Asian. In Alief, 15.9% have obtained a bachelor's degree or higher. The unemployment rate is 9.4%; the median income is \$36,713. There are 24 elementary, six intermediate, six middle, and ten high schools. The average school has an average of 82.6% of economically disadvantaged scholars. Horn Elementary has 999 scholars, 90.3% of whom are economically disadvantaged and 78.4% are ELLs; 26% of scholars met

standards on the 2018 STAAR reading assessments and 28% met standards in math. The average elementary school in Alief averages 33% of scholars meeting grade level benchmarks on the reading exam and 41% on the math exam. (TEA, 2018 STAAR Performance Data Table; Alief ISD. 2018. <https://rptsrv1.tea.texas.gov/cgi>). Subgroups in AISD are performing under the state average, when compared to White and Asian scholars; 18% of ELL scholars met grade level standards in the STAAR reading assessment while 31% met grade level standards in math. Scholars who are economically disadvantaged had a 35% passing rate on the 2018 STAAR reading assessment. The six middle schools had, on average, 39.5% of scholars meeting grade level standards in reading and 46.5% in math; the State of Texas is performing at an average of 45% of scholars meeting grade level standards in both areas. CHARTER PRESENCE IN ALIEF: Within the boundaries of AISD, there are five charter schools, including KIPP, YES Prep and Harmony, and there are mixed academic results. STEP Charter School has 53% of scholars meeting grade level standards in ELA and 48% in math; Harmony Science has 59% in reading and 79% in math. Per demand, there is still a need based on the overall waitlist numbers and the overall academic performance of local charters. Most elementary schools are performing below state and district averages. This leaves many parents with minimal to no options in this neighborhood. OUR EDUCATION PROGRAM: Our education program was created to ensure that we meet the needs of scholars in the proposed community (please refer to Mission and Vision and Curriculum and Instruction sections for more detail). We have created a program to meet the needs of all scholars including those with unique needs. (1) Classical approach to education focused on establishing the foundations of reading and math. (2) Commitment to literacy instruction by devoting 200+ minutes to reading instruction per day. (3) Literacy components in Close Reading and math components in Cognitively Guided Instruction, both focusing on the development of critical thinking and oral language. (4) Small Group Intervention during core subjects to ensure scholars are gaining access to the curriculum. (5) Strategic intervention cycles to address the needs of all scholars. (6) Differentiated and scaffolded lesson plans to ensure access to material.

SECONDARY AREA GULFTON AND SHARPSTOWN

Dating back to the 1960s, there was a boom in Gulfton's local economy, leading to new construction and an influx of young professionals. In the 1980s, Houston's oil economy crashed, and many young professionals left the area, forcing landlords to cut rent to attract new residents. (<https://www.houstonpress.com/arts/the-changing-face-of-houston-gulfton-6384847>). This attracted many new residents from Central America, which continued for the next 20 years. In recent years, Gulfton has been in conversation about revitalizing the community and addressing many needs including unemployment, access to high achieving schools, and crime. Mayor Turner has created a task force under the Complete Communities initiative to revitalize areas of Houston that have been neglected. Gulfton is one of those communities. (2018.<https://www.chron.com/news>). Gulfton has 41,975 residents, with 39.4% living in poverty. (Houston Community Data Connections. Gulfton Profile. 2018) The demographics are as follows: 73.9% Hispanic; 12.9% African American; 6.2% White; 5.5% Asian; 27% of residents hold a college degree or attended some college. Unemployment is 4.3% and the median income is \$29,226. In Gulfton (77081) there are seven elementary and two middle schools. On average, 96% of scholars are economically disadvantaged. One main elementary, Benavidez, has about 1,098 scholars, 99% of whom are economically disadvantaged and 83% are ELLs. Across the campus, 23% of scholars met standards on the 2018 STAAR reading assessments and 32% met standards in math. At the average elementary school in Gulfton, approximately 31.5% of scholars meet grade level benchmarks on the reading exam and 45.7% meet these benchmarks on the math exam. (Research: Educational Program Report. Spring 2018. Houston Independent School District. file). There are two middle schools which average about 31% of scholars meeting grade level standards in reading and 49% in math. Most elementary schools are performing below state and

district averages.

SHARPSTOWN (77074, 77036): Sharpstown is a neighborhood that in the 1970s and 80s was considered a great neighborhood to live in; however, that started to change in the late 1980s and early 1990s (Lane. Chris. The Changing Face of Houston: Sharpstown Then and Now. 2014. <https://www.houstonpress.com>). Now, it is a neighborhood densely populated by immigrants which has been neglected in recent decades. Currently there are significant efforts led by Houstonians trying to turn this neighborhood around with new construction projects that will eventually rejuvenate the community. (Joseph, Cheryl. In Sharpstown, new design enlivens a midcentury neighborhood. Houston Chronicle. 2018. <https://www.houstonchronicle.com>). In Sharpstown, there are 81,165 residents with 34.2% living in poverty. The demographics for this community are: 57.7% Hispanic; 13% African American; 11% White; 15% Asian; 34% of residents have obtained a college degree or some college; 66% of residents do not have college degrees. The unemployment rate is 6.9%, higher than the city's average at 4.4% (Houston Community Data Connections. Gulfton Profile. 2018. <https://www.datahouston.org>). Median income in Sharpstown is \$30,680, lower than the city's average of \$42,877 (<https://www.houstonchronicle.com>). There are five traditional elementary and three public charter schools. On average, 41% scholars attending both traditional and charter schools met standards on the 2018 STAAR reading exam while 48% met standards in mathematics. There are three middle schools which averaged 33% of scholars meeting grade level standards in reading and 39% in mathematics. There are five traditional elementary schools. The schools averaged 33% of scholars meeting grade level standards in reading and 39.8% in math. (Research: Educational Program Report. Spring 2018. Houston Independent School District) There is one middle school which had 50% of scholars meeting grade level standards in reading and 55% in math.

Based on the data, the population is underserved and it is clear that there is a need for better options. Houston Classical is committed to providing a quality education for scholars in Kindergarten through eighth grade. With a classical approach and a focus on academics, rigor, and a structured environment, our scholars, no matter their zip code, race, or any special designations, will achieve at the highest levels. Houston Classical will be a contributing member of the community and will assist in leading the charge by providing a positive academic option for families. We are proposing to start with 75 scholars per grade, with three classrooms in each grade. Each classroom will have 25 scholars to one teacher during most of the day. This is common practice in successful schools around the country such as Nashville Classical and Classical Charter Schools.

EXECUTIVE SUMMARY

PAGE LIMIT: 2 PAGES

The Executive Summary should provide a concise overview of the proposed plan for the school; the outcomes you expect to achieve; the geographic and population considerations of the school environment; the challenges particular to those considerations; and the applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

1. Anticipated Need: Describe the anticipated student population, students anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and targeting this student population.
2. Mission and Vision: State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement describes how the school will operate and what success looks like for students. The mission and vision statement provide the foundation for the entire proposal, and taken together, should identify the students and community to be served and illustrate what success for students will look like.
3. Education Plan: Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

MISSION AND VISION: Houston Classical Charter School educates Kindergarten through eighth grade scholars through a classical approach, rigorous academics, character development, and a structured environment to ensure high school, college, and life success. Our unique vision will be realized as we build all academic, cultural, operational and financial details through seven core beliefs. 1. Rigorous instruction and curriculum drive academic success. 2. A classical education promotes critical thinking. 3. Explicit character development prepares scholars for success in life. 4. Meaningful assessments drive scholar outcomes. 5. A highly structured environment promotes learning. 6. Highly effective teachers drive academic success. 7. Consistent family engagement promotes outcomes for scholars.

NEED: Through conducting over 200 conversations with community stakeholders, examining local academic performance data, and establishing clear geographical need, the Founding Team for Houston Classical Charter School has identified Alief as our target community for the proposed K-8 charter school. Within Alief Independent School District elementary schools, approximately 30% of scholars have been able to develop the academic skills that will allow them to Meet or Master Texas reading and mathematics standards. (TEA. 2018 STAAR Performance Data Table; Alief ISD. 2018) With a high percentage of the population in Alief recently immigrating to the United States, 40% of school-aged children residing here are English Language Learners and 82.6% are economically disadvantaged. (The Texas Tribune. 2018. <https://schools.texastribune.org/districts/alief-isd/>). We recognize the challenges that schools face when educating large numbers of scholars who live in poverty or who do not speak English, and we have designed our school model with these elements in mind. We also bring as part of the Founding Team the experienced leadership that will be able to deliver that model with success and deliver dramatically different results.

EDUCATIONAL PLAN: Rigorous instruction starts with our focus on reading as scholars receive rich literacy instruction every day. Reading Workshop teaches scholars comprehension skills and builds critical thinking, allowing for impactful independent work. Read Aloud engages and immerses scholars in Great Books enriched with cultural voices of our community, aligned with our CORE Values of Community, Optimism, Respect, and Excellence. Our Phonics program teaches scholars letters, sounds, blends, and grammar. Our math program develops fluency, conceptual understanding, and critical thinking through Cognitively Guided Instruction and TERC Investigations. Scholars conduct weekly standards-aligned science experiments to deepen their learning. Curriculum takes a classical approach, often reserved for the most privileged, and ensures scholars in Alief have similar access to its powerful principles: reading Great Books, with inclusive cultural richness within each grade's reading list, teaching grammar in reading, writing, and speaking, and infusing life-building and community-affirming values within every school day. As ELL scholars will represent a significant percentage of our enrollment, our classical approach and curriculum, aligned to the details of our daily schedule and associated staffing plan, will combine to powerfully support them with a heightened focus on reading, oral language development, and small group instruction. We provide an integrated, standards-aligned assessment cycle that gauges the effectiveness of our instructional practices across all content areas, with a primary focus on reading, writing, and mathematics. As a K-8 school, we measure scholar growth and achievement starting in Kindergarten and continuing in all grades using well-respected national literacy and math assessments, including the Strategic Teaching and Evaluation of Progress for reading fluency and comprehension and the Northwest Evaluation Association Measures of Academic Progress in reading and mathematics. We plan meticulously towards ensuring that all curriculum and instruction and all internal assessments are aligned to Texas Essential Knowledge and Skills so that all students are ready to Meet and Master those standards in all years on the State of Texas Assessments of Academic Readiness. Our school culture will be one of structure, joy, and rigor. We expect scholars to give their best each day, while at the same time enjoying and finding meaning in learning new things through books, mathematics, and science, as they develop into young adults. Further, our model is taken from study of other successful schools from across the country - schools like Nashville Classical and South Bronx Classical, each highly successful as evidenced by their performance on state assessments and each serving high needs communities. The classical model has proven to work in private schools across the country and in Texas. Within the charter landscape, classical schools have also thrived; our difference is that we are proposing our model in a community that has not had the opportunity to send their children to a classically modeled school. CAPACITY: A non-English speaking immigrant to the United States designated as an English Language Learner as a young student, our Lead Founder Deyvis Salazar was on the Founding Team of The Neighborhood Charter School of Harlem, serving first as Director of Special Education, and then as Assistant Principal and Principal, where 30% scholars had special needs and 80% were economically disadvantaged. Under Mr. Salazar's leadership, the school was the number one independent charter school in the State of New York in its performance on state assessments in English Language Arts and math. Our Founding Team is comprised of highly successful individuals from various professional fields that will ensure that we meet our financial, academic, organizational, and overall goals. Our Team's capacity covers a wide range of success in finance, law, real estate, and education, all members are mission-aligned, and each has a deep-rooted commitment to the families and children of Houston. We are confident that we will meet the demand in our community, fulfill the academic need that exists there, and deliver on our promise of a life-changing education for children in Texas.

EDUCATION PLAN

MISSION AND VISION

THIS SECTION IS ONLY TO BE COMPLETED BY A BOARD MEMBER OF THE SPONSORING ENTITY. If this proposal is invited to participate in a capacity interview, the author(s) of this section should be available to discuss the information provided.

Authoring Board Member:	Adrienne Amin
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1. State the mission and vision of the proposed charter school. *NOTE: The 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.*
2. Describe the process by which the mission and vision was established. Identify all stakeholders, who contributed to the creation of the mission and vision.
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.

Narrative Response:

Evaluation Criteria-Mission and Vision
<p>A strong response will:</p> <ul style="list-style-type: none"> ✓ Articulate the mission and vision clearly and concisely; ✓ Demonstrate five attributes of innovation; ✓ Outline a clear and robust decision-making process for the creation of the mission and vision, identifying a significant contribution and buy-in from Board members; and ✓ Rationalize the approach that has been proposed for the anticipated student population.

1. HOUSTON CLASSICAL CHARTER SCHOOL'S MISSION: Houston Classical Charter School educates Kindergarten through eighth grade scholars through a classical approach, rigorous academics, character development, and a structured environment to ensure high school, college, and life success. HOUSTON CLASSICAL SCHOOL'S VISION: Our vision is that alumni will all graduate from high school, will have college degree attainment levels exceeding Alief, be among the highest attainment communities of Houston, and will have the academic and social habits to propel them to a life of success. Houston Classical will contribute to that vision and deliver on its mission by ensuring that: By the end of Kindergarten, all scholars read on grade level and are able to solve grade level math problems; (b) by the end of grade 3, scholars meet or master standards on the STAAR assessment; and (c) by the end of grade 8 all scholars matriculate into the best high schools. Our vision is driven by our mission and desire that all scholars are academically successful and productive members of society.

2. ESTABLISHMENT AND RATIONALE OF MISSION AND VISION

"It is a matter of great satisfaction to me to hope that my children will be in circumstances to receive a good education. Mine was defective and I feel the inconvenience, if not the misfortune of not receiving a classical education. Knowledge is the food of genius, and my son, let no opportunity escape you to treasure up knowledge." - Sam Houston

The mission and vision of the school was established by the Founding Team, who all seek to provide the families of Alief with a classical education option that will prepare scholars for success in life. The Founding Board met three times between October and December and had several conversations to create the mission and vision of the school. Each Founding Board member contributed to one of the essential beliefs in the vision. Ms. Adrienne Amin passionately supported the focus on literacy and high academic expectations. Mr. Chris Smith strongly advocated for incorporating character development and teaching values within the school day. Through numerous conversations, and with the input of the Lead Founder based on his research and experience, the Founding Team agreed on the Mission, Vision, and core beliefs. As we do now, in his own time Sam Houston understood the importance of a classical education and how it benefits man. There are numerous successful classical schools, across the country and in Houston. Providence Classical School is ranked as the 20th best school in all of Houston. (Barrientos < Margaret. Largest K-12 Private Schools in Houston, Houston Business Journal. 48.53, 2017). Classical schools are typically private, thus not prevalent in low socio-economic areas and not traditionally accessible to low-income families (Jackson, Robert L., Ph.D. "About the Institute for Classical Education." Institute for Classical Education, 2018). Even public charter schools offering a classical education have mostly located in middle to high income communities; such schools include Great Hearts Academies which have locations in San Antonio and Irving, Texas. There are no classical education public charter schools targeting their school toward low-socio economic families located in Houston. We propose to offer the first classical education charter school in Houston targeted toward low socio-economic families and intend to ensure this classical program is accessible to the families in the Alief and greater Houston community.

3. MISSION AND INSTRUCTIONAL PROGRAM: To execute on our ambitious mission, our instructional program is founded on the idea that while scholar achievement is our priority, we must simultaneously build scholars' character through daily practices, lessons, books, and conversations. Our instructional program, grounded in the following beliefs, is influenced by a number of effective schools including North Star Academy in Newark, NJ, South Bronx Classical in the Bronx, NY, and Nashville Classical in Nashville, TN. Each school is high achieving school, with academic results that surpass the city and state in reading and math and are located in low socio-economic areas serving high needs scholars. The academic results of these schools provide support for the innovations that undergird our academic program, have relative advantages over what is currently used, are compatible with the impacted population, and have observable benefits for everyone involved. Our instructional program is influenced by the work of the Lead Founder, an experienced leader of a successful and high achieving public charter school. He served as Founding Leader and eventual Head of School of the Neighborhood Charter School of Harlem, a school located in a low socio-economic area, where he achieved strong academic results while addressing the needs of high functioning Autistic scholars. Before the Lead Founder left, the school was the number one independent charter school in English Language Arts and Math in the State of New York. Each belief below is guided and rooted in experience, research, and the examples laid by successful schools across the country and each is in direct response to the needs of the proposed community as evidenced by the results of the math and ELA STAAR assessments. These beliefs demonstrate how the school's mission is aligned with the proposed instructional program and why this approach was chosen for the anticipated scholar population. The innovative elements of our program described below are not otherwise offered within

AISD. We recognize that this program is rigorous and, while it is learnable among our teachers and staff who will implement the components, team members will need substantial training and support. We have planned at least 28 days of professional development during the summer and ongoing weekly development for the entire academic year. This innovative model has substantial relative advantages over what is currently used, including an increased focus on literacy and character development, compatible not only with the impacted population that will produce observable benefits through tangible academic results while preparing scholars to be strong members of the community.

BELIEF 1: Rigorous Instruction and Curriculum Drives Academic Success.

High academic expectations are one of the primary pillars on which nearly all high achieving schools stand. (Dobie and Fryer "Getting Beneath the Veil of Effective Schools." American Economic Journal: Applied Economics, 5.4, Oct 2013). High academic expectations will be evident in what scholars are learning as well as in how teachers instruct scholars. Houston Classical will provide a robust classical curriculum: structured around the classical education concepts of grammar, logic, and rhetoric; grounded in great works; and ordered by the great ideas. Starting in Kindergarten, scholars will be exposed to Great Books through read alouds to challenge their thinking through strategic questioning and modeled think aloud by teachers. We will develop teachers during Summer Institute to deliver our rigorous program. In 5th grade, scholars regularly access Great Books and are able to debate ideas and understand multiple textual themes and how they are relevant to their lives. Scholars in the upper grades will read and speak about books and write comprehensive argumentative essays about a book, idea, or theme. To create this rigorous academic environment, Houston Classical will use instructional strategies such as "No Opt Out," "Right is Right," "Stretch It," "Format Matters," and "Without Apology." (Lemov. Teach Like a Champion 2.0. 2015.) These strategies have proven successful in many schools such as Nashville Classical. In Kindergarten and continuing through eighth grade, all scholars are exposed to rigorous and demanding curriculum in English Language Arts ("ELA"), math, science and history/humanities. In Alief, more specifically AISD, the 2017 reading STARR assessment results demonstrate that 30% of 3rd graders identified as economically disadvantaged are reading on grade level; 5% of those are reading on grade level by 8th grade (The Commit Partnership. 2017). This demonstrates the need for a school with a robust literacy program, one that can be provided by a classical education, proven to work in various communities inside and outside of Texas. We have designed such a program which offers at least 200 minutes of literacy instruction per day and is focused on the multiple layers of literacy which are sound recognition, spoken language, listening, and writing. We have built an intervention program to ensure all scholars not meeting standards receive more intense, one to one, and strategic support. **SMALL GROUP ACADEMICS:** In the proposed community many scholars will come needing extra support and intervention in reading and math. Our major subjects will always have a small group component to ensure scholars are getting the attention they need to meet academic benchmarks. Small groups will be based on data from our assessments and on scholar level in reading and math. We realize that much growth in learning occurs in small groups based on skill level and supported by data; we have Literacy Centers each morning for at least an hour to ensure all scholars, notwithstanding their abilities, receive appropriately leveled intervention in reading. Small groups in math occur during the independent work portion of Math Workshop. Our unique approach will mean that for every core subject there will always be small group instruction to ensure all scholars' needs are met within ELA, math, and science. **BELIEF 2: A Classical Education Promotes Critical Thinking Skills.** A classical education is a systematic way of teaching scholars. It begins with the core elements of language and grammar, and then develops scholars' ability to think and solve problems (logic and rhetoric). These three stages are the Trivium (three in Latin). A classical education aims for high order thinking and seeks excellence. (Shipp, Stephen, Ph.D. "What is a Classical Education?" <https://static1.squarespace.com>). In the classical tradition, teachers

ensure time for discussion and debate around ideas, Great Books, and central themes. In Kindergarten, scholars develop a strong foundation in literacy, learning letters, sounds, and words through repetition and practice, preparing them to develop a deep understanding of concepts and be able to articulate their ideas based on text and experience. In reading, Kindergarten scholars learn to answer high order questions that push their thinking about texts. In grades 5-8, teachers facilitate class discussion on novels and/or topics covered in humanities and civics daily during the discourse portions of lessons. In grade 5, scholars read novels and Great Books to have conversations about the central themes and ideas in them. In grade 5, this discussion is facilitated through Socratic Seminars where scholars share, discuss, and debate ideas presented by scholars or teachers. A large number of our scholars will be ELLs and/or will have English as their second language. We anticipate approximately 70% of families will be recent immigrants who struggle with English. A classical education relies on scholars having conversations with one another, and debates based on content and books covered, therefore promoting oral language. The Education Alliance at Brown University states that ELLs “need daily opportunities to learn and practice oral English in order for their literacy skills to flourish.” Houston Classical is responsive to this need and will ensure scholars have many opportunities throughout the day to develop language skills. (Teaching Diverse Learners. The Education Alliance. <https://www.brown.edu>. 2018). A classical education focuses on literacy. Through a careful, strategic, and methodical approach to language acquisition, a classical education develops minds ready to read, understand, and engage with challenging grade level books. This focus on literacy will meet ELLs’ specific needs in English language development. Our classical education program implicitly teaches civics in Kindergarten through grade 4, through the selection of read aloud books and passages and through our Agora Circles. Beginning in grade 5, we teach Civics three times per week to ensure scholars know and understand our society, become active and productive members of society, and learn the foundations of what makes up a state, country, and our democracy. We want to build a citizenry that is informed, can think critically, and be productive members of society. Many families in the proposed community are immigrants, thus learning this country, its system, and how it operates will benefit families and our scholars. We believe that knowledge of this country, the western civilization, and its pillars is important as a foundation to become active participants in this democracy. Beginning in sixth grade scholars will take Latin at least three times per week, crucial to the classical approach since it allows scholars to see the root of words and how they are applied today. This approach is responsive to our scholars’ needs, as learning Latin supports scholars’ language development as they study the cognates and roots of complex vocabulary. We acknowledge that teaching Latin can be difficult and finding talent can be a challenge; therefore, we begin our search at least a year in advance and will speak to universities and colleges that have a language department to assist us. No nearby schools are providing a classical education; thus, this focus is unique to Houston Classical and its approach to education. In addition, none of our local middle schools teach Latin.

BELIEF 3: Explicit Character Development Instruction Prepares Scholars for Success in Life.

“If we bestow fluency of speech on persons devoid of virtue, we shall not have made orators of them but shall have put weapons in the hands of madmen.” - Cicero, *De Oratore*, Book III. We believe in the explicit and implicit teaching of character development. Character development will be embedded into our curriculum, language, and daily routines to ensure scholars learn and exhibit high levels of character in all areas of school. As example, scholars will enter their classroom in the morning and will sit together in a circle and discuss values and ideas during Morning Meeting. Our goal is that when our scholars matriculate to high school, they are able to articulate their ideas in a respectful and evidenced-based manner. Our scholars will be critical thinkers, able to solve problems and view issues and events with a critical and objective lens. Scholars will develop a moral compass that informs their daily lives and habits. Our scholars will have the academic and social habits to propel them to a life of

success in high school, college, and beyond. Thus, our curriculum and our instructional program is driven by our CORE Values of Community, Optimism, Respect, and Excellence. These values are grounded in research, the study of successful school models, and with input from the Founder, Founding Team, and community stakeholders. This approach is modeled after schools the Lead Founder has studied such as North Star in Newark, NJ and Nashville Classical in Nashville, TN where scholars study and learn character through daily school community circles. These schools educate predominantly scholars from low socio-economic environments and have achieved strong academic results as evidenced by their school's state academic results. We recognize that our intended community has one of the largest rates of incarcerated individuals in Houston (Watson et al. A Portrait of Prisoner Reentry in Texas. Urban Institute, Justice Policy Center. March 2004). Our school's focus on character/values development will fill a specific need of the community, where many scholars are likely dealing with challenges at home. We believe that scholar outcomes are very important, however, so is the teaching of values. This will be done through the language we use, the books we read, and by how adults model our CORE Values. The explicit ways of teaching character will be a unique aspect of our school to ensure we are building holistic adults who have a deep sense of commitment to their fellow man and country. This is an approach that is not done by many local schools; we believe that teaching character will positively impact the community by harboring scholars who want to help their communities, become leaders, and ultimately be change agents in their own communities. We will train teachers during Summer Institute to ensure they learn and can execute lessons that target academic aims while teaching values. Teachers will receive ongoing support on teaching values within the classroom. BELIEF 4: Meaningful Assessments Drive Scholar Outcomes. Assessment of performance is essential to understanding scholars' learning and improving our instructional practices. Teachers will use data collected from assessments to make instructional decisions to support all scholars, establish in-class scholar groupings, and small group instruction and interventions. Daily assessments like Exit Tickets are collected and analyzed to ensure scholars are learning and inform our focus for the next day. Quarterly interim assessments allow the school to see where scholars are compared to where they need to be. Houston Classical will have Data Days at least once per month, where all staff members analyze data and create plans to address academic gaps for classes and scholars. Data collected is used to create intervention groups, small groups in guided reading and in math. This design element is based on the work of Paul Bambrick-Santoyo in Leveraging Leadership and influenced by Community Day Charter School, a highly successful charter school in Lawrence, MA where at least 35% of scholars are ELLs. During Summer Institute and during our initial Data Days we will train teachers on the process of collecting data, analyzing data, and making action plans based on data to meet the needs of all scholars within the classroom. Further, we intend to teach scholars who are mostly economically disadvantaged and are learning English for the first time. In addressing these challenges, it is crucial to know what skills scholars are coming with and which skills are in need of improvement. Meaningful, strategic assessments will allow us to know this information and act accordingly. BELIEF 5: A Highly Structured Environment Promotes Learning. A highly structured and purposeful environment is essential to scholar achievement because "a plethora of scientific evidence suggests that scholar learning and achievement is deeply affected by the environment in which this learning occurs. Improving scholar learning, achievement, and motivation requires attending to both the structural and symbolic features in the classroom" (Sapna, Cheryan, Ziegler, Sianna. "Designing Classrooms to Maximize Student Achievement." Policy Insights from the Behavioral and Brain Sciences, 1.4. 2014). A structured environment will allow our school to maximize scholar learning each day, as "[t]ime lost to systems is time lost for learning" (Bambrick-Santoyo, et al. Great Habits, Great Readers. 2013). We will implement clear, consistent, and intentional structures and daily routines so scholars feel safe and are able to focus on learning. Arrival

and dismissal protocols will ensure safety and efficiently allow safe passage in our building while maximizing instructional time. Consistency is important in a scholar's life, especially in the younger foundational years. Thus, we create a structured and consistent environment. We train teachers during Summer Institute and during the first two weeks of school to create, implement, and consistently follow up on created systems to ensure the attainment of structure.

BELIEF 6: Highly Effective Teachers Drive Academic Success.

We know that teachers are the determining factor in scholars' success and that "teacher effectiveness is the major factor influencing student academic gain" (Sanders and Horn. "Research Findings from the Tennessee Value-Added Assessment System Database." *Journal of Personnel Evaluation in Education*. 12. 1998.). We know that scholars will rise to our academic and behavioral expectations, therefore, teachers hold our scholars to a high bar and engage and challenge scholars through the design of thoughtful, rigorous lessons. We hire capable teachers and grow and develop them in our 28-day summer program. Throughout the year, teachers are provided feedback and development opportunities. Our teachers are evaluated based on scholar results and growth and their own professional development. This approach is supported by research, which demonstrates "professional development [must be] tightly linked to performance standards and differentiated based on individual teacher needs." (Weisberg et al. "The Widget Effect." *The New Teacher Project*, 2nd ed. 2009).

BELIEF 7: Consistent Family Engagement Promotes Outcomes for Scholars.

We believe that constant, clear communication between families, scholars, and staff is integral for scholar outcomes. Families will be informed daily via a communication tracker about scholars' academic and behavioral successes and challenges. Monthly, families are invited to Classical Nights which include family workshops on our culture, curriculum, and instructional practices. We will have guest speakers to connect families to the great Houston organizations that can assist with employment, general information, and resources that the community needs. We believe that our successes will come with the support and collaboration of each family and their investment in their scholars' future.

EDUCATION PLAN

CURRICULUM AND INSTRUCTION

1. Describe the proposed educational program(s), including Special Education and Bilingual Education/English as a second language. Summarize any core elements and/or non-negotiables. 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 expectations and continuous improvement. Describe how the proposed curriculum will align with the Texas Essential Knowledge and Skills standards. NOTE: As stated in TEC 28.002 (b-1) - (b-4), charter schools may not adopt the common core state standards to comply with the requirement to provide instruction in the essential knowledge and skills.
2. Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.
3. Describe any specific instructional strategies or methodologies to be utilized and rationalize the use of these strategies with the proposed curricular model.
4. Describe the plan and schedule to evaluate the proposed curriculum and instructional strategies.
5. Discuss any plans to offer special programs or extracurricular activities and provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision. NOTE: Open-Enrollment Charter Schools may not charge "blanket" activity fees. Additional information governing tuition and fee restrictions can be found by right clicking [HERE](#).

Narrative Response:

1a. CURRICULAR PROGRAMS AND CORE ELEMENTS:

1b. ALIGNMENT TO TEKS: Curriculum will be aligned to our mission and the TEKS to ensure scholars are adequately growing each year and meeting grade level standards as evidenced by results on the STAAR Assessment and NWEA MAP. We will carefully evaluate each curriculum element and resource and create a road map with units aligned to the TEKS. We will continue to monitor and assess scholar mastery of standards through interim assessments, and data collected through exit tickets on all grade level standards to ensure goal attainment. Our process for curriculum alignment will begin by taking our proposed curriculum and backwards mapping it with the TEKS to ensure alignment. Each scope and sequence will be aligned with grade level standards for each grade. This process will be completed by the Head of School in advance of Y1 for our initial grades and by the Director of Curriculum and Instruction starting in Y2 and through full growth.

1c. ACCOUNTABILITY: To maintain a sharp focus on student growth, we will assess the effectiveness of our curriculum programs to ensure scholars are being effectively educated. Using the timelines in the Assessment and Progress Monitoring section of the application, the effectiveness of our curriculum and academic program will be evaluated through our STEP, NWEA MAP, and STAAR assessments. This evaluation will be completed on a quarterly and yearly basis, led by the Head of School. Quarterly Board members will be presented with a dashboard prepared by the Head of School to highlight performance in ELA and math. We will report results of STEP assessments and NWEA assessments as available. Since STEP only assesses ELA, we will build our own internal math

interim assessments and report on progress quarterly. The Head of School will develop a plan when data does not meet our internal benchmarks and report to the Board; next steps will be established and implemented by the Head of School to ensure we meet the next targeted benchmark.

2. DEVELOPMENT OF CURRICULUM: This will be developed by the Head of School for all grades served in Y1. Curriculum will be developed during the planning year to ensure roll out in July 2020. For Y2 and onward, the Head of School and Director of Curriculum and Instruction will develop curriculum across content for grade levels as phased in. For Y1, the Head of School will create scope and sequences, standards-aligned units, and lesson plans. Starting in Y2, for grades 2-8, the Director of Curriculum and Instruction will develop curriculum across content areas. In the early months of Y1, Exit Tickets within units of study for math and ELA will be created by the Head of School with the intention that teachers then create their own Exit Tickets with training and oversight to ensure scholars have access to the lesson. Exit Tickets are short assessments given on a daily basis.

Curriculum Choices: All selections have been made using information and data from successful schools in communities where large percentages of the scholars are ELLs struggling to meet standards in reading and math. We have considered how rigorous the curriculum is, and whether it is scholar-centered and supports scholars in discussing their ideas, strategies and methods. Our curriculum also provides a unique model based on a classical approach, our increased focus on literacy, especially on Great Books and culturally responsive text, and the teaching of Latin. Please see below our choices and rationale for selecting each component, which will be aligned to the TEKS to ensure scholars are prepared to succeed. Each component was vetted and will be edited by the Head of School who will read each unit and edit resources or content to ensure TEKS alignment. LITERACY CURRICULUM: Based on experience, research of successful schools like South Bronx Classical in Bronx, NY and the work of Lucy Calkins at the Reading and Writing Project, scholars learn to read best through a balanced literacy approach. Our literacy program is taught through many modalities to address all early literacy components. All learners receive at least 200 minutes of literacy instruction daily. Our program aligns to grade level TEKS and is developmentally appropriate. In grades K-2, scholars develop a strong literacy foundation and great reading habits. In grades 3-5, scholars move to comprehension work developing skills to comprehend complex text, read to learn about the world, and make inferences based on contextual clues. In grades 6-8, scholars develop skills to articulate their ideas, debate, and critically think through multiple texts at or above grade level. Below is the breakdown of our curriculum, rationale and how it meets the needs of scholars. Most costs for Y1 are in our Start-Up Budget where we have allotted \$15,000 for 150 scholars. In subsequent years, it will come out of Line Item 94 titled Textbooks/Workbooks and Line Item 95 titled Supplies & Materials Other and grows in direct proportion to growth in our school size.

KINDERGARTEN – SECOND GRADE:

1. Reading Workshop is influenced by the work of Lucy Calkins and the Reading and Writing Project, where reading is an experience taught in short mini-lessons to allow for more scholar reading and teacher conferring. During Workshop, scholars learn the great habits and fundamentals of reading. We purchase and use the Units of Study of Reading and Writing Workshop by Calkins. Scholars are immersed in units that address grade level reading skills like encoding, decoding, making inferences, and comprehension. During lessons, scholars are introduced to an objective aligned to a TEKS standard and their current unit. We teach a reading strategy for 7-8 minutes. Scholars then return to their desks and practice the strategy. While scholars are practicing the strategy, the teacher confers with scholars, ensures mastery of the objective. Instruction is provided daily to ensure scholars are learning the habits and skills to become lifelong readers with the stamina required to tackle complex, grade level text, tackling difficult words, sentences, and overall comprehension of complex texts. Sessions are mostly taught in whole group with small group instruction and one-on-one conference.

2. Guided Reading is influenced by Guided Reading, Responsive Teaching Across the Grades by Irene Fountas and Gay Su Pinnell and Great Habits Great Readers by Paul Bambrick-Santoyo, where it has been shown that targeted small groupings of scholars based on skill level improves reading comprehension and overall mastery of basic literacy skills. During Guided Reading, scholars are in small groups with other readers on the same level, informed by STEP and NWEA data. Guided reading is executed daily in small groups during the independent portion of Reading Workshop and Literacy Centers. We use the Achievement First curriculum for Guided Reading, proven to be successful in teaching scholars to read and comprehend grade level, complex text. Scholars are first taught new vocabulary; words are pre-planned and identified by teachers as words that can be difficult to comprehend depending on reading level. After scholars are familiar with the new vocabulary, the teacher directs them to a text that is slightly over their level, and guides scholars through the book. During this time, scholars spend 30 minutes taking turns reading out loud while the teacher assists in reading with fluency and ensures comprehension by asking guiding questions. The goal of Guided Reading is to teach reading in a small group to scholars who are at the same or a similar skill level.

3. Close Reading is influenced by Reading Reconsidered by Doug Lemov, the focus of which is to understand how scholars can read complex text, fully understand it, and be able to read texts independently with little to no teacher support. Focused on reading comprehension, scholars and teachers read the same text. The teacher may decide to pre-read for scholars or read together silently; teachers act as facilitators through pre-planned, targeted questioning. This will be internally created by selecting appropriate texts and developing text-based questions. Scholars are taught to identify main themes or concepts important in each text. Close Reading is taught as whole group instruction to assist scholars in reading comprehension and extraction of meaning from multiple genres. Teachers may pull small groups to re-teach, focus scholars on the work or push their thinking.

4. Phonics is influenced by the work of Success for All by Drs. Robert Slavin and Nancy Madden and lends itself to procedurally learn letters and sounds while providing intervention. The program will develop scholars' ability to decode and encode sounds, letters, and words. Instruction will be provided every day for 50 minutes during morning literacy block in small groups. We will purchase and use the Success for All curriculum for K-2 scholars and use it as an intervention in grades 3-5. Teachers sit with scholars and go over sounds, letter recognition, and blending; it is interactive and requires scholars to speak and recite; lessons have videos depicting letters, sounds, and words.

5. Writing Workshop/Grammar is rooted in the work of Lucy Calkins. Workshop will be taught each day as scholars learn the writing process and develop the skills to write cohesive sentences, paragraphs, and essays. Teachers focus on the foundations of writing such as capital letters, correct punctuation, line and proper spacing, and pencil grip. Taught whole class, teachers teach a skill for 7-8 minutes and then send scholars to their desks to work on that skill. During independent work time, teachers may elect to pull a small group of struggling or high achieving scholars for conferencing.

6. Read Aloud is influenced by Great Habits, Great Readers by Paul Bambrick-Santoyo and occurs four days per week (one day for Agora Circle) in a whole group setting for 20-25 minutes. Teachers model how to read fluently and how to think while reading through a book. This is used to engage scholars in books that interest them, incorporating themes that relate to their life and our CORE Values. Read Aloud books are aligned to Great Books and are culturally responsive to the community we educate. During this time, scholars sit on the classroom rug or at their desk and listen while the teacher reads, as they model how to read with full fluency, comprehension, excitement, and thinking aloud. This modeling is to demonstrate to scholars how to think through books and identify the important information and themes readers should be able to extrapolate from the books.

7. Leveled Literacy Intervention is influenced by the work of Leveled Literacy Intervention by Irene Fountas and Gay Su Pinnell and is used to address scholars who are below grade level. This

intervention occurs two to three times per week depending on need and is reserved for scholars who have progressed through our tiered intervention systems and have been in Tier 2 for more than 10 weeks. Scholars enter LLI for six weeks cycles and at the end of each cycle we use STEP and Exit Ticket data to determine need for further or continuing support. This is executed in small groups and the Leveled Literacy Intervention (LLI) curriculum will be purchased.

THIRD GRADE TO FIFTH GRADE: Most literacy curriculum elements described above will continue to make up our literacy curriculum at an age appropriate level; however, some will change due to age and development of scholars. A description of these changes is provided below:

1. Reading Workshop: Continuing with the work of Lucy Calkins, Workshop continues to focus on strategies and skills that develop great readers. We continue to use the Workshop Model described in *Learning that Lasts* by Ron Berger which focuses on deeper learning by limiting the teacher's voice and focusing on scholars' thinking and doing during this session (Berger, Ron. *Learning That Lasts*. 2016). The difference between the lower grades and grades 3-5 is that the objectives become more difficult and complex based on grade level; units are aligned to grade level standards in the TEKS.
2. Small Groups: During each independent portion, teachers pull small groups per reading goals.
3. Guided Reading: Continuing the work from K-2, in grades 3-5 Guided Reading looks similar; differences are in the particular grade level standards and goals the teachers are working on with scholars in small groups. Books, passages and materials are adjusted to reading levels and standards.
4. Close Reading has structure remaining the same as in K-2; differences are in content, level of complexity, and the type of deeper questioning required from scholars. In Close Reading we begin to infuse and implement more non-fiction texts as it relates to history and civics.
5. Writing Workshop continues in grades 3-5 with the same structure as K-2. Scholars study grammar and sentence structure, including diagramming sentences. Scholars learn paragraph organization including how to develop and use main ideas, supporting facts, and conclusions. Scholars learn how to write an essay and a research paper. Skills are taught to develop scholar's ability to communicate clearly and in an organized manner. Scholars study and learn the elements of descriptive, persuasive, and opinion writing. Skills are taught to ensure scholars can use different types of writing.
6. Read Aloud/Whole Class Novel continues the work from K-2; however, beginning in grade 3 the books become more challenging and age appropriate. Teachers read age novels to the whole class, selected based on complexity and values. During whole class reading, novels are discussed by scholars with guidance from teachers. The focus is on evaluating author's purpose, point of view, message, character development, and themes within the text. This occurs at least three times per week for all scholars for 25-30 minutes.
7. Leveled Literacy Intervention (LLI) continues as in K-2; differences are in the text reading level.

LITERACY PROGRAM: SIXTH GRADE TO EIGHTH GRADE: Please note that we are committed to providing a middle school program aligned to our mission, community needs, and the TEKS, and one that challenges our scholars; however, we are also responsive to the needs of the school and scholars; there may be changes to our middle school curriculum based on scholars' needs. In grades 6-8, the literacy curriculum has some of the same structures as the elementary curriculum (Workshop Model); however, there are some substantial changes. The focus is now on developing scholars that can read and understand complex text, speak with evidence and knowledge about a text, articulate ideas, make connections to the world and their books, infer, and critically think through topics, themes and ideas with which they may or may not agree. Literature/Civics focuses on study and reading of Great Books such as *Don Quixote* by Cervantes, *Iliad* by Homer, *Les Misérables* by Victor Hugo, to understand society through the lens of great thinkers. We ensure curriculum includes socially relevant and responsive literature to expose our scholars to a wide variety of texts and perspectives. Scholars learn civics and participate in readings and conversations about civics and

what makes up our society. We use the Loyola School of Chicago's Online Library outlining books based on genres, parts of the world, and grade level. Scholars study the "Great Books" and books such as *Esperanza Rising* by Pam Munoz Ryan, *Call Me by My Name* by John Ed Bradley, and *I Am Malala* by Malala Yousafzai. This model trains young adults to think through different perspectives and understand multiple ideas that derive from one topic, one of the goals of a classical education. It ensures scholars' backgrounds and experiences are considered, provides context and relevancy, and builds buy-in. Curriculum is created by Houston Classical staff at least a year before execution to ensure alignment to TEKS and our classical approach. Guided Reading in grades 6-8 has the same structure as K-5; however, this is reserved for scholars needing extra support with reading comprehension and for newly admitted scholars during electives.

Humanities is approached through reading historical texts and books to understand issues from the past that affect current affairs. We begin to teach Humanities in grade 6. We E.D. Hirsch's Core Knowledge as a foundation and instruction is implemented using the same structure as Close Reading. Scholars study readings assigned as part of Lifework and come prepared to discuss ideas in classroom-based Socratic seminars to understand textual issues and themes. As facilitator, the teacher provides guided questions to start and continue conversations among scholars.

Writing Workshop/Logic and Rhetoric is rooted in the work of Lucy Calkins, Writing Workshop and is taught each day. With a similar structure to the K-5 model, the upper grades rely on scholar's independent research. Scholars study the writing process and learn how to write cohesive sentences, paragraphs and essays. Logic and rhetoric are used to guide scholars' thinking through their writing. Units are taught in conjunction with Humanities and Civics. Another difference in grades 6-8 is that scholars conduct research on topics covered and present to the class their findings, ideas and conclusions. Leveled Literacy Intervention (LLI) has the same structure as in the lower grades, however, will be adjusted to grade level, skills, and grade standards.

MATHEMATICS CURRICULUM: Our approach is comprehensive, developing a strong foundation in math facts and conceptual understanding of mathematical principles. Our K-8 program is designed and implemented to ensure scholars are successful in STAAR assessments, beginning with K-2 foundations in basic numeracy, number sense, addition, and subtraction to more complex mathematical concepts in grades 3-8, i.e. algebraic equations, inequalities, percentages and ratios.

KINDERGARTEN TO 8TH GRADE:

1. Math Workshop is based on *Learning that Lasts* by Ron Berger, as scholars learn best by working in groups and having conversations while teachers lead as facilitators. We use TERC Investigations by Pearson and focus on mathematical procedures, number sense, computation; it is standards-based and meet K-8 TEKS. During Workshop, scholars are taught math concepts through lessons and practice concepts during independent time. Teachers lead lessons and investigations that require scholars to solve problems independently or in groups. Exploratory lessons lend themselves to substantial group work and conversations with teachers and fellow classmates, which reinforces our commitment to oral language development for ELLs and comes with differentiated work/translations.
2. Small Groups: During independent portion, teachers work with small groups on targeted growth.
3. Cognitive Guided Instruction is based on the work of *Children's Mathematics* by Thomas P. Carpenter. Scholars develop and strengthen their innate ability to solve real world problems through multiple strategies. It focuses on enabling scholars to access grade level math problems, solve them using their own strategies, and explain how they obtained their answers. It focuses on building conceptual understanding and critical thinking skills in mathematics. Scholars are presented a mathematical story; several scholars are called on to recall and retell the story; then the teacher asks a comprehension question to assess whether the majority of scholars understand the math problem. Scholars then work independently for eight minutes to solve the problem. On their tables, each

scholar is provided with resources (cubes), to assist them in developing a strategy and solving the problem. During independent work, the teacher confers with scholars and assesses each scholar's strategy. The teacher identifies the three most sophisticated strategies (strategies that are at grade level or above). Identified scholars present these strategies and share their work. The teacher records their strategies and thinking on chart paper while asking the presenting scholars guiding questions. As scholars share methods and solutions, the teacher asks strategic questions to engage the class in understanding the various approaches for solving the problems. Curriculum, PD, and implementation support are purchased through Dr. Stephanie Smith, who has developed the curriculum and who has worked with the Lead Founder previously. Before executing these units, we ensure all are aligned to the TEKS.

4. Counting Jar/Money Jar is provided in one-on-one and/or small grouping settings to build a strong number sense and develop skills in recognizing numbers, value, and how to add/subtract. Scholars speak most of the time, allowing teachers to know they are thinking. Progress is tracked to ascertain their progression with number recognition, number sense, and counting one to one and in groupings.

5. Stern Math is an intervention used for all scholars who are grade levels behind in mathematics. They receive this intervention at least three times per week to target areas in need of support.

SCIENCE: (K-8) Science is taught at least three times per week and is focused on experimental and exploratory learning. Scholars participate in at least one to two experiments each week. The structure is aligned to the workshop model, where a teacher models an experiment by showing scholars an example or by reading a passage about a topic. This experimental and exploratory curriculum is based on the experience and curriculum previously developed by the Head of School, who founded a successful science program in the Neighborhood Charter School of Harlem. Through that program scholars achieved 100% proficiency on the fourth-grade science test. Science curriculum will infuse daily literacy practice. The teacher begins every class by reading a shared passage on the subject matter. Scholars read along with the teacher and then transition into the experiment. Scholars practice writing skills in their science journal each day and jot observations during experiments. Materials are purchased through various sources such as Foss Kits and Delta Kits, selected for the purpose of aligning to grade level TEKS. The only components that would change in our Science program will be the content and complexity of the lessons and experiments.

Social Studies/Civics: In K-5, scholars are exposed to social studies, and in grade 5 to civics content through Close Reading and Reading Workshop via selected books and passages. In grades 6-8, scholars have daily humanities instruction which blends history and reading via content rich texts, and Socratic discussions focused on texts from specific time periods with historical significance. Scholars read Whole Class Novels like *The Diary of Anne Frank* and discuss its historical context.

Fine Arts: K-8 scholars are exposed to fine arts. They are introduced to Visual Arts and Dance in K-5 twice per week. In grades 6-8, scholars have fine arts twice per week. Students take Theater and Dance; the course changes on a semester basis; all scholars have a variety of electives over the year.

Physical Education: K-8 scholars take PE twice per week. For approximately 35 minutes, scholars are exposed to a variety of exercises and sports. The teacher introduces an activity or skill; scholars practice the skill and complete a game based on the learned skill. Materials are determined by the sport and exercise involved during a particular unit. Units include yoga, relay races, and stretching.

K-2: Scholars learn the basic foundations to run, skip, run relay races and have time for yoga and other activities that develops full and fine motor skills. 3-5: Scholars engage in team sports like soccer, football, baseball, and basketball.

6-8 Scholars continue to work on team-related sports and learn sportsmanship and discipline.

INSTRUCTIONAL STRATEGIES/METHODOLOGIES: To teach our curriculum and ensure achievement we must have strong, consistent, and research-based instructional practices across grade levels and content. The strategies and methods that we will use are based on experience, research, and the

study of schools like South Bronx Classical and the work of Doug Lemov in Teach Like a Champion.

3a. CHARACTER DEVELOPMENT is one of our essential elements and core beliefs. School is meant to educate scholars across content and to build citizens of tomorrow. Below are specific instructional methods we will use to infuse character development throughout the school day.

b. Read Aloud (K-8): Through selection of books aligned to our CORE Values, we share with scholars our CORE values and teach them how they can exhibit those values. This is done daily; books are selected based on the CORE Value of the month.

c. Morning Circle/Agora Circle (K-8): Each week, scholars attend Agora Circle where academics and CORE Values are discussed and taught through acting, read alouds, chants, and rituals. The Head of School reinforces desirable behaviors and habits by recognizing great scholars. The leader asks questions about character and academics; scholars are prompted to respond to ensure engagement.

d. Advisory (6-8): Starting in grade 6 scholars have advisory where they focus on character and social development by discussing our CORE Values and social issues they may be facing. Advisory is held three times per week for 40 minutes. Scholars are assigned to groups of 12 with each led by a lead teacher or school leader. Scholars sit in a circle and discuss issues that relate to them and participate in group activities that promote teamwork aligned with the CORE values of the school.

e. Close Reading/Civics: Scholars are exposed to texts that teach life lessons and CORE Values.

3b. LITERACY CENTERS: Each day for an hour, scholars are placed in homogenous small groups to receive instruction and intervention in Guided Reading and Phonics. Scholars rotate every 30 minutes between Guided Reading and Independent Work. An assistant teacher joins the class during Phonics, so this rotation can effectively occur within the classroom. Centers target scholars by grade level, place them in groups, and provide responsive and targeted instruction.

3c. GENERAL CLASSROOM INSTRUCTIONAL TECHNIQUES: Fundamental to our PD and instructional practices are the specific, concrete actions outlined by Lemov in Teach Like a Champion. Many strategies will be used through the year; below is a sampling, with each Cycle representing the stage of a teacher's leadership development within the classroom. Cycle 1:(a) Strong Voice: Teacher squares up and gives directions to signal to scholars that what they are about to say is important. Teacher has economy of language by being concise with words to communicate clearly to the class. Teacher only speaks when scholars are silent and tracking. (b) Positive Narration: Teacher publicly identifies 2-3 scholars following intended expectations. Teacher identifies what is expected, not "what they like," thus removing emotion. (c) Do it Again: Teacher ensures all scholars are following expectations by having scholars repeat routines and answers in the classroom.

Cycle 2:(a) Warm/Strict: Teacher provides the "why" and purpose for expectations. Teacher provides positive acknowledgment when scholars are meeting expectations. Teacher maintains a positive affect when setting expectations and directions. (b) Cold Call: Teacher calls on all scholars and is non-dependent on raised hands. Teacher waits for responses from scholars and allows for thinking time. A culture is set from day one that all scholars must be prepared to answer a posed question. (c) Joy Factor: Teacher uses chants, songs, and call and response to infuse joy within daily structures. Teacher creates cultural rituals unique to the classroom. Cycle 3: Right is Right: Teacher asks follow-up questions of scholars until they successfully arrive at complete, right answer. Teacher has predetermined right answer before asking scholars.

Cycle 4: (a) Turn and Talk: Partners are identified before class; teachers give clear, concise prompts before allowing scholars to start. Teachers have clear stopping points. (b) Habits of Discussion: Teacher establishes culture where scholars expect to discuss and build on ideas. Teacher models habits of discussion in class. Teacher provides prompts to assist scholars in their thinking. (c) Targeted Questions: Teacher has pre-planned questions before start of class. Teachers poses questions in a methodical, efficient manner. Teacher pre-selects scholars to ask on-topic and challenging questions.

3d. AGGRESSIVE MONITORING: Data is a means to improve practice. Used in the Uncommon Schools Network and many successful schools across the country like Success Academy in NY and Purpose Prep in TN, we use this method to collect real time data on scholar work, analyze it, and use it to inform instructional practices. Aggressive monitoring means teachers actively move across the classroom checking each scholar's work, annotating with an individualized strategic instructional plan for each scholar based on observed successes, challenges, and learning needs. It includes conducting quick conferences with students while checking their work to ensure students are able to explain it.

4.EVALUATION OF OUR PROGRAMS: Our programs will constantly be evaluated using student achievement data as our barometer of success towards the TEKS and our mission. We will use various assessments including NWEA MAP and STAAR assessment to evaluate our success. The NWEA MAP will be administered every quarter beginning in our first year of operation until we reach grade 8. After Y3, when we have grade 3 scholars, we will annually use STAAR assessment results to evaluate our programs. As a school that values teachers, their growth and data, we will create an internal observation schedule to observe each class and grade at least four times per month to gauge and understand our teacher development, instructional practices, and our curriculum.

a. Systems and Responsibility of Evaluation: We are looking for three things: (1) Does data from assessments indicate we are meeting or on our way to meeting academic goals? (2) Are scholars engaged and learning daily? (3) Does data show significant progress from beginning to end of year?

1. In Y1, our Head of School will assess the instructional and curricular programs based on many hours of teacher observations, data review, and scholar outcomes. In subsequent years, the Head of School and Directors of Curriculum and Instruction will be responsible for its evaluation.

2. The Leadership team will meet quarterly to discuss and evaluate our programs based on the data.

3. Quarterly, the Head of School will present a dashboard to the Board with quarterly results.

4. Metrics for success will be based on scholar outcomes on TEKS standards and academic trends.

5. Each quarter our programs will be evaluated based on NWEA MAP, STEP, and unit assessments.

6. Yearly, beginning in Y3, our program will be evaluated based on results on STAAR assessments.

Programs are evaluated based on yearly goals. Meeting or not meeting these goals is an indication as to how our programs are successfully addressing our scholars' need.

5.SUPPORTING SUBGROUPS: Each academic component has layers of intervention built in to support subgroups such as ELLs and scholars eligible to receive Special Education services. Please see below. ELLs begin to receive ESL services as soon as they begin school. Services are provided by ELL teachers within the class and the ELL Coordinator for push or pull out services.

1. Mathematics: We use many forms of interventions and supports for ELLs.

2. Counting Jar/Money Jar is provided in one-on-one and/or small grouping settings to build strong number sense and develop skills in recognizing numbers, value, and how to add/subtract. The ELL Coordinator will lead these interventions to ensure scholars receive adequate support. Scholars are required to speak most of the time during these sessions, allowing teachers to know their thinking.

3. Stern Math is used for scholars who are one to two grade levels behind, is conducted in groups of 4-5 scholars to target mathematics fundamentals, and for those who are a grade or two behind.

ENGLISH LANGUAGE ARTS

1. Literacy Groups: Each day for an hour, scholars are placed in literacy groups based on ability to address all scholars, especially struggling scholars. Each group has an average of 5 – 6 scholars. Groupings are the result of collected data; teachers create lesson plans based on skills scholars need.

2. Guided Reading: Each day, scholars are pulled into small guided reading groups to address scholars struggling with reading. Intervention is provided for all scholars but also targets ELLs.

3. Leveled Literacy Intervention (LLI) is designed by Fountas & Pinnell for scholars who find reading difficult. It is done each day for 20-25 minutes in groups of 4-5 scholars.

4. Phonics: During Literacy Centers, scholars needing extra support in acquiring English receive this.

SPECIAL EDUCATION: We ensure all scholars' needs are met, especially scholars with special needs. We meet all Individualized Education Plan's requirements, provide adequate and timely services, and provide a continuum of services via push in or pull out as needed. Services are provided by licensed Special Education teachers. Below are ways our instructional and curricular programs have interventions built within to ensure all scholars' needs are addressed. Most small groups within the class are based on data collected through Exit Tickets, MAP, STEP assessments, and NWEA. Curricula and instructional practices are differentiated for scholars who may need extra support. Units of study and lesson plans will always lend themselves to differentiating instruction for all scholars.

MATHEMATICS: 1. Counting Jar/Money Jar supports scholars struggling in math and builds understanding of number concepts and value. This is done in small groups of 4-5 scholars.

2. Stern Math is for scholars one to two grade levels behind and is conducted in groups of 4-5.

ENGLISH LANGUAGE ARTS: Literacy Groups: Each day for an hour, scholars are in Literacy Groups based on ability to address all scholars, especially those struggling. Each group has an average of 5-6 scholars. Groups are created based on data and teacher suggestion. During groups, scholars receive:

(a) Guided Reading: Each day, scholars are pulled into small guided reading groups to address scholars struggling with reading. This is provided for all but targets ELLs and those with IEP needs.

(b) Leveled Literacy: This is designed by Fountas & Pinnell for scholars who find reading difficult. This is done each day for 20-25 minutes in groups of 4-5 scholars.

(c) Phonics: Each day for 50 minutes, scholars receive support in acquiring language through phonics. Scholars needing extra support in acquiring English receive extra support in reading by means of more intervention throughout the day, for example during the independent Reading Workshop.

EXTRACURRICULAR ACTIVITIES: In K-2, we do not anticipate offering extracurricular activities based on budgetary constraints, number of staff, and our belief in focusing on a strong foundation first. We will build partnerships with organizations who can provide activities such as sports teams and clubs. Beginning in grade 3, we will offer extracurricular clubs for scholars before or after school. Clubs will include coding, chess, and sports and will be based on scholars' interests and requests.

Evaluation Criteria-Curriculum and Instruction

A strong response will:

- ✓ Distinguish itself from educational/ instructional models currently implemented within the geographic boundaries;
- ✓ Describe a foundation curriculum which clearly demonstrates alignment to the *Texas Essential Knowledge and Skills* (TEKS) standards;
- ✓ Align the proposed curriculum with the general and unique needs of the target population and community using supportive research, theory and/or experience;
- ✓ Describes specific instructional strategies and rationalizes their use with the proposed curricular model, supported by research, theory, and/or experience;
- ✓ Describe a consistent and robust plan to evaluate the proposed curriculum and instructional strategies; 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); and
- ✓ Present well designed extracurricular activities and programs.

EDUCATION PLAN

SPECIAL POPULATIONS

1. Discuss plans to implement all required screenings, accommodations, instruction, and placements for students requiring special education. *NOTE: Federal IDEA law requires that all children with disabilities residing in the state, who need special education and related services, must be identified, located, and evaluated (Child Find) and that charter schools provide a continuum of alternative placements to students with identified disabilities. Additional information about IDEA requirements is available by right-clicking [HERE](#).*
2. Discuss plans to ensure that English Language Learners will be taught the academic English they will need for school purposes and will be 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 English Language Proficiency Assessment System (TELPAS).
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.
4. Identify the person(s), position(s), and/or entities that will be responsible for implementing services for Special Education students, English Language Learners, and Gifted and Talented students with fidelity and describe education and experience requirements for these roles.

Narrative Response:

Houston Classical is an inclusive public school. We believe in holding all scholars to high expectations no matter their background or designation; we understand some scholars will need more support by means of special accommodations. We have built systems to support the success of all subgroups.

SPECIAL EDUCATION: We view Special Education not only as services required by law but as our moral obligation as a public school. Scholars identified as qualifying for special education services have access to a Free and Appropriate Public Education in the Least Restrictive Environment. We adhere to all state and federal laws, including but not limited to, the Individuals with Disabilities Act, Americans with Disability Act of 1990, and Section 504 of the Rehabilitation Act of 1973. We believe that most scholars with special needs will be able to receive services within the classroom, and will seek to provide FAPE to the greatest degree possible within the general education setting; when not possible based on scholar's needs and as specified in the IEP we will provide all necessary pull-out services in a self-contained classroom so that scholars can receive their instruction and services in the required setting. When needed, we will create a space for scholars to meet and work privately with service providers and teachers for academic and social support. We anticipate an average of 10% of students will be eligible for special education services each year. In our first year of operation, we estimate that to be 15 students. In Y1, will hire one Special Education Texas certified teacher in addition to classroom teachers to support, coordinate, and provide services, and provide interventions for special needs scholars. Our budget provides resources for any ancillary services that students may require, along with all costs for testing requirements. In Y2, and with likely 30 students receiving special education services, and in addition to the Special Education teacher on staff, we will hire a Director of Special Education to lead our program under the supervision of the Head of School. We will grow our Special Education team in size in direct response to school size and scholars' needs.

RESPONSE TO INTERVENTION FOR ACADEMICS: We will use a three-tier system to provide accommodations when students are struggling in the general education classroom, to ensure our instruction meets the needs of all scholars, and, when appropriate, to identify scholars who may have an undiagnosed learning disability that necessitates they be screened to identify whether they qualify for special education services. Implementation of RTI will never delay the evaluation of a scholar to diagnose a learning disability when scholar is suspected of having such a disability. Determinations about placement and movement within the tiered system will be based on the results of STEP literacy assessment and NWEA MAP assessments, along with ongoing teacher observations and assessments. In accordance with Senate Bill (SB) 1153, 85th TX Legislature, Regular Session, 2017 and TEC, Section 26.0081, families will be notified by U.S. mail and an in-person meeting, led by the Head of School, of the start of interventions or upon any changes in the intervention cycle. Communications will be provided in parent's native language whenever possible. Notice will provide all required information including interventions that will be provided, all supports that have been previously provided, an estimated amount of time the interventions will be used, and when the school will update the parent on their scholar's progress with the interventions. During these meetings, scholar performance data and the scholar's intervention plan will be discussed with families.

Tier 1 will be our general education classrooms where all scholars are expected to achieve through high-quality instruction. During our core instruction for English Language Arts and Mathematics, small groups will be pulled together based on academic performance data from the classroom to provide specific interventions and accommodations to support them in reaching common academic expectations. The general education classroom teacher will lead Tier 1 instruction within their classroom. General modifications will be made for students to help their success, such as proximity, extra time, and/or giving cues and staying with students longer when they transition from hearing directions and beginning independent work. After our first progress monitoring assessments, STEP (Sept) and NWEA MAP (Aug) assessments, scholars falling significantly behind grade level in Reading or Math will receive additional supports in Tier 2. Instruction will consist of individualized interventions provided during Guided Reading and Phonics blocks, Literacy Centers, and independent work in Reading and Math Workshops. Scholars read or practice math at an appropriate instructional level, while the teacher scaffolds/guides them through targeted small group lessons. Groups are informed by student performance data from aggressive monitoring, Exit Tickets, and classroom observations. Teachers identify a targeted skill and plan to re-teach or build on that skill depending on individual needs. Scholars receive specific Tier 2 interventions for 4-6 weeks and will cycle out if adequate growth has been demonstrated at the end of the intervention cycle, using STEP and Exit Ticket assessment data as measures of success. Scholars who continue to struggle and are not showing adequate growth will remain in Tier 2 interventions until the next cycle of assessments. Tier 2 instruction will be led by classroom teachers and/or Special Education Teacher (TX Certified). As described, families will be notified of the transition and will meet with families before Tier 2 begins. Tier 3 instruction will be provided after a scholar has completed at least one cycle of Tier 2 interventions, remains several grade levels behind, or has been unable to make adequate growth through Tier 1 and Tier 2. In Tier 3, scholars receive 1:1 intervention from a classroom teacher and/or Special Educator using Leveled Literacy by F&P and/or Stern Math (a program for foundational math skill development for students who are 2-3 grade levels behind). Tier 3 interventions will be provided during the independent work time in Reading and/or Math Workshop and during Centers. Some scholars may also receive Tier 3 interventions during electives. Families will be informed prior.

CHILD FIND: We will fulfill all legal obligations to identify, locate, and evaluate all students potentially eligible for special education and related services. (1) During enrollment, after families are selected through the lottery and have accepted a seat, we will request information about whether their

child(ren) qualify(ies) for SPED. If eligibility for services is identified via documentation or verbally by families, the school will contact the prior school to obtain documents and commence services. We will work with families and sending schools to ensure that beginning on day one, scholars receive the services to which they are entitled. (2) We will monitor and screen scholars to identify if any who have not been previously identified as eligible for special education may need to be evaluated. If a scholar has progressed through at least one cycle of Tier 3 of interventions and remains several grade levels behind or has been unable to make adequate growth, an in-person meeting will be held with the family and Head of School (Director of SPED starting in Y2) to determine whether the scholar has received appropriate instruction and whether the scholar may need to be evaluated for SPED services. Evaluation will be conducted using contracted service providers within 45 days of receiving parental consent for an evaluation. In Y1, the Head of School will work directly with contracted service providers to request services and schedule evaluations. In subsequent years, the Director of SPED will coordinate with external service providers. Whether or not the RTI process has been completed, we will seek written parental consent to evaluate any scholar whom we suspect may have a learning disability and evaluations will not be delayed by the RTI process in accordance with TX and federal law. Within 15 days of receiving any written request we will respond with a request for parental consent or written notice that we will not evaluate the scholar. If we have determined that evaluation is not appropriate, we will provide a written explanation identifying the information on which that decision was made with a Notice of Procedural Safeguards. Through these processes and by completing all required hearing, vision, and health screenings, we will meet all Child Find obligations and implement all required screenings for students requiring special education.

Development of IEPs and Scholar Placements: All decisions related to accommodations and interventions will be the result of data collection by means of eligibility evaluation, our interim assessments (STEP, NWEA MAP, and as appropriate internally created assessments), tiered interventions, and multiple conversations with our SPED team and families. We will determine if a scholar may qualify for SPED services by using the following. (1) We will use our RTI system to determine scholar's eligibility to receive SPED services. (2) We will use results of assessments such as STEP and NWEA MAP. (3) We will use our professional judgement when necessary. After determination that a scholar may have a disability and be eligible for SPED services, the Head of School, parent/guardian, SPED teacher, and scholar's teacher will participate in an IEP meeting to make the best determinations of services for the scholar. This meeting will happen two weeks after determination of eligibility to allow for all parties to attend. The family member will be called, and a letter via U.S. Mail and Certified Receipt will be sent to ensure the parent is present. We will facilitate our IEP meetings to identify the appropriate placement, including general education classroom, pull-out services, or self-contained classroom. IEP facilitation will be led in Y1 by the Head of School with assistance from an identified and certified SPED teacher. By Y2, the Director of SPED will facilitate, coordinate and lead meetings and supports for scholars with IEPs. Our SPED program will confirm to all applicable law, and more specifically with TAC §19.89, TEC Chapter 29, Subchapter A. We know and understand that scholars with special needs need extra support for them to succeed. We believe that our curriculum and instructional practices will fully equip to address the needs of all scholars. Our program is designed will ensure that: (1) Lessons are differentiated for special needs scholars to reinforce objectives, standards, and individualized goals. (2) Small groups have access to targeted supports during independent work and throughout the day. (3) Pull-out services with strategic lessons plans are provided to address IEP goals when appropriate. (4) Strategic interventions using Stern Math and Leveled Literacy Intervention are in place to address academic goals. (5) We provide alternative placements within the school when necessary and in accordance with each scholar's IEP.

Teacher and Staff Training to Implement IEPs and Ongoing Evaluation: To achieve expected

outcomes, every member of our school will receive training and support to implement SPED services and accommodations for each eligible scholar. Each year we will provide training during Summer Institute (our pre-orientation PD) during which we will discuss SPED requirements, review scholars' IEPs, and prepare to implement modifications and accommodations. Staff will receive ongoing training as needed on implementing IEPs, executing on goals, and strategies to best support special education scholars, including but not limited to accommodations and modifications within the classroom. We will train our special and general education teachers during Summer Institute and ongoing on our intervention programs such as Leveled Literacy, Foundations, and Stern to ensure teachers are delivering effective and responsive interventions and support. On a bi-weekly basis, our teachers and the special education team will meet to discuss scholars' progress towards IEP goals and to monitor our RTI intervention cycles based on data collected during interventions and notes from classroom observations. Our RTI program and overall SPED program will be annually reviewed by the Head of School and special education team using interim assessment and state assessment data to assess our scholars' progress towards their IEP goals and overall school goals. Each special education scholar will be monitored through our interim assessments to ensure progress and mastery of grade level content. Our success will be determined by the amount of growth each scholar has made and how much growth our special needs scholars are making as a cohort. Our progress and thus efficacy of our SPED program will be monitored monthly and summatively each year by our Board and its Academic Achievement Committee using Academic Dashboards of all student assessment results, aligned to our Academic Performance Indicators and Metrics, disaggregated by subgroup. The Board will ensure all necessary resources are in place to meet scholars' needs and that the Head of School is making appropriate progress towards all metrics.

ENGLISH LANGUAGE LEARNERS ("ELLs"): Given the percentage of ELL scholars in Alief, Gulfton and Sharpstown, where Houston Classical is proposing to locate, we anticipate that at least 40% of scholars will be identified as ELL. The Lead Founder and proposed Head of School is a former English Learner, which makes educating ELL scholars a personal and a professional priority. Our model is built to support all scholars, especially ELLs; we will build in additional supports to ensure ELL scholars are successful in mastering grade level content. Our ELL programming will comply with all requirements of the TEC, Ch. 29, Sect. B and TAC Ch. 74, Subch. A. We will comply with Title IV of the Civil Rights Act of 1964 and Equal Opportunities Act of 1974.

BUDGET IMPLICATIONS: Assessments, materials, and tools are budgeted at \$18,750. This number will increase each year based on scholar need. **STAFFING AND DEVELOPMENT:** To ensure all scholars, but more specifically our ELLs, meet expectations and acquire academic English, we will hire teachers certified to teach ESL in all years. We will build partnerships with local colleges and universities who have an ESL certification program such as the University of Houston and Houston Community College to assist in recruitment and certification of our teachers. Our ELL teachers will be trained during Summer Institute for 28 days and will continue to receive ongoing support and training as needed. Each grade will have at least one ESL certified teacher. In Y1, we will hire a part-time ELL Coordinator and in Y3, we will hire a full time Coordinator of ELL Support who will be responsible for identifying, coordinating services, and ensuring the academic progress of our ELLs. In addition to the Coordinator, we will have certified ESL teachers to provide in and out of class supports and interventions.

IDENTIFICATION, ASSESSMENT, AND MONITORING: To identify ELLs and determine appropriate program placement, we will use the Language Proficiency Assessment Committee (LPAC) Framework Process for all scholars who enroll and are new to TX public schools. In accordance with TX law, we will form a Language Proficiency Assessment Committee, led by the Head of School, certified ESL teacher, and parent of the ELL scholar. The Committee will coordinate the identification process and ensure services are provided and scholar growth is tracked throughout their time at Houston

Classical. The LPAC will meet on monthly basis, and more frequently at certain times of the year. The LPAC will ensure our programs for ELLs are effective, compliant with state law, and responsive to scholars' needs. We will begin the ELL identification process after the entrance lottery, during enrollment, and in accordance with law 89.1226, by administering the Home Language Survey to all scholars newly enrolling in the TX public school system. For scholars not new to TX schools, we will request records from their previous school. We will use the model forms provided by the TEA for the surveys and transfers. When a scholar's Home Language Survey indicates they use a language other than English and therefore may be an ELL, we will administer the required assessments within 4 weeks of enrollment to properly identify whether they are an ELL. For scholars in K and grade 1, we will administer the listening and speaking components of the state-approved English language proficiency test for identification, for scholars in grades 2-8 we will administer the listening, speaking, reading, and writing components of that assessment. Scholars who do not score at or above the level designated for indicating English proficiency will be identified as ELLs and provided ESL services. For students who also qualify for SPED services, the classification will be made by both the special education committee and the LPAC. For scholars transferring from another public school within TX we will begin the identification process after the entrance lottery and during enrollment by requesting documents from the previous schools. All requests will be documented in the scholar's files. If we fail to reach the prior school, we will simultaneously administer the Home Language Survey to be able to provide services in 4 weeks' time after enrollment. All ELLs will be annually monitored using the TX English Language Proficiency Assessment (TELPAS), the TEA-approved English language proficiency test, until exited from ELL status and reclassified. Scholars will only be exited after meeting the exit requirements by TEA. Scholars who are exited and reclassified will continue to be monitored by the LPAC for 2 years. If necessary, the LPAC may determine, based on the scholar's performance, that they need to receive intensive services or reenter special programming to develop necessary English language skills. We will comply with 89.1226 and requirements of assessing ELL scholars as provided below. All details are taken from the Language Proficiency Assessment Committee's (LPAC) Framework Manual for identifying ELL scholars. For scholars to qualify for ESL services or bilingual education, scholars must be identified as an ELL using the criteria below.

1. If scholar scores below grade level on speaking and listening components on one of state approved English language proficiency test in PreK through grade 1.
2. If scholar from grades 2-12 scores below proficient on listening, speaking, reading, and writing components on one of state approved English language proficiency assessment.

3. Scholar will be identified as English learner if cannot take assessment due to limited English skills.

4. "The language proficiency assessment committee (LPAC) in conjunction with the admission, review, and dismissal (ARD) committee shall identify a student as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English language proficiency assessment described in subsection (c) of this section cannot be administered. The decision for entry into a bilingual education or ESL program shall be determined by the language proficiency assessment committee in conjunction with the ARD committee in accordance with §89.1220(f) of this title (relating to Language Proficiency Assessment Committee)."

SERVICES PROVIDED AND INSTRUCTIONAL SUPPORT: Our instructional program was created to reach all scholars: we have created interventions, will hire personnel, and have additional materials and resources to successfully meet our scholars' needs. Below please find how our curriculum will meet the needs of scholars and the additional resources we will provide to ensure all our scholars succeed.

VOCABULARY DEVELOPMENT: Our curriculum program will have an emphasis on vocabulary development during Phonics, Guided Reading and Close Reading. This will enhance and build scholars' vocabulary through visualization of the word, repetition, and cross curricular use

throughout the day, week and monthly units. **ORAL LITERACY:** Our Classical Education model focuses on oral literacy. It encourages scholars to speak, explain and articulate their ideas with the whole group and small groups. Constant use of oral language supports enhances our ELLs' experience in the classroom. In subjects like Cognitive Guided Instruction, where scholars must articulate their thinking, speak, and listen to each, our programming is focused on developing oral skills. In Close Reading, scholars' oral development is advanced as they are required to speak and propose ideas about books they are reading. Our instructional model generally supports the development of scholars' oral language with techniques like "do it again" and "no opt out." **WRITING:** Throughout the day there are many opportunities for scholars to write: in writing workshop, phonics, CGI, and in response to literature. **SMALL GROUPS AND INTERVENTION:** We will form groups in multiple subjects to target areas of English proficiency. This will be another support ELL and special needs scholars will receive through our instructional model. **DATA DRIVEN INSTRUCTION:** We use data collected daily, and from the NWEA MAP and TELPAS to inform how our ELL scholars are doing against the TEKS standards and the ELPS standards. This information will be collected and evaluated to ensure scholars are getting the support inside and outside the classroom through pullout services. **EXTENDED DAY:** Our extended day and calendar allow us more time with scholars, particularly in ELA and Math and allows more time for instruction and targeted interventions for all scholars, especially ELLs. **STAFFING PLAN:** We anticipate we will have a significant percentage of ELLs, thus our budget and staff model demonstrate that we will be prepared with enough staff to support our scholars academic and socially. In Y1, we will have a part-time ELL Coordinator and two ESL certified teachers; in subsequent years, we will have a full-time ELL Coordinator and increasing numbers of ESL certified teachers to provide services and supports. We will use Structured English Immersion (SEI) to ensure our ELL s are receiving interventions within the class to develop academic language, build vocabulary, and enhance their listening and speaking skills. Sequential, targeted lesson plans will be created and executed for ELLs in small groups. SEI programs have been shown to yield successful outcomes on the National Assessment Education Progress (NAEP) (Sievert, Jessica. Evaluation of Structured English Immersion and Bilingual on Education on the Reading Skills of Limited English Proficient Students in California and Texas. TS State University Digital Library. 2007). Lessons and curriculum will be aligned to the ELPS to ensure scholars are progressing through the continuum of language acquisition. Depending on the number of scholars and class configurations we may also pull scholars to receive targeted lessons in groups of 4-5 scholars per group. The ELL Coordinator/ELL education teacher (TX certified) will lead the lesson with engaging and age appropriate books so they can have an access point to the lesson. The teacher will guide scholars to achieve understanding and acquire new vocabulary by using it in spoken and written sentences by reading together and asking questions. Our Leveled Literacy Intervention Program, which will be used to for intervention for scholars who are reading behind grade level has a component for each lesson for ELL scholars to address their deficits through scaffolds and differentiated techniques to assist scholars. Teachers who will lead these intervention groups will be trained on how to address the needs of ELL scholars through their daily LLI lesson plans. **COMMUNICATION WITH FAMILIES:** We ensure that communication to families is in multiple languages and that our events are also bi-lingual to ensure they are partners in the work. Weekly communication will go to families around behavior, academics and overall culture. Communication will go to families in both English and Spanish in a folder labeled Lifework. Families are also required to sign the communication log titled "Classical Tracker" to ensure they are aware of the work their scholar is doing at work and any other related matter that is of importance to the families. **GIFTED AND TALENTED:** In the proposed community the percentage of Gifted and Talented scholars is 4%. We do not anticipate a large percentage of scholars to be classified as Gifted and Talented. We believe our curriculum will be rigorous and flexible enough to be able to provide support for scholars

who may be considered Gifted and Talented. We believe that our educational program will be able to meet all scholars through small grouping, flexible scheduling, and targeted intervention for low and high achievers. As a result, we will not provide a Gifted and Talented Program.

Evaluation Criteria-Special Populations

A strong response will:

- ✓ Present 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;
- ✓ Demonstrate thorough understanding of state and federal requirements for the identification, instruction, and placements for students requiring special education;
- ✓ Present 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;
- ✓ Demonstrate thorough understanding of the English Language Proficiency Standards [ELPS] and Texas Essential Language Proficiency Assessment System [TELPAS];
- ✓ Present 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; and
- ✓ Describe sufficient staffing to oversee supports for Special Education students, English Language Learners, and Gifted and Talented students with fidelity.

EDUCATION PLAN

ASSESSMENT AND ACADEMIC PROGRESS MONITORING

1. Detail all plans to track the academic performance of individual students and student cohorts. NOTE: Charter holders must enroll and serve students in at least one state-tested grade level by the beginning of the third (3) year of operation, 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 operation.
 - a. Specifically outline how growth will be assessed and instruction will be modified as necessary to achieve individual educational goals.
 - b. Describe roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.
2. What common assessments (formative and/or summative) will be used to measure student progress and achievement, including for students in early education grades and those in grades 3 and above? NOTE: As of June 19, 2017, specific Early Childhood Education progress monitoring tools have been approved for the period from 2017-2021. Additional information about the Commissioner's List of Approved Prekindergarten Progress Monitoring Instruments is available by right clicking [HERE](#).
3. Provide a rationale for the use and applicability of the proposed assessment model(s).
4. List the person(s), position(s), and/or entities that will be responsible for collecting and analyzing assessment/evaluation data and describe educational or experience requirements for these roles.

Narrative Response:

Evaluation Criteria-Assessment and Academic Progress Monitoring

A strong response will:

- ✓ Propose specific and comprehensive assessment models to promote student achievement; and demonstrate a clear understanding of the proposed assessment model(s);
- ✓ Rationalize the use and applicability of the proposed assessment model(s) and discuss foreseeable strengths and/or weaknesses where applied to the anticipated student population;
- ✓ Identify specific roles and responsibilities of person(s), position(s), or entities that will be involved in planning, implementation, analysis, and reporting of data and supports roles with sufficient educational and/or experience requirements;
- ✓ Detail specific assessment schedules, all necessary sources of data, and discuss any associated data collections; and
- ✓ Outline a robust plan to use assessment data for the improvement of campus teaching and learning.

Houston Classical will ensure that all its scholars meet and exceed academic expectations. To ensure our scholars' success, we must be proactive in understanding where our scholars are academically

and where they need to be when compared to their grade level standards. We will use assessments to track academic performance, create plans, and next steps for instruction for all learners and subgroups. We will compile data from daily, weekly, quarterly and annual assessments and use that data to drive our instructional decisions and all decisions that are related to scholar achievement.

ROLES AND RESPONSIBILITIES: During Year 1 of the school's operation, the Head of School will provide clear guidelines and training to all relevant staff regarding how to administer all assessments, and how to collect, review and analyze data. In the first two years of operation, the Head of School will be responsible for ensuring that all assessments are administered according to assessment protocols, and that all sources of data are collected and analyzed. The Head of School will also lead meetings to evaluate, analyze, and discuss data and to create plans to implement actionable courses of action necessary to meet all our scholars' needs and prepare our scholars for college and success in life. In the second and subsequent years, the Director of Curriculum and Instruction (DCI) will lead our assessment protocols and data analysis processes. The Head of School will train, coach, and develop the DCI to ensure they are able to effectively lead these processes. This training will include how to analyze data, trends to look for, how to create effective action plans to address instructional gaps, and how to provide feedback when teachers are executing lessons based on assessment data. The desired candidate for the DCI role will have to be someone with experience in leadership and/or curriculum building in a successful school. We will look within our school to ascertain if there is a current staff member who is capable and interested in this role.

ASSESSMENTS AT HOUSTON CLASSICAL

Weekly Quizzes: Formative Assessments (Kindergarten – Eighth Grade)

These will be internally created and administered by classroom teachers for ELA and math each week. The expectation is that all teachers will administer weekly quizzes in each class for each content area. Each of these formative assessments will last 10 - 15 minutes and will be used to gauge scholar mastery of the standards and topics addressed that week. Teachers grade these assessments and analyze the data to establish individual student conference plans, identify small groups for targeted interventions and support, and plan for interventions for all scholars. The weakness of this assessment is that it is only a snapshot of one week and it does not represent the overall picture as to how a scholar is doing. The strength of weekly quizzes are they allow us to see how scholars are doing on individual standards in real time and allow us to respond to increase the success scholars are having in our weekly lessons. Given our population of ELL scholars, weekly quizzes will not show adequate growth within a week; however, the results will be measured in growth on a monthly basis.

NWEA MAP: Interim Formative/Summative Assessments (Kindergarten – Eighth Grade)

These assessments, which are nationally normed exams that measure reading, math and language by grade levels for scholars in grades K through 8, will be externally created and administered by classroom teachers and administrators three times each year. The assessments will be administered in September to establish a baseline, in February to gather formative data about student growth and progress, and in May to evaluate summative performance for the year. These assessments will be our interim assessments. These assessments will allow us to measure our scholars' performance against the performance of scholars at other schools across the country. The data from this assessment will be used to measure how our scholars are meeting grade level criterion. In addition, this data will be used to evaluate the effectiveness of our curriculum and overall instruction and identify areas where our curriculum needs to be supplemented or where our instruction needs to be improved. Further, the data collected will be used to make curriculum adjustments to cover or reteach standards we have identified as needing improvement. By receiving this data in the middle of the year, we will be empowered to supplement the curriculum and make instructional adjustments within the school year. Scholar performance data from this assessment will be used to identify scholars in need of

additional supports through our Response to Intervention (RTI) program, which is discussed in greater detail in the Special Populations section. This data will be used to monitor the progress of students receiving RTI supports and make determinations about the need for continuing supports or increasing their intensity. One of the weaknesses of this assessment model is that it is given three times per year to assess where scholars are in the beginning of the year, middle and end in mathematics and ELA. This allows too much time to pass to be fully responsive to student needs, especially when scholars may be coming with skill gaps that need to be addressed quickly. The strength of this assessment model is that it is nationally normed and provides objective information about scholar performance in comparison to scholars in other communities. In response to our scholar population, we will also mark scholars who are ELLs and have taken the test to highlight their growth and measure their success.

STEP Assessments: Interim Formative/Summative Assessments (Kindergarten - Third Grade)

These externally created assessments will be administered for scholars in kindergarten through third grade by classroom teachers and administrators every six weeks. The time changes depending on the time of year and how many days per quarter. These assessments to gauge scholars' reading levels are administered in a one on one setting with the teacher. This assessment will be used to place scholars in their appropriate small group instruction and identify the reading skills for the books they will take home each night. One of the strengths of this assessment model is that data is collected every six weeks (the actual weeks will vary depending on time of academic year and how many days per quarter) and assesses reading competency from encoding and decoding to full comprehension and inference skills on grade level books. These are good assessments to gauge where scholars are in regard to reading mastery. They are also administered between the interim assessments to ensure we are collecting data constantly and are able to respond to scholar need and improve our instructional practices. A weakness of this assessment is that it is not cumulative, focuses on literacy skill development, and does not provide an overall snapshot of how scholars are performing. Further, for our population, this assessment focuses on general literacy skills, but does not assess all the special skills that ELLs are working to develop as they master all aspects of the English language.

Counting Jar/Money Jar: Summative Assessments (Kindergarten - Third Grade)

These assessments will be externally created and administered by classroom teachers at least three times per year to gauge kindergarten through third grade scholars' mastery of basic number sense and value of money. The data collected from this assessment will allow us to form small groups for mathematics interventions. This assessment will also allow us to measure where our scholars are in relation to the TEKS standards for mathematics. These assessments are typically administered in a one-on-one setting but may, on occasion, be administered in small groups of up to four scholars if we have many scholars in the same level. These assessments involve color chips that scholars use to count by various multiples to a desired number. For example, in Kindergarten the desired number for the end of the year is at least 120. The challenge of this assessment is that it is administered in isolation, thus some scholars have difficulty applying what they have mastered during these assessments in their classroom practice. Thus, the assessment can be misleading regarding the strength of a scholar's skills. The strength of this assessment is that it is very targeted and strategic in letting teachers know exactly where scholars are in number sense, counting, and number or money value. In thinking about our population, one of the challenges we anticipate is that some of our scholars may have a difficult time counting in English. Therefore, we will have to accommodate in order to fully gauge our scholars' knowledge on numbers in any language.

Unit Assessments: Summative Assessments (Sixth - Eighth)

These internally created assessments will be administered by classroom teachers and will be given at the end of every unit for core subjects like Mathematics and Humanities. These monthly assessments

gauge scholar's understanding. The data from these assessments will be used to determine how much information was retained by our scholars and if they have full understanding of the content. Based on the results of unit assessments, teachers will create lesson plans and strategic grouping plans to readdress areas where scholars did not show a high level of mastery. One of the foreseeable weaknesses is that the results of these assessments come at the end of the unit, making it difficult to act quickly to address scholar misunderstanding. However, it still provides valuable summative information to know if scholars learned and understood the material taught.

STAAR Assessments (Third- Eighth): Summative

These externally created assessments will be administered by classroom teachers after receiving all TEA required training related to administering annual state required assessments. These annual assessments gauge our scholars' mastery of the TEKS and all grade level content and skills. The data from these assessments will be used to evaluate our instructional practices and instructions.

Information from these assessments will dictate the changes we need to make for the following year in our core subjects, both regarding curriculum and instruction. These assessments will also allow us to see where our scholars need the most support, which standards we need to cover more closely, and in which ones we did well. Based on that information we will be able to create plans for the following year to address needs, gaps, and overall areas that need more attention. The weakness of these assessments is that they are given yearly, and we must wait an entire year to see the results of our instructional practices and curriculum choices. However, they provide valuable information to gauge how scholars mastered the TEKS for that academic year.

Reporting on Data: Data will be reported to different stakeholders at different times. The Head of School and the Leadership Team will be responsible for sharing information with appropriate stakeholders. The purpose of reporting data is to be transparent with all stakeholders as to how we are doing towards our goals, to hold ourselves accountable for the instructional practices and curriculum choices we have selected, and lastly to provide valuable information to stakeholders on our plans to address the needs of the school as evidenced by the data.

1. NWEA MAP will be reported to families, Board Members, and teachers four times per year. To families it will be presented in a letter sent to their home via the Lifework Folder and during Parent Conferences. To Board Members, it will be reported via our monthly dashboard, and to teachers it will be reported during Data Days and in individual meetings with the Head of School.
 2. STEP will be reported to families, Board Members, teachers, and scholars four times per year. To families, it will be reported letter via the Lifework Folder, to Board Members it will be reported via our monthly dashboard, and to teachers it will be reported on our Data Days and individual meetings led by the Head of School. Scholars will be notified within their classroom and some will be shouted out during the Agora Circle to demonstrate success within our school.
 3. Weekly Quizzes and Exit Tickets will be reported to families, teachers, and scholars on a weekly basis. Families will be sent a letter weekly to show their scholars progression via Exit Tickets and quizzes. Teachers will be notified on a weekly basis via their Grade Level Meetings and/or individual meetings with the Head of School. Scholars will be notified by their teachers when conferring during independent work time. Some scholars will be shouted out during Agora Circle and Morning Meeting to show support for their success.
 4. STAAR Assessments will be reported to families, Board Members, and teachers once a year in order to be transparent, and to show our stakeholders how we measure against our goals. Families will be notified via letter; Board Members will be notified via our monthly dashboard and teachers during Data Day. Further, results from the STAAR assessments will be posted on our school website.
- PROGRESS MONITORING:** At Houston Classical, scholar achievement and growth in each content area, but especially English Language Arts and Mathematics, will be monitored through a variety of

formative and summative assessments. All assessment data will be used to evaluate the effectiveness of our curriculum and instruction and to make instructional decisions. Further, the assessment data will be used to form groups for interventions across the day. Data will be used to create groups for our RTI cycle to ensure scholars receive adequate and timely support. For example, based on data, scholars may be placed in a low, medium or high-level guided reading groups which will occur daily in our Literacy Center block. Information gathered by data will prompt the following:

1. Classroom teachers will track individual scholar data to develop interventions and supports, plan lessons, develop small groups, plan reteach, and target specific scholars during independent work for small group and one to one conferring.
2. Director of Special Education and DCI will track overall classroom performance and subgroup performance to identify curriculum and instructional needs for groups of scholars and/or particular teachers. The Director of Special Education will come on board in our third year of operation. This position will be filled by someone with extensive skill and experience in special education and with proven success in meeting scholars needs at a teacher/coordinator or director level.
3. The Head of School and Board will track performance of whole school to address need for programmatic changes and for reporting to authorizer. Tracking will include breaking out scholars who have been at the school for multiple years to demonstrate the effectiveness of the school's program over time.

DATA DAY: At Houston Classical, we believe that data must be used immediately once collected and analyzed. Thus, after each interim assessment cycle, we will dedicate an entire day to analyze the data collected from interim assessments (NWEA MAP, STEP for grades K-8). This data will be used to develop lesson plans and a work plan to address the gaps in our instruction so that we can make improvements in our teaching and learning. This time will be called Data Day. Data Day will be led by the Leadership Team. Specifically, the Head of School will lead this work in the first year and the Director of Curriculum and Instruction (DCI) will lead it in subsequent years. Data Day will have four objectives:

1. Unpack the data and analyze results from NWEA and STEP. (2) Make instructional decisions for the coming weeks to address gaps in skills among our scholars. (3) Create targeted lesson plans and action plan for subgroups. (4) Create a re-teach week for standards not mastered by scholars that is focused solely on the standards not mastered by a majority of scholars. At the end of Data Day, teachers will have created individual plans to address gaps in skills and will have practiced how to execute the lessons in the following weeks. During Data Day, the Head of School and the Director of Curriculum and Instruction will coach teachers on how to analyze data, create individualized lessons plans and action plans based on data, and implement the strategies created to address particular skill gaps. For information on our academic performance goals, see the Academic Performance Indicators Section of the Finance, Operations, and Governance Plan.

EDUCATION PLAN

SCHOOL CULTURE

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.
3. Describe how you will measure school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.

Narrative Response:

At Houston Classical, we know that culture plays an instrumental role in building an excellent school with a focus on academic achievement. The hallmarks of our culture are driven by the belief that our scholars will achieve at the highest levels if we establish a positive and challenging environment. These hallmarks include: (1) CORE Values of Community, Optimism, Respect, and Excellence; (2) Rituals and Celebrations of Success; (3) Collaborative Family Engagement; and (4) Developmentally Appropriate, Community-Affirming Behavioral Management Systems. We believe that scholars must develop a moral compass to inform their daily lives both in academic and social contexts. Academic achievement is not sufficient to develop citizens who will uphold the values of our democracy; having a moral compass is equally important to living a successful, productive, and meaningful life. We also know that we will be educating a population of students a majority of whom come from poverty and many from traumatic experiences; research shows that “what children who have been exposed to significant adversity most need in school is ‘the opportunity to develop skills that may have been affected by their stress responses — meaning the ability to attach and bond, the ability to modulate stress, and most of all the ability to self-regulate.’” (Tough, Paul. *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*. 2012). To provide those opportunities, we will teach the whole scholar and our culture will reflect the belief that academic and social development are equally important in growing high achieving scholars. Taken together, our culture is built on common school-wide values, a structured environment that promotes achievement, high expectations for both academic and social development, and ongoing communication and partnership with families.

(1) CORE Values of Community, Optimism, Respect, and Excellence: At Houston Classical, we believe that values matter to the development of young children and adults. We believe values can be taught, and we believe that character is “a set of abilities or strengths that are very much changeable — entirely malleable, in fact. They are skills you can learn; they are skills you can practice; and they are skills you can teach.” (Tough. *How Children Succeed*. 2012). Character is taught and learned through a set of values that are practiced and reinforced daily. At Houston Classical, character will be taught through the language all staff members use to correct behavior, to explain a situation, and to teach scholars why we follow certain rules within school and society. These values will live in all of our conversations; they will live prominently during daily Morning Meeting, weekly Agora Circles, and daily Read Aloud (see Rituals and Celebrations of Success below). Values-aligned behaviors will be acknowledged and rewarded; unwanted, inappropriate behaviors that go against community values will be remediated and appropriate consequences will be established (see Developmentally Appropriate, Community-Affirming Discipline Systems below).

Our CORE Values are selected to lift our students into individual and collective success and represent

the CORE of our school culture. They are informed by the work of Chip Wood in which he identifies the age-based developmental stages of a student and provides developmentally appropriate strategies for teachers and school administrators to use as they build a classroom and school culture that supports scholar success. (Yardsticks: Children in the Classroom Ages 4 -14. 3rd ed. Responsive Classroom. 2017). CORE Values will be referenced and used throughout each day to teach scholars specific life-affirming and success-oriented behaviors and actions. Below we have defined the behaviors we expect for each of these values and have provided examples of behaviors and actions that are grade level appropriate.

COMMUNITY: We work as a community to achieve our individual and school goals. Scholars will be taught to, expected to, and supported in respectfully speaking to each other in a constructive manner to solve problems and celebrate successes. In Kindergarten, scholars work together with their peers and collaborate to ensure they are following the teachers' expectations. In grade 8, scholars are graded on their ability to help others and on their ability to work collaboratively in groups.

OPTIMISM: We look forward with an unwavering belief in ourselves and our future. Scholars will be taught to, expected to, and supported in giving their best each day, especially on more challenging days. In Kindergarten, teachers praise scholars who demonstrate optimism by not giving up on a difficult problem or situation. In grade 5, teachers encourage scholars to take risks while remaining positive in the face of adversity or difficult objectives in class.

RESPECT: We speak politely to others and we value everyone in our community. Scholars will be taught to, expected to, and supported in appropriately speaking to and interacting with peers, adults, and their environment. It is our expectations that scholars behave in a polite manner at all times. In Kindergarten, scholars respectfully ask their classmates to share their math manipulatives. In grade 8, scholars respectfully disagree with the teacher and/or other scholars about a particular topic within a book or article and explain their disagreement in a calm and fact-based manner.

EXCELLENCE: We show effort in all we do, so that effort becomes habit. Scholars will be taught to, expected to, and supported in demonstrating maximum effort in everything they do both inside and outside of the classroom. Scholars demonstrate excellence in everything they do from the way they wear their uniforms, to the way they speak in public with a "strong voice," to their effort in class and the quality of work they produce. In Kindergarten, scholars place their books in their book baggies expeditiously and then sit in STAR. In 8th grade, scholars maintain notebooks that are neat, take notes that are clear and easy to read, and show their work/thinking for every subject.

(2) RITUALS AND CELEBRATIONS OF SUCCESS: At Houston Classical, we believe that developmentally appropriate rituals build habits and habits reflect Core Values. Habits are also the things that will prepare our scholars for success in high school, college and life. Below we have provided descriptions of the rituals we will implement on a daily, weekly, monthly, quarterly, and annual basis to build essential habits within our scholars. These rituals are developmentally appropriate and have been influenced by successful and high-achieving schools like North Star, Collegiate School of Memphis, and Nashville Classical, schools that all use rituals to create effective habits, drive student achievement and reinforce proper intellectual and social development. To develop a culture where there is a shared love of learning and achievement, we must celebrate our accomplishments.

DAILY - LIFEWORK (Homework): All scholars will be assigned grade level appropriate Lifework in all core subjects each day and will be expected to complete it and be responsible for turning it in each day. Lifework will be checked each morning as part of the rituals of our arrival process for all scholars. Scholars who do not complete their Lifework will receive a call home and must complete Lifework before the beginning of the next day. This will send a clear message to both scholars and their families that we value scholar work and we hold true to what we say. Lifework will help scholars build practice and study habits, and the work ethic necessary for success in high school, college, and life.

Our core value of excellence is expected to be demonstrated through Lifework.

DAILY-MORNING MEETING: Each morning all scholars will start the day with a 20-minute, classroom-based Morning Meeting to discuss issues within and outside of the classroom. For example, a teacher may elect to speak about an occurrence from recess that happened the day before to explain and model for scholars why appropriate behavior matters. They will also go over the schedule to highlight what is going on for that day and to provide assurance and consistency for scholars on a daily basis. They will also discuss and always tie discussions back to the CORE Value on which the whole class and individual scholars may be working. Scholars will be “shouted out” for meeting academic and social expectations. This might look like the teacher saying, “Let’s give a shout out to John for showing a lot of Optimism yesterday. When he knew the CGI problem was difficult, he didn’t give up, he continued to work hard.” Scholars will respond to shout outs by selecting a cheer to celebrate. Rewards for Reading and Math achievement will be given during Morning Meeting. We know that “Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically” (Krite, Roxam, and Carol Davis. *The Morning Meeting Book*. Northeast Foundation for Children. 2002). Teachers will ensure scholars’ social and moral developmental needs are being met through conversation, modeling, and teamwork activities grounded in our CORE Values. Morning Meeting will be conducted at all grade levels but will look different depending on age group. In the upper grades, conversations during Morning Meeting will be closely related to scholars’ thoughts and feelings about school, life, and the world. Based on a scholar’s chronological age and developmental stage, the activities will also change.

DAILY – PARENT NOTIFICATION AND COMMUNICATION: Each day, a Classical Values Tracker will be sent home to inform families how their scholar(s) behaved during the day. Teachers will write short notes on scholars’ behaviors and will highlight the value of the month and how each scholar is performing in relation to the value. Families must return and sign this document daily.

ONGOING – MATH MASTER: Scholars in K-3 who rate as exemplary in Counting Jar/Money Jar will receive a crown to wear for a week to demonstrate their completion of basic numeracy. This will be awarded by teachers and will be given to any scholar who has completed the numeracy test.

WEEKLY– AGORA CIRCLE: Once per week we will hold Agora Circle by grouped grade levels; grades K and 1; grades 2 and 3; grades 4 and 5; grades 6 through 8. During Agora Circle, the Head of School will lead conversations and celebrations with scholars focused on academic and social habits aligned with our CORE Values. During Agora Circle, the Head of School will select a behavior or an event that happened the week or the day prior to show and model what would have been the appropriate behavior in accordance to our CORE Values. Scholars who have achieved excellent academic performance or growth on common assessments or who have made significant improvements in exhibiting our CORE Values will receive a recognition followed by a whole group chant to celebrate their success. Each week one scholar per class will be selected to wear the Classical Blazer based on academic achievement and demonstration of CORE Values. Scholars who consistently remain in “Green” on the Choice Stick or have demonstrated “good impressions” will be rewarded with the blazer (see Developmentally Appropriate, Community-Affirming Discipline System below). Agora Circle will provide the time and opportunity to build community around our shared values and a culture of achievement.

MONTHLY-CELEBRATION OF CORE VALUES: Every month we will host a celebration of our CORE Values; one value will be highlighted each month. Families will be invited to attend and participate in celebrating scholars who have demonstrated our CORE Values that month. Scholars selected by teachers (K-5) will be honored with a reward; each classroom teacher will assign one scholar to receive an award. This will reflect our CORE Value of Community and build a habit of celebrating our values and rewarding those who have earned it. For middle school (6-8), we will move to a quarterly

award for scholars on the Honor Roll. To earn this award, a scholar must demonstrate our CORE Values daily, have an overall average of 90%, and have perfect attendance for that quarter.

QUARTERLY-CLASSICAL NIGHTS: Families will be invited to attend Classical Nights to ensure our families are aware and engaged with the happenings in the school and to provide the necessary supports for our families to ensure our scholars are successful. These will happen at least one per quarter, starting one week before the first day of school and then after each marking quarter. These nights are to support families in helping their children outside of school and will include sessions on how to support with and create an environment conducive to Lifework.

ANNUALLY – SIGN CLASSICAL CONTRACT: Every year our families will be encouraged to sign a contract which explains our values, rituals, and practices and demonstrates scholars', families', and our commitment to them. This practice will ensure clear communication and understanding between families and Houston Classical regarding expectations for teachers, families, and scholars. This ritual will provide an opportunity for all to recommit to our school, our values, and mission, and will reflect our CORE Values of Respect and Excellence. Our CORE Values will live within all the conversations we have with scholars and families, in each lesson, and in all community events.

Annually and Consistently – Language: An important part of developing and maintaining our culture will be monitoring the manner in which our staff members speak to scholars to ensure that we are consistently recognizing positive scholar behavior and achievement in class. Each year during our summer professional development sessions (Summer Institute), teachers will be trained to and will practice framing their vocabulary to be consistently positive with scholars. For example, during class, we will expect teachers to positively narrate more on what scholars are doing and what is expected than call out scholars who are not following the expectations. Further, this is connected to our work on how to teach our CORE Values and how to manage behavior within and outside of our classrooms.

(3) Collaborative Family Engagement New Parents Meeting – Summer: Administration will meet with all new families prior to entering the school. In this meeting, our families will get information on how the school operates, the overall culture, behavior system, our approach and our overall expectations for both academics and social development. Then, the parent and scholar will take a walkthrough around the school.

RETURNING PARENT MEETING – MAY: The Head of School will hold a meeting with all families to discuss the next school year, with any changes or additions to our program highlighted and to express together our common commitment to the school and students' success.

ANNUAL HOME VISIT: Staff members will be required to visit the homes of their upcoming scholars each year. The focus on these visits will be to ensure that our families know that we are here to ensure each scholar is successful and that we believe we need to have a working relationship for that success. During these visits, our teachers will inform families as to how they can help at home and how they can support the culture of Houston Classical by ensuring our scholars are in uniform, are in school on time, and that Lifework is completed daily. This will build a sense of community among staff and families. If any families are not able to schedule this, we will do so later during the school year.

CLASSICAL CONTRACT: Families and scholars each year will sign a Classical Contract to ensure that we are all working together to ensure that our scholars are meeting our academic and social development goals. The contract will be a symbolic ritual each year to commit to the mission and vision of the school. All parents are encouraged but not required to sign the contract, and we will work proactively and positively to engage all families.

MONTHLY OPEN CLASSROOM: Families are invited to join their scholar's classroom to observe our school's culture and instruction, and to have a direct experience with their child(ren)'s school. We will vary subjects for Open Classroom month to month to give the widest view of the school

experience to our families.

(4) Developmentally Appropriate, Community-Affirming Behavioral Management Systems: Our systems for building culture, monitoring behavior, and providing interventions are developmentally appropriate for their grade level and are based on the stages of moral development work of Kohlberg (Kohlberg, Lawrence. *Essays on Moral Development, Vol. I: The Philosophy of Moral Development*. San Francisco, CA: Harper & Row. 1981). Outlined below, these stages are directly from Kohlberg's work, used by such schools as Excel Academy Charter School (www.excelacademy.org), and have informed the development of our culture systems at each grade level. We work strategically to move students up in level of moral growth, helping students to reflect on doing what is right, and the reasons for doing so. Given our focus on celebrating students regularly for their accomplishments, actions, and behaviors, our goal is to work to the greatest extent possible from Level II and move students thoughtfully towards Level III.

Level I Pre-Conventional: Scholars at this stage (commonly K-2) conform to avoid "getting in trouble" and respond mostly strongly to explicit provision or denial of privileges.

Level II Conventional: Scholars at this stage (commonly K-5) respond most strongly to being acknowledged as an exemplary member of their social group.

Level III Post-Conventional: Scholars at this stage (commonly 5 -8) are internalizing beliefs about what is right and wrong, based upon recognition that mutual respect and acceptable behavior are necessary to maintain order in society. At this stage they are more intrinsically motivated and will respond most strongly to opportunities to engage in self-reflection and opportunities to modify their own behavior.

BEHAVIOR SYSTEMS – BELIEF AND RATIONALE: We believe that scholars need a safe and consistent environment where they can thrive academically and socially. We believe that this is accomplished by providing a structured environment where we will reinforce the appropriate and desirable actions from our scholars. Moreover, the behavior system being implemented at our school, and more specifically in K-5, was successfully implemented in the Lead Founder and proposed Head of School's former school, The Neighborhood Charter School of Harlem, where he served as Assistant Principal and then Principal. This behavior system had much success for all scholars, including a significant population of students with disabilities, and particularly students on the autism spectrum.

Behavior System – Kindergarten to Grade 2: This system will consist of a consistent and visual way of tracking scholar behavior through a Choice Stick which will consist of seven colors. Each color will have a value and will be attached to a reward or consequence. The Choice Stick will be a visual aid for scholars to see how their choices have positive and negative consequences. The Choice Stick focuses on scholars' choices and how those choices affect the individual and the class and it will be used to track scholars' behavior throughout the day. Each morning scholars will begin their day in Green. When scholars continue to make the right choice for the appropriate time they will remain in Green. If the scholar is going above and beyond to meet and exceed expectations the scholar may move to Black which is considered "Classical Model Scholar" ("CMS"). The choice stick works as follows: (1) Scholars begin each day in Green. (2) With every infraction scholars move down the Choice Stick, but scholars are able to move back up the Choice Stick if they show resilience by fixing their behavior. (3) Blue and Purple are verbal warnings with no consequences. (4) The day is broken into two parts; morning and afternoon. In the morning scholars are tracked on the Choice Stick from 8am – 12pm. In the afternoon, scholars are tracked on the Choice Stick from 12pm – Dismissal. (5) When scholars are on Yellow, they lose 5 minutes of recess for the morning and/or choice time in the afternoon. (6) When scholars are on Orange, they lose 10 minutes of recess for the morning and/or choice time in the afternoon. (7) When scholars are in Red, they are sent out of class and parents are called. Different levels of infractions result in different levels of movement on the Choice Stick. Below we

provide additional details regarding what infractions will result in a clip change and to what degree.

LEVEL 1 INFRACTION: Clip will move down one color on the Choice Stick. These behaviors are easily correctible and do not disrupt others or involve overt disrespect to peers or teachers but can become disruptive or impact the learning of self or others if not quickly corrected. This includes: general posture, uniform shirt untucked, unintentional disruption (got up to sharpen pencil and forgot to ask), call out, head down.

LEVEL 2 INFRACTION: Clip will move down 2 colors on the Choice Stick. These behaviors reflect the inability of a scholar to immediately change their behavior after given a level 1 consequence or reflect a disruption to others or involve overt disrespect to peers or teachers. This includes: repeated behaviors, outbursts (disgruntled reaction to a whole-class teacher request, loud tone, yelling in order to get attention), any negative reaction to teacher correction (staring or rolling eyes, sucking teeth, head down), refusal to follow instructions (only after teacher has re-directed scholar and clarified directions), talking back to teacher or themselves.

LEVEL 3 INFRACTION: Clip will automatically move down to red. Level 3 reflects an egregious behavior that clearly breaks the rules of the school, could potentially harm other scholars and/or teacher.

Level 3 behaviors may also reflect general disrespect to other scholars or teachers, intentional disruption of class, damage to classroom property, or harm to the sanctity of learning for self or others. This includes: profanity, physical aggression, overt disrespect (making threats to scholars and/or teachers).

Behavior System Grades 3-5: We will use the Impressions System used by high achieving schools like Brooke Charter Schools in Boston, MA. The Impressions System is premised on the idea that the way we act leaves an impression on the rest of the community and is rooted in the developmental stages discussed earlier in this section. This system mirrors the Choice Stick, however it uses different language to hold scholars accountable for their actions and to praise scholars. In this system the levels of possible impressions are Poor, Mediocre, Good, and Excellent. Within each classroom, a visual will be posted in front of the class to demonstrate where scholars are within the impression spectrum. The system is based on what kind of impression you want to make about yourself and others in the classroom. Thus, during each class period scholars' impressions will be marked by the teacher based on their class participation and behavior for that period. Further, the system will work similarly to the levels of infraction on the Choice Stick, which can be found above.

Behavior System Grades 6-8: We will use a variation of the Impressions System in the upper grades, altering the labels we use to track behavior. The labels will be Unprofessional and Professional, used to prepare our scholars for their futures in high school and college. The difference between this system and the previous "Impression System" and "Choice Stick" is the language being used. In the upper grades, a more professional language and tone will be used based on scholars' developmental stage. Further, while the same levels of infractions will be implemented in the system, the number of warnings the scholar may receive are fewer since we expect scholars, by the time they have reached middle school, to have learned the system and thus it has become part of their daily routine to follow and adhere to the rules of the school.

COMMUNITY VIOLATIONS: For Kindergarten through grade 8 we will use a Community Violation system to track scholars who have committed egregious acts against the community. Community violations are acts against yourself that affect yourself, fellow classmates, and the school. Violations can be missing Lifework more than four times per quarter, using profanity, committing violence against others and self, not following basic rules after several reminders, and having a lack of uniform for several days in the quarter. The more violations the scholar accumulates the greater the consequences. The Community Violation system will reset every quarter. Below we have detailed the consequence sequence of the Community Violation system.

Violations and Class Removal: Our policies around conduct are rooted in our CORE Values of Community, Optimism, Respect, and Excellence and are aligned TEC Section 37.005 in relation to classroom and school removal.

First Violation: (1) Scholar is spoken to by teacher; (2) Teacher uses strategies to assist scholar within the classroom; (3) Scholar is removed from class and will need a completed Reflection Sheet to return to class.

Second Violation: (1) Scholar is removed from class; (2) Scholar will need a completed Reflection Sheet to return to class; (3) Scholar will need to be re-admitted to the community: scholar will speak to the class about their actions and will apologize to the class, and the class will determine if scholar's apology was sufficient to allow scholar back to class.

Third Violation: (1) Scholar will be suspended from school inside or outside of school depending on the severity of the action. Before suspension, a thorough and documented investigation will occur by the Head of School to ensure the report is accurate and the suspension is the most appropriate response. (2) Parent meeting is required before scholar may return to class. (3) Scholar will speak to the entire community at the Agora Circle about their actions and will apologize to the community.

Fourth Violation: (1) Scholar will be suspended. The Head of School will lead a thorough and documented investigation to ensure accuracy and appropriate amount of time of suspension; (2) Parent needs to observe their scholar in the classroom for 90 minutes; and (3) Parent meeting is required.

IMPLEMENTATION OF CULTURE: To ensure that the culture of the school is strong, we will implement a plan for norming social and cultural expectations at the start of each semester to make sure our staff, families, and scholars are involved and invested in the culture of the school. Below we have detailed the actions we will take both at the beginning of the year and at the start of the second semester. Prior to the start of the school year, teachers will complete 28 days of training. All aspects of our culture will be discussed, practiced, and explained. We will lead professional development on how to line scholars in the hallway and in the classroom, the language we use, our behavior systems, and how to appropriately lead an orderly and high achieving class from morning to afternoon. Prior to the start of the year, we will conduct two Enrollment Meetings with all families to communicate our culture and expectations. The Head of School will go over the Family Handbook and the school's expectations for all scholars and families. The Head of School will go over our CORE Values, behavior system plan, uniform policy, attendance policy, Lifework Policy, weekly notifications policy, and will communicate what families should expect from our staff and school. In the first two to three weeks of school, our entire school will rehearse and go over every transition and routine to ensure that by the third week of school our culture is embedded into our staff, scholars, and families. For the first two weeks, a modified schedule will be created to practice arrival, dismissal, how to unpack, how to go to the bathroom, how to raise your hand, when to speak, nonverbal signals, among many other routines we will practice ensuring our culture has a strong foundation. Each subject will be used to teach the systems for that particular subject. For example, in Reading Workshop we will teach scholars how to sit in STAR, how to unpack their book baggies, how to place their book baggies back into their seat sacks, how to take out a book and place it in front of them, how to pick up a book, how to sit while reading a book, and what to do when you have a question – all examples of transitions and systems within one subject. At the start of the second semester in January, and prior to the start of second semester, teachers will complete a two-day professional development refresher to reset and practice our systems that establish and maintain culture and behavior. We will use data from the first semester about areas for growth to target specific behavior and culture skills that need work with our scholars and teachers.

In order to integrate scholars mid-year into our culture, scholars who enter Houston Classical after

the beginning of the academic year (any time after the end of August), will be enculturated through a systematic approach that includes discussion, practice, and modeling. This process will ensure that they have a successful start and that the transition to Houston Classical is effective and productive. Specifically, the following process will be used.

PRE-ENROLLMENT MEETING: The scholar, teacher, and administrator will meet to go over rules and explain the behavior management system prior to the first day of school for that scholar. This will ensure each new scholar understands the behavioral system before he or she enters the classroom. This meeting will be led by the Head of School and it will look similar to the Enrollment Meeting attended during the summer.

FIRST DAY: During the scholar's first day of school, the new scholar will introduce him/herself to the scholars in his/her classroom during Morning Meeting. Our scholars will greet the new scholar with a welcoming chant.

MATERIALS: Our operations team will ensure that all the necessary materials are prepared for our new scholar, including bookbags, pencils, books, and an assigned class and seat. On the first day, the classroom teacher will teach the new scholar how to use these materials appropriately in the classroom. Further, the teacher will always narrate what they want in order to be clear with school expectations and for scholars to easily follow.

ASSESSMENTS: Our new scholar will also be assessed in mathematics and reading to ensure they receive the right intervention from the day one and that they receive all the supports they need to be successful in our school.

OBSERVATIONS AND SUPPORT: Based on assessment results and hours of observations, the school will make determinations on supports for behavior in class and academic interventions that must occur immediately. If the scholar is behind grade level, he or she will be placed in an intervention group that fits his/her level of instruction and will be in this intervention group until he or she has made significant growth. The Head of School and/or a Leadership Team member will observe the class beginning on the first day and make recommendations if needed to support the scholar inside the classroom.

MEASURING SUCCESS OF SCHOOL CULTURE: To ensure that our systems, routines and culture are successful and positive we have created metrics and goals to evaluate that success.

(1) **STAFF SURVEYS:** Mid- and end-of-year staff surveys will be given to staff to ascertain culture and their overall well-being. The survey's goal is that overall staff members feel supported and have the resources needed to succeed.

(2) **STAFF RETENTION:** We will measure the number of teachers who are evaluated as effective on annual formal evaluations who choose to return the following year to teacher at Houston Classical. We expect high rates of return each year for teachers who demonstrate a strong fit for our school and capacity for performance with our scholars.

(3) **FAMILY SURVEYS:** Mid- and end-of-year family surveys will be given to ascertain culture and our families' overall satisfaction with the school. Our goal is to have the vast majority of families feel that they are sending their scholars to a great school, feel acknowledged by the school's staff and the Head of School, and feel that they know what is going on within the school. Thus, our goal is to ensure that as highlighted by our end of year survey, families feel acknowledge by our school and they feel the school is meeting their scholar's needs. Similar surveys will be given to our scholars beginning in grade 6 to ascertain their overall happiness and their input about what we can improve and what they enjoy about our school.

(4) **ELL FAMILY SURVEYS:** Mid- and end-of-year surveys will be given to our families whose students are receiving ELL services to measure satisfaction with the school's culture and larger program and to measure the family's experience with the school's communication.

- (5) SPED FAMILY SURVEYS: Mid- and end-of-year surveys will be given to families whose students are receiving SPED services to measure satisfaction with the school's culture and larger program and to measure the family's experience with the school's communication.
- (6) MONTHLY CHECK-INS: The Head of School will have monthly morning meetings with families after Open Classroom to discuss their views on the school. The goal of this check-in is to hear our families' concerns and comments and act on them when appropriate.
- (7) SCHOLAR ATTENDANCE: Scholar attendance will be a measuring tool for our culture to ensure scholars are attending school. Our internal goal for attendance is a minimum of 95% attendance rate for each month.
- (8) UNIFORM AND LIFEWORK: Overall adherence to and completion of uniform and Lifework will be a measuring tool for our culture. Our internal goal is to have 100% of scholars complete their Lifework and be in full inform daily.

Evaluation Criteria-School Culture

A strong response will:

- ✓ Contain appropriate and effective strategies to support a school climate that will allow for fulfillment of educational goals and supports the approach with research, theory, and/or experience;
- ✓ Offer a concrete plan for norming social/cultural expectations at the start of each semester as well as for students who enter mid-semester and supports the plan with research, theory, and/or experience; and
- ✓ Establish well-defined goals around school culture and plans to monitor progress.

EDUCATION PLAN

PROMOTION AND GRADUATION

1. Discuss promotion and retention requirements for all proposed grades.
2. Identify and discuss additional features of the educational model and/or course offerings, outside of the required curriculum, that will create a viable and adequate process for helping students promote to the next grade and/or graduate.
 - a. Cite and discuss any external resources, partnerships that will also facilitate promotion and/or graduation.
 - b. Describe 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.
3. Define and discuss metrics that will be used to assess successful transition between grade level, school type (e.g., elementary to middle to high school), and/or post-graduation. If applicable, indicate whether GPA class ranks will be listed on all student transcripts in grades 11 and 12.
4. Describe the proposed matriculation rate in each year of operation and provide a justification for all assumptions.

Narrative Response:

Evaluation Criteria-Promotion and Graduation

A strong response will:

- ✓ Present promotion and retention requirements that are congruent with the proposed mission and vision;
- ✓ Discuss additional features of the educational model and/or courses, outside of the required curriculum, that will help students promote to the next grade level and support features with research, theory, and/or experience;
- ✓ Identify specific external (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; and
- ✓ Describes and provides justification for the proposed matriculation rate in each year of operation.

PROMOTION AND RETENTION: Houston Classical will promote scholars in accordance with all state and local requirements. For all proposed grades, promotion and retention requirements are: (a) Scholars must earn an average of 70% in ELA, Math, Social Studies, and Science to advance to the next grades and (b) Scholars missing more than 10% of school days will repeat the grade.

ADDITIONAL FEATURES TO PROMOTE SUCCESS: Targeted Intervention: Promotion for every student every year is the goal, with all students prepared for such promotion by demonstrating grade-level proficiency. Waiting for end-of-year or summative results is contrary to this goal and simply socially promoting students is also contrary to this goal. Therefore, and as part of our overall RTI process, we

will create intervention groups for scholars who are in the bottom 20% of performance as measured by STEP and NWEA results. We will create these groups every six weeks and scholars will be seen in a small group intervention three times per week in Literacy Centers of the school day for a total of 90 minutes per week. This approach is used by many successful charter schools, including the Lead Founder's former school The Neighborhood Charter School of Harlem. For more detail, see discussion on RTI in Special Populations. EXTENDED DAY/YEAR: Given the challenges of lower pre-literacy rates with which our scholars will enter school and the overall reading and math proficiency rates in our target community, more time is a critical variable in our scholars' ability to learn the skills and content needed each year to earn promotion. An extended school day of 8.5 hours, which is at least one hour longer than AISD school schedules and extended year of 182 instructional days which is six days longer than the annual school calendar of AISD, will provide us with the added time needed to meet the needs of and support our scholars who may need this additional time to meet our promotion criteria. Cumulatively, we will provide our scholars with an additional 221 hours of learning time per year, or an additional 29 days of learning when compared to a traditional, local public school, all in support of students' success each year which allows us to avoid social promotion that informs later school challenge or unnecessary grade retention rates that also inform such challenge. This approach is used by many successful charter schools, including the Lead Founder's former school The Neighborhood Charter School of Harlem. For more detail, see Calendar/Schedule. AFTERSCHOOL (3-8): As scholars mature into the work of grade 3 and beyond, homework practice (Lifework practice at Houston Classical) is one of the key elements that informs their ability to master the skill and content required, and through such mastery earn promotion year to year. For some families and scholars, afterschool Lifework support will be needed, with the school providing the dedicated space and attention for scholars to successfully complete this work each day. Thus, afterschool tutoring to include Lifework assistance will be considered at the end of Year 2 of operation in response to needs we see, both from scholars and their families. This approach is used by many successful charter schools, including The Neighborhood Charter School of Harlem. These promotion requirements are aligned with the proposed mission and vision of the school because they hold scholars, families, and the school to high academic expectations for achievement. These requirements promote a culture of academic excellence and consistency for all scholars.

ADDITIONAL FEATURES TO PROMOTE SUCCESS: Partnerships with After School Programs (K-2): We intend to partner with afterschool organizations to further support with Lifework assistance, allowing us to provide more 1:1 attention for our scholars who may need it most and extracurricular support and afterschool access more generally, to ensure that scholars have positive experiences beyond our school day. We intend to partner with The Houston Boys and Girls Club, AVANCE Houston, and YMCA Houston. Some support will come through tutoring help provided through our afterschool supports as well as access to afterschool programs at each of these organizations.

c. EXTENDED DAY/YEAR: We believe that an extended day (8.5 hours), which is at least one hour more than the schools at Alief ISD and extended year (182 days) which is 6 days longer than Alief ISD, will provide us with enough time to meet the needs and support our scholars who may need extra support to meet our promotion criteria. e. AFTER-SCHOOL (3-8): After school for our older scholars will be a consideration based on demand for families and how the majority of our scholars are responding to our curriculum and instructional practice. Thus, after school tutoring and Lifework assistance will be considered at the end of Year 2 of operation. Transition between Grades, Grade Levels, and Schools Houston Classical will serve scholars from kindergarten to grade 8. Thus, scholars leaving elementary school for middle school will be able to continue with us and avoid the risk factor that middle school transitions can often present for our most vulnerable students. To ensure success as our scholars transition between grades within our school, along with all of the details above, we will do the

following: (a) welcome scholars and families to visit the school and meet their new teachers, each year during Summer Institute; (b) dedicate the first two weeks of each school year to support the transition into the new grad level by teaching new procedures, expectations, and protocols for each class of scholars; and (c) meet at the end of each year with families and scholars to set expectations for the next year. We will measure successful transition between grades and from elementary to middle grades by evaluating, using an internally created metric, the success in all academic subjects (at least a B during the first quarter) and behavior within the first month of the new grade. In Year 6 when we have our first grade 7, we will hire a High School Counselor to ensure that 100% of our scholars in grade 8 are supported in and able to matriculate into the best schools in Houston. The Counselor will establish relationships with local high schools, inviting them to visit and tour our school and meet with our scholars, and will conduct and organize high school presentations and school tours for scholars and their families to ensure that they learn about and know how to apply to selective schools such as St. Johns, Cristo Rey, Strake Jesuit, St. Agnes, and other traditional public and private schools. The High School Counselor will lead instruction on preparation for high school entry exams and interviews and completing all high school applications, including preparing sending transcripts and letters of recommendation as needed. They will also work with scholars and their families to support their applications for financial aid and scholarships. The Counselor will also lead a dedicated instructional block throughout the year, part of which will be devoted to ensuring that scholars are adequately prepared for high school, and particularly in their ability to organize their time and materials, set priorities, review high school expectations, and select appropriate courses. The Lead Founder has already been in conversations with high schools like Cristo Rey about creating a strong relationship to support scholars from Houston Classical in matriculating to that school after grade 8, and will continue to work on building relationships with other effective and selective high schools to ensure Houston Classical scholars have multiple options to choose from for high schools. The High School Counselor will be responsible for tracking our graduating scholars within the first months of their 9th grade school year to ensure they are successfully transitioned and acclimated to their new school, will track scholar success through grades and other metrics, and will host annual alumni events focused on the continued path of school and life success. **MATRICULATION RATES AND METRICS:** We expect to matriculate scholars in all grades at full capacity. In kindergarten we will open 75 new seats each year. In all years for all grades, our target enrollment will be 75 scholars. Each year we will backfill empty seats in all grade levels; the number of available seats will depend on the number of scholars who have left the school. In doing our research, traditional elementary and middle schools in the proposed territory such as Horn Elementary and Klentzman Intermediate have an average attrition/mobility rate of 25%. When looking at high-achieving, high-poverty elementary and middle schools, however, the attrition rate more typically averages at 10%, and often due to mobility rates beyond the control of the school, i.e. families moving in response to economic stressors. Thus, our goal is to not exceed a 10% matriculation rate, which means that we anticipate attrition and therefore new matriculation of approximately 15 scholars per year (10% of 150 enrolled scholars).

EDUCATION PLAN

TEACHER RECRUITMENT

1. Describe the process to be used to identify, recruit, and hire instructional staff with the expertise necessary to facilitate the school's mission and educational goals. NOTE: 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.
2. Provide information on the person(s), position(s), and/or entities that will plan, implement, and evaluate recruitment activities, including educational or experience requirements.
3. Discuss strategies that will be utilized in the event of unforeseen staff shortages of instructional staff.

Narrative Response:

PROCESS TO RECRUIT, IDENTIFY, AND HIRE: In accordance with state law, for all instructional positions, the Head of School will recruit individuals with at least a Bachelor's degree. Each year by October, we will determine all of the staff we need to hire for the following year and finalize our staffing plan and budget. By November, we will begin to post openings on social media and on our website. By the end of November and in early December, we will begin to interview with the expectation that by February and March we complete our entire staffing for the following year. As noted, the Head of School, will start recruiting for all vacant positions by late November each year. We will use social media outlets like Instagram, Twitter, Facebook, LinkedIn, Monster, and our website to post open positions. We will create flyers upload them into the school social media accounts to gain momentum, create traction on the web, and compete with other schools. We will invite candidates to proactively submit applications to the school's posted email address. We consider posting positions online to be crucial to successful recruitment and hiring efforts. Most other charter schools and networks use this method for recruitment and it is a practice that has been successfully executed by the Lead Founder in his previous positions. We will also post, both digitally and in print, positions in local publications like the Houston Chronicle and the Houston Business Journal. In our job descriptions, we will provide a clear understanding of the mission and purpose of the school. In addition to print and online advertising, we will host and attend multiple career events, partner with education departments at local universities such as Rice University and University of Houston, and recruit from colleges and universities that promote a classical education approach. Additionally, we will work with universities and colleges that have ESL certification programs, partnering with them to ensure our teachers are certified and to recruit the most promising teachers right out of college. We will also work with Teach For America, local staffing agencies, and Good Reason Houston, a local organization that is developing a web-based platform to actively recruit potential teachers from both inside and outside of the state.

PROCESS OF HIRING: Step 1: Candidate will interview with the Head of School for 45 minutes to discuss resume, experience, and reasons for applying to teach at Houston Classical. This initial step will be used to ascertain the candidate's relevant work experience, whether the candidate it mission aligned, cares for scholars, has a strong work ethic, and is a strong team player. Step 2: Candidate will be provided a demo lesson and will execute that lesson for the Head of School who will provide feedback. In Year 1, the demo lesson will be conducted in front of the Head of School, in subsequent years teachers will demo in classes. The candidate will be expected to incorporate that feedback and re-teach the lesson.

This step will be used to ascertain whether the candidate has a strong presence in the classroom, can execute a lesson plan, can manage the class, and can accept and apply the feedback to the lesson.

Step 3: The Head of School will check references, and verify the candidate is properly certified and/or has earned a Bachelor's degree. Step 4: The Head of School will make a determination on the candidate.

EVALUATION AND RECRUITMENT: We will continue to evaluate the effectiveness of our recruitment efforts and hiring practices. We will set monthly targets for number of applications submitted. Progress toward these targets will be evaluated monthly and, if progress is insufficient, we will develop an action plan to adjust recruitment efforts. Similarly, we will establish hiring benchmarks and targets to ensure we are able to fill all vacancies before the start of Summer Institute. If we are not meeting targets, we will develop an action plan to adjust our recruitment efforts.

ROLES AND RESPONSIBILITIES: In year one, the Lead Founder/Head of School, who has experience in recruitment, hiring, and training will actively recruit, identify, and hire the first cohort of teachers for Houston Classical. The Lead Founder will begin to actively recruit as soon as the application is approved to ensure the best candidates are hired early on. The Lead Founder will be solely responsible for recruitment in the early years. In Year 5 of operation, we will hire a Talent Manager (TM) who will be responsible for recruiting staff members for the school. The TM position requires a Bachelor's degree and at least three years of experience in talent acquisition. The TM will be responsible for actively recruiting and interviewing potential candidates. The TM will also create and coordinate a plan, under the supervision of the Head of School, to ensure we meet all hiring and recruitment benchmarks, recruit the most effective staff, and retain effective and mission aligned staff.

STRATEGIES AND SCHEDULES: In the event of unforeseen staff shortages of instructional staff, we will leverage our unique school model which provides for each grade to have an Assistant Teacher who will have a bachelor's degree. These Assistant Teachers will be moved away from merely assisting the lead teachers in the core subjects and will step in to meet unforeseen staff shortages. While Assistant Teachers receive ongoing training and support to ensure they are developing the skills to grow into Lead Teachers, they will be provided with more support from the Leadership Team if they are asked to step into the Lead Teacher role because of staff shortages. The support will entail more observations, coaching time, co-teaching with the Head of School and further opportunities for professional development.

OBSTACLES AND STRATEGIES: We foresee two major obstacles to successfully recruiting quality staff: 1) a limited talent pool, and 2) competition with other charter networks within Houston. We are prepared to start recruiting as early as August 2019 for the August 2020 opening and to recruit outside of Houston in other cities, counties, and neighboring states like Louisiana, Arizona, and New Mexico given their proximity to Houston. On an annual basis, we will continue to address these obstacles by recruiting early, partnering with national organizations like Teach For America, and visiting college campuses within and outside of Texas to recruit highly talented individuals to Houston Classical. Secondly, we will continue to distinguish ourselves through our academic performance and our unique model in the charter sector by providing a classical education. Lastly, we are open to collaboration with other independent charters and networks to brainstorm the best possible ways to hire the best talent.

Attachment(s):

- E 1: Organizational Chart
- E 2: Staffing Chart

– E 3: Supplemental Human Resources Information Form

Evaluation Criteria-Teacher Recruitment

A strong response will:

- ✓ Present a clear process for using the proposed methods to identify, recruit, and hire qualified teachers;
- ✓ Include a rationale for the proposed recruitment strategies/methods and establish its applicability to successful recruitment of staff with desired areas of expertise;
- ✓ Identify specific roles and responsibilities of the person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation and clearly describes educational and/or experience requirements;
- ✓ Present specific strategies, activities, and schedules that will gauge recruitment effectiveness and identifies sufficient metrics that will determine success;
- ✓ Address any foreseeable obstacles to successfully recruiting quality staff and provide clear strategies to overcome those obstacles; and
- ✓ Present specific strategies to support unforeseen staff shortages of instructional staff.

EDUCATION PLAN

TEACHER DEVELOPMENT

1. Discuss all core components of the professional development plan, including embedded coaching and support, and how these components will support effective implementation of the educational program.
2. Describe the roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities. Include a description of any educational or experience requirements for these roles.
3. Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct observations and promote the professional growth of teachers. Describe any professional development that will be required prior to the start of the school year.
4. Describe the process for evaluating teachers, including the frequency of evaluation activities and any instruments or protocols that will be used.

Narrative Response:

Evaluation Criteria-Teacher Development

A strong response will:

- ✓ Describe the proposed professional development plan and discusses how these components align with the mission, vision, and proposed educational program;
- ✓ Support the proposed professional development activities with research, theory, and/or experience;
- ✓ Provide specific examples of embedded professional development activities (e.g., modeling, co-teaching);
- ✓ 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 and provide a description of desired educational and/or experience requirements;
- ✓ Explain how the school calendar, daily schedule, and staffing structure will help facilitate the professional development plan;
- ✓ Outline evaluation processes, including instruments and protocols and substantiates their use with supportive research, theory and/or experience; and
- ✓ Reference budget amounts that are congruent with the financial workbook.

PROFESSIONAL DEVELOPMENT: One of the core beliefs at Houston Classical is that development of our teachers will drive a culture of achievement. Using the experience and models of successful schools like Brooke Charter Schools and the work of Paul Bambrick-Santoyo in Leverage Leadership and Driven by Data and informed by the leadership work of our proposed Head of School (HOS), we know that quality professional development requires multiple layers of training, starting before scholars arrive. It requires intensive summer training, which we call Summer Institute, and then it requires ongoing training on Abbreviated Days that also allow for grade and content level meetings, Data Days, and support provided throughout the year delivered through observations and feedback

meetings. Our longer year and school day together serve the needs of our scholars and allow us to have the needed flexibility in providing professional development and ongoing support to our staff. The majority of professional development will be led by members of our leadership team, however in our budget we have allocated \$5,000 for our first year of operation and increase this expenditure each year based on the number of staff members.

SUMMER INSTITUTE: This training will be provided through a 28-day, intensive summer professional development for all new and returning staff. The Institute will exist to ensure all teachers and staff are aligned to the mission, build a positive and professional culture among staff members, review school expectations, practice our school-wide instructional model, unpack curriculum aligned to the TEKS, and fully prepare for the academic school year. Summer Institute is designed from the model of numerous high performing schools including Brooke Charter Schools, South Bronx Classical, Nashville Classical, and North Star. In the first year, Summer Institute will be designed and led by the Head of School who will plan and execute most of the trainings for teachers and staff and will contract Dr. Stephanie Smith to lead training on our mathematics component of CGI. In subsequent years, the school's leadership team, led by the Director of Curriculum and Instruction (DCI), will lead Summer Institute for all new and returning staff. The HOS will be someone with at least a bachelor's degree and at least five years of instructional leadership. The DCI will be someone with a bachelor's degree and at least 3 years of experience in the classroom, curriculum development, and demonstrated success in scholarly achievement. Summer Institute will address the following content areas using the methods described below: (a) Mission Alignment: The goal of this component is to ensure that all teachers and staff are aligned to the mission, and can speak to the mission with scholars, families and stakeholders. This training will be conducted by the HOS in the early years and then the DCI under the supervision of the HOS. The leader of the session will speak to the purpose of the school and how and why it was created. Additional mission alignment work will occur during trainings that practice our instructional model, as well as systems and routines that support our curriculum and instructional model. (b). CORE Values: The goal of this component is to ensure that teachers and staff know the CORE Values of Community, Optimism, Respect, and Excellence, and how they apply to everything we do in the school. The HOS will lead training in Years 1 -3, then the Dean of School will lead after Year 3. The Dean of School's qualifications will be that they must have bachelor's degree, at least 5 years of teacher/administration experience, and proven success in academic achievement. The purpose of these sessions is to ensure that team members understand the CORE Values and how they will be infused in our daily lessons, and team members all know and can implement chants and routines that support these values. (c) Culture of School: The goal of this component is to ensure we build a positive culture among teachers based on our CORE Values, professionalism, and teamwork. Training will be led by the HOS in Years 1 -3, and then led by our Dean of School through practice of routines, systems and protocols that make up the school culture. We will also explain and practice some of our rituals such as Agora Circle and Morning Circle. The HOS and other leaders will model the rituals and then will have teachers practice these habits until teachers have mastered them and can execute them on their own. (d) Goals at Houston Classical: The goal of this component is to ensure that all staff understand the performance goals by which the school will be evaluated. The HOS will lead trainings and presentations on academic and organizational goals along with the expectations to all staff to ensure success for our school in all years, including Year 1. Starting in Year 2 and ongoing, the DCI will lead trainings and presentations and will be supervised by the HOS. (e) Instructional Practices: The goal of this component will be to ensure that our core instructional practices (e.g., Habits of Discussions) are implemented effectively and become imbedded into our instructional culture. Teachers will learn these practices through both explicit instruction and through modeling and practice. The school leader and other leadership team members will model our instructional

practices, have teachers practice them, provide feedback to the teachers, have teachers adjust their practice, and repeat the cycle until these practices are perfected. Teachers will continue practicing with feedback from school leadership until the instructional practices become second nature and the teachers are ready to train students on these practices and begin implementing them on the first day of school. (f) Practice “Teach Backs”: The goal of “Teach Backs” is to ensure that all staff members practice all components of the school day from transitional routines to reading lessons. Will be used for every session. This is a technique taken from the “at-bats” work of Doug Lemov in Teach Like a Champion 2.0 and is an approach where staff members practice techniques and strategies until they become embedded and are done with mastery.

ABBREVIATED DAYS: In order to provide ongoing professional development, we will implement abbreviated school days once per week with the day ending at 12:30PM as compared to the normal ending time at 4:00PM. During these 180 minutes, the day will be broken down into three sections in order to use time effectively support our teachers across all areas. (a) Whole Group: This weekly meeting that starts the professional development portion of each abbreviated day will be led by the HOS Year 1 and the leadership team in subsequent years. In this meeting, the meeting leader will address, through a presentation and video, areas of improvement related to instruction, systems and culture as evidenced by data from STEP, exit tickets, and observations. The goals of these whole group meetings will be established on an ongoing basis using observations and discussions with staff members and other leaders of the school regarding areas of improvement. Typically, these meetings will last 40-60 minutes. (b) Grade Level Meetings: These meetings will occur weekly for 45-60 minutes. During this meeting, the HOS in Year 1, and, in Year 2 and on, the Grade Level Lead, will deliver a presentation and show videos of prerecorded lessons. These meetings will focus on developing teachers’ skills in academic areas and instructional practices pertaining to the particular grade level. This will be a time to address upcoming units, curriculum matters, and instructional areas in need of improvement based on STEP, exit tickets data, and observations. During these meetings we will address behavioral supports for scholars and cultural needs of the grade and classes. Teachers and the Grade Level Lead will incorporate practice to strengthen areas of deficits as highlighted by the HOS; teachers will practice strategies, execution of lessons and effective language to use with scholars. Teachers will prepare to launch new units and/or review scholar work from writing or mathematics. We firmly believe, that by reviewing scholar work, especially in writing and in mathematics you can really ascertain the level of instruction occurring in the class and the level of knowledge attainment by scholars.

CONTENT LEVEL MEETINGS: These 45-minute meetings will be held weekly and used to discuss and practice curriculum and instructional practices within a particular content area. The content level meetings will be led by the HOS in Year 1 and by the leadership team in subsequent years. These meetings will be conducted in the same manner and for the same purpose as the grade level meetings but will be focused on content areas rather than grade levels and will be held with content area specialists across grade levels.

DATA DAYS: We believe the analysis of data and the creation of focused action plans to address and remediate challenge areas based on the data promotes scholar achievement. Data Days will be full day teacher work days throughout the year used to analyze and work with student performance data. Following the completion of our Interim Assessments (STEP, NWEA), we have reserved teacher work days, four times per year, to discuss data collected from the interim assessments and create action plans to drive our interventions, make curriculum and instructional adjustments, and remediate when necessary based on the analysis and understanding of the data. Data Day meetings will be planned and implemented by the HOS in Year 1 and then by the DCI in subsequent years. The structure of Data Day will be the same for each cycle: (a) Prework: At least one week prior to Data Day, the session leader will send pre-work assignments to support teachers in reviewing data and

preparing to discuss their findings. For example, some of the pre-work may be calculations on how our subgroups performed in the last round of assessments and for teachers to write their assumptions and possible solutions to improve the data provided. (b) Pre-analysis and Conclusions: Prior to the Data Day the session leader will analyze the data and break down of performance for whole school, each grade, and each class. The session leader will then set goals and create an action plan for the school. The session leader will use the findings from their analysis to direct the introduction to the day and to establish goals for the school to achieve by the next Data Day. The session leader will also develop hypotheses that will be tested during the Data Day discussions and used to direct initial discussions regarding the development of action plans in grade level discussions, content discussions, and discussions with individual teachers. (c) Whole Group Meeting: Each Data Day will open with a whole group meeting to discuss the goals for the day, review of high-level academic data, and set goals and targets for the weeks to come. This meeting will last about 40 – 60 minutes depending on how many items of the agenda. (d) Grade Level Discussion: During this time instructional staff will break up by grade level and discuss the findings in their grade. Teachers will break down standards and both mastery and growth in specific standards for individual students, classes, and the whole grade. Based on that information, teachers will then locate gaps and skills not yet mastered and create lesson plans and strategy groups to address gaps and areas for improvement. The Grade Level Lead will facilitate these meetings and will present data from collected Exit Tickers, sample work from writing and/or CGI, and STEP via PowerPoint. These presentations will have to be approved by the HOS in the early years and eventually by the DCI. The lesson plans and strategic action plans to target gaps and scholars generated in these meetings will need to be approved by the HOS before they can be fully be executed in the classroom.

INDIVIDUAL TEACHER DEVELOPMENT: To ensure all our teachers are striving to successfully accomplish the school's mission we will create an annual observation cycle to ensure fidelity to the mission, alignment to our practices, and most importantly to foster effective and efficient teacher development. Not including informal observations and daily check-ins, all teachers will be observed formally for at least 30 minutes each week for instructional and behavioral management support. Every observation will be recorded and reviewed together by the school leader (HOS in the early years and DCI beginning in Year 3) and teacher. No later than the day after the observation, the teacher and school leader will meet to discuss the observation and review the recording. Our observation and feedback cycles and methodologies are taken from *Leverage Leadership* by Paul Bambrick-Santoyo (2012). Below is that meeting structure.

FEEDBACK MEETINGS: (a) Materials: We will create an observation template to capture observations from teachers. The template will highlight areas of improvement and areas of growth. This document will be used by the Head of School and will be saved in a web-based folder so the HOS, DCI, and individual teacher can read and reflect on their practices. (b) Highlights of Strengths and Growth Areas: Each meeting will begin with the leader highlighting positives from the classroom observation. The leader will name both the strengths and growth areas in the delivery of instruction, management of class and scholar engagement, and describe specific teacher actions that demonstrated these strengths and growth areas. (c) Review of Observations: The leader will then review with the teacher the entire observation, void of inferences but instead focused on specific actions and data collected. At this time, the video will be reviewed and analyzed with teacher. (d) Analysis: The Leader (HOS in the early years and then DCIs) will then go over areas of growth, typically one or two focused areas. Areas of growth will always be the highest leverage actions identified by the leader and something the teacher can implement and master in one week. (e) Exemplar Model: The Leader (HOS in the early years and then DCIs) will then model exemplar actions and use video recordings of teachers or themselves to explain and demonstrate the intended outcome. (f) Practice: The teacher will practice

the desired skill and/or instructional practice with real time feedback from the HOS and/or DCI. This practice will continue until the teacher is prepared to implement this high leverage action in their own classroom. COACHING AND SUPPORT: Our work around coaching teachers come from the Lead Founder's experience in leading coaching and support within a successful school, and it is based on the work of successful schools like South Bronx Classical, Nashville Classical, and Brooke Charter Schools. Please note that in the early years (Year 1 and 2) the HOS will be conducting much of the support for teachers and their development. In later years the DCI will lead the work on coaching and support for teachers. We will support our teachers in the following ways. (1) Model for teachers desired execution of lessons. This will be led by the Head of School to model for teachers how to execute lessons. These model lessons will be executed in regular classrooms in core subjects. While this is happening, we will also be recording the lessons, so we can go over it together as a team. (2) Live Coaching. We will ensure that our teachers are observed frequently, and that the HOS supports their growth through observations and live coaching to improve teacher's craft. During live coaching, the HOS will interject verbally and non-verbally to assist the teacher in the desired goal. The HOS will point to an expectation during the lesson and the teacher will work to meet it. (3) Fishbowls. We will highlight other teachers in the school who are executing particular lessons well. We will then create a schedule, where teachers who are struggling in that subject can go and observe and ask questions as to how they are they planning and how and why they execute the lessons the way they did. EVALUATION PROCESS: To ensure we are developing, supporting, and carefully evaluating our teachers and their impact and success with our scholars, we will create a system to ensure everyone is supported, but that everyone is held accountable for ensuring our scholars' success. We will implement the following: (1) From the beginning of the school year, all teachers will be observed at least four times per month. This number may increase due to teacher performance and effectiveness in the classroom. (2) Following each observation, the teacher will meet with the HOS and in subsequent years with the DCI, to go over the observation. During this meeting we will execute our protocol for Feedback Meetings. (3) At the end of each meeting, the teacher will be given two goals for them to work on within the classroom. (4) These goals will be tracked on a spreadsheet created by the school to track the teacher's success through their goals. (5) The goals will then be evaluated in the next observation which will occur within two to three days. (6) If the teacher has met those goals or is on their way, we will then focus on other goals, while still expecting to see the mastered goal exhibit when executing a lesson. (7) If the teacher has not met those goals, we will increase the level of support by providing more opportunities for live coaching, fishbowls, co-teach with the HOS or DCI. (8) If the teacher continues to struggle, without improvement, the teacher will be placed on an Improvement Plan (IP). (9) The Improvement Plan will last approximately three to four weeks. If teacher improves the highlighted practices, the teacher will come out of the IP, however, with more support to ensure their success. (10) If the teacher does not improve during the weeks within the IP, the teacher may be asked to leave. At the end of the school year, our teachers will be formally evaluated based on: (1) Amount of professional growth they have made in executing lessons, classroom management, and overall standing; (2) Scholar outcomes and growth within their class; (3) Their level of professionalism based on observations, participation in school functions and relationship with staff and families. Teachers who meet these requirements will be asked to come back, while teachers that do not meet most of our criteria will be asked to leave.

EDUCATION PLAN

PARENT ENGAGEMENT

1. Describe how you will engage parents from the time that the application is approved through the opening of the school. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?
2. Outline specific strategies to be employed to engage parent as partners in promoting student academic achievement.
3. Describe any additional work to involve parents in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
4. Discuss any community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities.

Narrative Response:

PLAN OF ENGAGEMENT: Family engagement is an important part of Houston Classical and is embodied in our first CORE Value - Community. Once approved, the school will take immediate action to ensure parents are involved in many ways within the school community both before we open and then once we are fully operational. Beginning in June 2019 and leading up to our opening in August 2020, we will implement our strategic plan to engage, inform, and teach families about Houston Classical. Below is the plan of action the school will take to: (1) Engage prospective families and receive their support. (2) Receive family and community member's buy-in on our mission and achievement. (3) Hear their concerns and priorities (4) Act and implement the community's priorities. Tabling events at local businesses and places of worship: Beginning in June 2019, we will have at least one tabling event every week at local supermarkets, local libraries, and local events in the southwest part of Houston, but more specifically Alief, to inform families about Houston Classical. During these events, we will share with families our CORE Values, why we believe in them, and share our curriculum plan and why we are confident that our program will meet their scholar's needs. During these meetings, families will have the opportunity to ask questions about our program and share questions and feedback about the proposed school. We will then take their feedback and as appropriate implement those ideas into the life of the school. We will also host tabling events once per week at local places of worship including Notre Dame Catholic Church in Alief, beginning in June 2019. We will host events at local places of worship to inform families about Houston Classical. During these sessions, we will outline our academic program, our values, and why we believe our program will meet the needs of their scholars. STRATEGIC BUSINESS: To ensure we reach a high number of families within Alief and the southwest neighborhoods of Houston, we have identified businesses at which we will host tabling events based upon their popularity with families, reach in the community, and daily foot traffic. These organizations include HEB, Fiesta Market, and the Southwest Multi Service Center. Presentation at local Chamber of Commerce: To further inform and engage local community business owners and families about our program we will also present the school to our local Chambers of Commerce which include the West Houston Chamber of Commerce, Hispanic Chamber of Commerce, and Asian Chamber of Commerce. We will begin this effort in June 2019, and we will do this at least twice during our start-up year. We

want to engage local business owners to build partnerships that will assist the school in informing the families they provide services to, leverage their knowledge of the community, and for future partnerships around use of their services, donations, and overall support. Presentations at local Head Starts, Day Cares, Pre-K programs: The Lead Founder is currently establishing relationships with these programs to garner support and deeply learn about the community's priorities. For a full list of our outreach to these early childhood programs, encompassing all current dates to point of charter submission, please see Outreach and Public Meetings. We will continue these relationships in the months ahead, and beginning in July 2019, we will table, volunteer time, and have presentations for families of scholars that attend these programs. In our presentations, we will speak to our families about our mission, curriculum, and vision. We will also ask for their opinions and their priorities.

Community Canvassing: Beginning in July 2019, we will canvass the community during the weekends, going door to door within our target community at least one Saturday per month to share information about Houston Classical, and engage with families. This will be done by the Head of School, the Board and a group of volunteers. Before canvassing events, we will plan and target strategic neighborhoods and local businesses to maximize our outreach. While canvassing, the Head of School and Board, several of whom are bilingual in Spanish, will distribute flyers announcing upcoming events. We will also speak to families and ask them questions targeted at understanding their priorities, concerns, and the type of school they want for their children.

Social Media: We also engage with families through consistent social media interaction on Instagram, Twitter, Facebook and the school's website. Upon approval, we will post on social media at least once per week event updates, facts about our school, surveys asking families and other community stakeholders for input, links to the application, important dates such as enrollment season, lottery date, opening date, and other information of our school.

Marketing Campaign: After approval, we will begin to post ads in local newspapers and community-based local newspaper in Spanish, to reach our families. In ads, we will include school information, school events, and their location. We have identified several avenues in Alief such as Wilcrest Drive and Beechnut Street where numerous housing complexes stretch for at least two miles. We will create a campaign to visit, canvass, and attend their local events to inform families, obtain buy-in, and learn about priorities and concerns. Our canvassing will take place at least twice per month on weekends, led by the Head of School and the Board.

School Events at Local Organizations: Beginning in July 2019, we will present at local organizations at least once per month during weekdays and/or weekends, in organizations such as the Houston YMCA, Goodwill Houston, and others in the community that work to help and support southwest Houston. Our events will be focused on educating the public, garnering buy-in and investment from families, and listening to their priorities. During each event we will solicit feedback on the school model. We will create a questionnaire in Spanish and English through which families can share input. This recorded feedback will enable us to implement suggested practices accurately.

STRATEGIES TO ENGAGE: Houston Classical believes it is essential to engage our families in the learning process and function as partners in ensuring the academic achievement of their scholars. We understand that many working families cannot attend events during certain times of the day, so we will create multiple meaningful opportunities during strategic times to enable working families to attend activities at the school. We will implement the following events and strategies to ensure our families are involved as partners in promoting student academic achievement:

Classical Nights: Each month, we will host a Classical Night in the evening after school. These events, described in detail in our Culture section will ensure that our families know our instructional practices, our culture, and what we expect from our scholars.

Quarterly Parent Conferences: Parent conferences will be held each quarter for families and teachers to discuss their scholar's progress in the school. Outlined in our Annual Calendar provided to families at the start of each year, during this meeting, teachers share academic performance data, evaluations of scholar behavior, and scholar progress in developing CORE

Values. We expect our families to continue to support their scholar at home by checking their folder daily, reading with their scholar, and continuing to be aware of the happenings around the school.

Open Classrooms: Once per month, from 8:00am – 8:45am, families will be welcomed into their scholar's classroom. This event will provide families the opportunity to observe our processes and practices and the learning taking place in the classroom. Open Classroom will cycle through different subjects by month so that families can observe all core subjects over the course of the year. After Open Classroom, families will be invited to meet with the Head of School over coffee to share their observations, concerns, or celebrations about the school and/or their scholars. The Head of School will handle any concerns that may arise from these conversations.

Quarterly Newsletters: To keep families engaged and informed, Houston Classical will distribute a quarterly newsletter that will be sent home to families. We will begin this once we are open for enrollment in December 2019. In the newsletter we will provide updates on curriculum, units of study, announcements, and upcoming events for each grade. Each grade will have a separate section to differentiate among the different families. This newsletter will be sent via email, posted on our website, and sent in hard copy in the daily communication log.

Social Media: Social media will play an important role in keeping families engaged and informed daily. We will post important announcements such as when to apply, the lottery, upcoming events, and other relevant information such as facts around education, reading, math, and science. To ensure that our families know about our social media accounts, we will include links in each flyer, we will speak about our social posts during conversations, we will also email families links to visit us on the web.

Daily Communication Folder: Families will receive a daily communication log that includes reports on scholar behavior and academic performance. This log will be sent home each day and families must send the form back signed.

Annual Family Meetings and School Contract: Every July, the Head of School will meet with new families to learn more about their desires for their child(ren)'s school and K-8 education, as well as their long-term goals for their lives, and to share the Classical Contract with them that outlines our relationship as partners in their child(ren)'s education. Every May, the Head of School will meet with all returning families, to reaffirm our mission and vision and shared goals with them, and to highlight any upcoming changes or additions for the new year, as well as review and sign the Classical Contract once again. Please note: no family will be required to sign the Classical Contract, but invited to do so as a mutual commitment, and no child will be denied access to or enrollment in the school should a parent choose not to sign.

Additional Roles to Strengthen Support: We firmly believe that Houston Classical will be a hub for the community. After our first year in operation, we will build a Parent Association to assist Houston Classical in the community with events, family engagement activities, and events to increase family involvement in the community. In Year 1, we will plan opportunities for families to assist the school with events and in limited operational tasks to ensure engagement and the success of the school. Some of the duties may include: (a) assisting in recruitment of scholars and families by canvassing and attending events; (b) organizing our resource room; (c) assisting during lunch and recess; (d) assisting with decorations before school events; and (e) assisting in cooking and organizing pot lucks for families and staff.

COMMUNITY RESOURCES: The Lead Founder has begun to create sustainable relationships to assist our families and scholars. From the period of approval to opening we will seek additional partnerships to support our families and scholars. Early work with local organizations is outlined here.

AVANCE Houston: This organization will assist families in gaining a GED, employment, and advanced education. It also supports Pre-k scholars by providing Pre-k programs for families in need. The Lead Founder has been in early communication with Executive Director Luz Flores to establish a partnership with AVANCE Houston to ensure Pre-k siblings of already enrolled scholars will have access to the organization's Pre-k programs to jump start their education. This program will be at no cost to families and will provide early education for families as well as adult education for parents seeking to advance

their education. Cristo Rey School: The Lead Founder is also in the early stages of creating a partnership out of mutual commitment to ensure scholars with less means are well educated and have an equitable access to apply, enroll, and finish college. Thus, we are working on establishing relationships with partner schools that scholars will have an opportunity to attend once they graduate 8th grade. The details of this partnership are not fully solidified at the date of charter submission, however, early discussions with schools such as Cristo Rey allow us to create an option for access and matriculation. We also met with Principal Aaron Dominguez of St. Thomas High School, and former Principal with HISD, about our goals to partner in the years ahead on behalf of our common mission. Houston GPS: The Lead Founder had conversation in late September of 2018 with Community Organizer Belinda Moreira of Houston GPS who expressed concern over families' disengagement due to fear and simply not knowing where to go for resources. Houston GPS focuses on informing families about education and holding school Boards accountable in providing a great education to the public. In doing so, they also focus on increasing parent engagement within school districts. We had conversations about how we can work together to ensure our families are aware of resources such as schools, health clinics, English classes, and programs to assist their children. We intend to help in assisting our families to find resources through Houston GPS, by informing our families through after-and before-school meetings, social media, and flyers with a list of available programs. Alief-Henington Library: We have worked with the Alief-Henington Library for our information sessions, and we have spoken to them about the opportunity to send our families to receive extra support in several areas. Tudor Program After School: The library has a program for Alief families to come in and for their children to receive tutoring for reading and math. We will work together with families and the library to send our families and their children to receive extra support during after-school hours. Family Literacy Involvement Program (FLIP): The library has a program in connection with the Houston Children's Museum to have families check our tote bags filled with books so that they can read with their scholar at the library. The books are leveled, and a member of the staff will also assist if families need support. Houston Classical will ensure that families are aware of these resources and become members of this program to ensure extra support at home. English Classes for Families: The library also provides English classes for adult English learners. We will work with our families to encourage them to attend these classes to assist them in acquiring the English language, highlighting these opportunities on our website and in our Newsletters. Passport and Legal Support: The library also provides consultation in obtaining passports and legal support. We will inform our families and encourage them to attend and access these resources. Houston YMCA: We have contacted Executive Director Tunde Lawal and have spoken to a representative of their afterschool program about building a partnership to allow scholars to attend their afterschool program. In the future, after Year 1, we will look into possibly having their afterschool program at our campus at no cost to our families. Goodwill Houston: The Lead Founder has spoken to President and CEO Steve Lufburrow of Goodwill Houston in late summer 2018 about assisting our families with employment and in the future allowing our older scholars to volunteer at his centers around Houston. Mr. Lufburrow expressed support of the school and hopes for future opportunities with us. Find the letter of support in Community Efforts and Support Attachment FOG 3. Baker Ripley: The Lead Founder is in productive conversations and early relationship-building to connect families to a variety of resources such as immigration and tax services, and is working with their Head Start program to encourage current families and prospective families to place their scholars in Head Start programs. Breakthrough Houston at Connect Community: We are in conversations with the leadership of this organization to create a future partnership to admit our scholars to summer intensive academic programs, at no cost to our families, to enhance the likelihood of them enrolling in great high schools and colleges. One of their directors, Mira K. Shah, is on our Board and will assist in ensuring our scholars receive an opportunity to attend. University of Clearlake

Center for Autism and Developmental Disabilities (CADD): We have briefly spoken to Program Director Dr. Sarah Lechago about assisting us in assessing and supporting scholars who may be considered to be diagnosed with autism. HEB: Lead Founder has spoken to HEB's President in December 2018 about partnering in the future to provide volunteer opportunities for our scholars as they mature.

Evaluation Criteria-Parent Engagement

A strong response will:

- ✓ Outline plan to effectively engage parents, community members, and other neighborhood partners from the time that the operator is approved and supports the plan with research, theory, and/or experience;
- ✓ Incorporates a feedback loop to surface the priorities and concerns of parents and the broader school community; and
- ✓ Include a plan to incorporate parents into the life of the school, once open, including to promote student academic achievement.

EDUCATION PLAN

A DAY IN THE LIFE

1. Provide a description of an average school day for Madison, a student enrolled in the proposed school in its first year of operation. Provide *allotted time, time of day, name, and description of each program/activity* that guide Madison's school day and describe how this experience sets itself apart from the average school day at another school in the surrounding area. Additionally, provide a description of how the school day might look different for each of the following students:
 - a. Steven, a student with an identified learning disability; and
 - b. Maria, a newly arrived English language learner.

Narrative Response:

Evaluation Criteria-A Day in the Life

A strong response will:

- ✓ Provide a clear sequence of events throughout each student's school day;
- ✓ Establish clear and reasonable support for each students' experience, instruction, and/or accommodations;
- ✓ Provide an evidence base for the proposed approach with research, theory, and/or experience; and
- ✓ Cite specific individual(s) and/or position(s) that will facilitate each proposed school day activity.

A Day in the Life: Madison - As soon as 1st grader Madison, who has attended the school for over eight weeks, is dropped off by her mom at 7:15 she is greeted by the Head of School ("HOS"). The HOS asks Madison about her evening and shakes her hand, checking for uniform compliance and noting nothing missing or out of place. Madison walks into the cafeteria where a teacher guides her through the Lifework (Homework) drop-off procedures. Madison drops her work with one of the Assistant Teachers ("ATs"), who grades it on the spot. By 7:20am, Madison has dropped off Lifework and is walking to the table where breakfast has been laid out for scholars. Here, Madison is greeted by her classroom teacher. By 7:25am, Madison sits in her pre-assigned seat. Her teacher is circulating around her assigned table and throwing out the trash for scholars who have finished their breakfast. As Madison finishes breakfast her teacher picks up her trash. Madison begins to complete Brain Work; she is working on reading one passage and answering several comprehension questions. Brain Work is always placed in the middle of the cafeteria table. Brainwork is a worksheet prepared by the school that is at grade level where scholars read passages and answer questions or practice their math skills by completing number stories problem. By 7:35am, all breakfast and Brain Work is completed. Madison hears her teacher clap once and scholars immediately sit in STAR (Sitting, Tracking, Active Listening, Respect) to begin the morning routine. Morning Routine/Chant and Agora Circle (7:35 am, 25 minutes). - Once per week, Agora Circle begins at the end of the welcoming chant led by the Head of School with, "At Houston Classical, we believe work hard, together. We are a community. We believe in ourselves. We are optimistic. We respect ourselves and others. We are respectful. We strive for excellence, even when it's hard. We are

excellent. We are preparing for college and beyond. We are Houston Classical. We are preparing to go on." The Head of School claps his hands twice and states, "Welcome scholars, today is October 22, 2020, today we will be discussing Community, one of our CORE Values." Scholars gather in a circle, seated with their class while the teacher monitors them. Madison chants her university classroom chant with her class. First, Madison listens as the kindergarten classes and the other first grade class shout their classroom university chants in strong voices. Now it is her turn, Madison shouts in a strong voice with her classmates: "We are Duke, the mighty blue devils, we read, we write, we're learning day and night, college bound, that's what we are, we're going far, we're the Duke Blue Devils." During the Agora Circle, scholars shout each other out by naming other scholars and describing what they have done well over the past week. After a scholar is named and their excellence is described, the rest of the scholars chant a cheer to celebrate. The HOS leads a conversation about Community and its importance. After that discussion, the HOS recognizes a class, saying "Class UT Austin has done an incredible job at showing their work and having multiple strategies in all their math problems, that shows their commitment to excellence which is one of our CORE Values. Let's give a shout out to UT for their work at an excellent level." Scholars celebrate the shout out with the common cheer. The HOS recognizes a single scholar, "A shout out to John in A&M, for showing perseverance when facing difficult CGI problems." Scholars then celebrate the shout out with the common cheer. Madison likes to hear how there are other scholars like her who are working hard and are exhibiting the same CORE Values she practices each day. Transition to Class (8:00 am, 10 minutes) - After the Agora Circle, scholars are directed by the HOS to stand in two straight lines for dismissal. Madison walks silently with her classmates to their classroom. Today's schedule is different than other days, and Madison transitions to Literacy Centers. Literacy Centers (8:10am, 60 minutes) - After transition, scholars begin to unpack. Madison sits at her desk and puts her book baggie behind her seat. She raises her hand to signal she is ready to place her bookbag on the hook. The teacher signals okay, then Madison goes and places her bookbag on the hook. Madison sits in STAR while she waits for Literacy Centers. Madison starts first in her Guided Reading group, which assists her in moving towards the next level of reading. Her placement in the group is based on MAP data and teacher observations; all members of the group are at her reading level. Other scholars not in her group are working independently on their computers which has a literacy software to assist them in reading comprehension. During Guided Reading, Madison is encouraged to read along while others in the group are reading out loud; when it is her turn, she reads out loud so the teacher can assess her fluency and accuracy. Madison and her groupmates are guided by her teacher through difficult words. After 30 minutes, before the next rotation, the timer goes off and the teacher claps twice to announce to all scholars to stop what they are doing. The teacher then states, "Scholars, thank you for doing such a great job working independently, and for those who are working with me as well. Now it is time to transition to our next station." The teacher then transitions the Guided Reading group to their computers and computer group to Guided Reading. Madison moves on to independent computer work. Madison spends 30 minutes learning new vocabulary, reading passages, and answering comprehension questions at her grade level. Madison looks around and sees other scholars working on their computers. Madison cannot hear anything because she has headphones on to allow her to hear the computer prompts while not distracting other classmates. Success for All (9:10am, 50 minutes) - Madison and her classmates transition to Success for All for phonics; the class split into two groups, one group led by Madison's teacher and the other by an Assistant Teacher who works with them every day. The teacher says, "Scholars, today we are working on blending our words in our groups." Teacher transitions the two groups; one moves silently in a line to the rug on the floor, the other group in the same way to the kidney table on the other side of the room. Madison is working in a group of 12 scholars. Madison sits on the rug, on her assigned dotted

spot with her feet and hands crossed. Madison's teacher begins the lesson by showing the 12 scholars a video of blending words. The other scholars and Madison follow along and at times sing along. After a few minutes, the teacher begins her lesson. Madison listens and gets to practice by identifying different blends the teacher is presenting. Madison is able to demonstrate what she knows by writing blends on a small dry erase board to show the blends she recognizes and knows. Madison will spend the next period going through blends and practicing with her teachers and fellow scholars.

Bathroom and Snacks Time (10am, 10 Minutes) - Madison and her class transition back to their independent seats. Madison awaits the snack monitor to pass out the snacks for today. When she receives her snack she says, "Thank you." For the next 10 minutes Madison eats her snack. She notices that some scholars are also electing to go the bathroom at this time. She decides not to. During this time, Madison engages in conversation with her fellow classmates at a whisper voice. CGI (10:10am, 40 minutes) - After snack and bathroom, CGI begins. The teacher states, "Please ensure to have two pencils on top of your desk, and show me you are ready by sitting in STAR." Madison is the cube monitor, responsible for going to the classroom math center and distributing the bins of cubes used in CGI to each table before the lesson starts. After Madison is finished, she returns to her seat and tracks her teacher. The teacher directs scholars to stand up, push their chairs in, and silently transition to the rug in a single file line because she has a problem for the class to solve. Madison finds her rug spot and sits in STAR and awaits direction from the teacher. The teacher begins to read the problem for the day and blocks the problem on chart paper so that scholars can read it and can recite the problem from memory. The teacher calls out three scholars, one at a time, to share the problem with the class. Each scholar recites the problem from memory using what the teacher has written to help them. Madison agrees with their retelling of the math problem. The teacher asks all scholars a question about the problem to measure their comprehension. Madison answers the question with a "Yes" by placing her thumb in the up position. After the teacher has evaluated that most scholars comprehend the problem, she has them stand up and transition back to their desks without talking. Madison sits at her desk and waits for the teacher to signal to begin. The teacher then says "Begin," and Madison begins to read the problem and attempts to solve it. She knows she has to think fast, with 8 minutes to solve this problem. Madison works hard and tries two different strategies. Today, she does not use her cubes, but many of her classmates are using them to solve the problem. Madison's neighbor has been selected to share her strategies to the whole class. She notices this because the teacher has placed a star on his paper. She is disappointed she does not get to present to the class but feels happy for her friend who will. After the 8 minutes are up, the teacher gives the same instructions she gave earlier about moving to the rug. The teacher states, "Scholars, you all did a great job in showing effort, and showing multiple strategies. Also, some of you won't get to share today, however, you can certainly learn today, ask questions and be able to present tomorrow or the next day." Three scholars present their strategies by explaining how they solved the problem, while the teacher asks questions as to why they chose the strategy. The teacher also asks questions from other scholars. The teacher asks, "John, why do you think, he decided to count by ten, instead of one by one?" John responds, "Well, I think counting by 10 to get to 50 is faster than counting by ones." "That's correct John," the teacher replies. Madison thinks about the strategies she is seeing and thinking about using them for the next time she sees this type of math problem. At 10:45am, the teacher gives scholars the same directions she gave them earlier to transition them back to their seats after they finished talking about the problem and the different ways to solve it. Madison transitions to her independent desk and places her CGI work in the CGI folder.

Reading Workshop (10:50am, 40 minutes) - After transition, the teacher gets scholars' attention by clapping, directing them to take out their book baggies and place one non-fiction book on top of the book baggie and sit in STAR to show they are ready to begin. Madison follows directions and sits in STAR. After all scholars have completed the task,

the teacher gives scholars the same directions she gave earlier to have scholars move to the rug. The teacher models for 7-8 minutes a skill she wants the scholars to practice independently at their seats. Today, the lesson is on reading with stamina, meaning reading for a sustained time without interruptions. The teacher displays a chart for scholars to know how much time in total the entire class has read for today. She points that the other classes have read for more than 12 uninterrupted minutes, and that their goal is to reach 20 minutes today. Madison and the class get excited. She prepares and starts to look at the chart to imagine 20 minutes of reading. Madison loves this period, because she loves to get 'lost' in her book and read long and strong to help with stamina. Madison loves that she can independently read for at least 20 minutes and at least 2 times per week her teacher confers with her to check in on her progression in reading. Today, the teacher confers with Madison. The teacher squats down and asks Madison to read in whisper voice to her. Madison reads, and the teacher notices that Madison is still struggling to read at a normal pace, thus forgetting to read important words that may help her understand the book. So, the teacher stops Madison and tells her, "Since the last time we spoke, you have improved in self-correcting while you read, now I need you to work on slowing down and reading every word. Now let's practice this now and see how it's done." The conference with her teacher lasts for 5 minutes. Madison feels good about her improvements and knows what she needs to do next to make her reading better. The teacher collects this data and writes it on her conferring binder, so she can come back and check on Madison's progress.

Lunch and Recess (11:30am, 40 minutes) - Madison walks for 2 minutes to get to the lunchroom that located at the end of the hallway. At lunch she is greeted by the HOS who announces the menu for today and sets the expectations for behavior. He states, "You may get in one single line and take your lunch, after that you please sit at your assigned table and eat. Remember, you cannot speak to your neighbor until everyone is seated with their food." After all classes are seated with at their food, all scholars begin to speak with their shoulder partners. At 11:50am, the HOS claps to gain scholars' attention. Scholars are silent. The HOS then states, "You have 15 seconds to place all garbage on your tray. Once you are done, let me know you are ready by sitting silent with your back straight." Scholars are then instructed to silently throw away their trash and sit back down on their original lunch seat. The HOS signals scholars to stand silently before he transitions them to recess. At 11:55am, Madison transitions to the gym/park to play for recess. The HOS alongside staff members transitions scholars to recess in two silent lines. Once in the gym/park, the HOS sets out the expectations for playing and what to say if you accidentally hurt someone. Scholars are supervised by three adults, the HOS, Operations Manager, and Assistant Teacher. Madison loves recess; she gets to play with friends and speak to them about her classes, family, and what she is excited about.

Math Workshop (12:10pm, 40 minutes) - Teachers transition scholars silently to their classroom. She then states that they are going to transition to their seat. Madison transitions to her seat. The teacher then states, "Silently, please take out your pencils and sit in STAR to let me know you are ready" Madison quickly prepares as well as her classmates. Once all scholars are seated silently, the teacher signals the class to transition to the rug. Madison sits on the rug and waits for the lesson to begin. The teacher begins the lesson and explains that today scholars will be working in partner work to solve a math problem. Today scholars are going to work together to figure out how many cookies you need to buy for a party of 15 scholars, so each scholar can eat the same amount of cookies, and each packet of cookies has 5 cookies. The teacher then selects the groups. The groupings are heterogeneous to ensure that scholars can assist each other in finding a solution. During this group, Madison takes the lead and begins to depict the problem in picture form so that they can all understand what they are doing and how they can solve this problem. Scholars spend 15 minutes doing this work, Madison notices that at the same time, the teacher is working with a small group of scholars as the teacher is

helping them solve the problem. After 15 minutes, the teacher stops the class, and states, "Most of you are doing a good job with this problem, now imagine if 5 more scholars decide to show up to the party, how many cookies would they have to buy?" Scholars work on this addition to the problem. By 12:35, scholars are called back to the rug and teams are called up to show their responses and how they were able to solve the problem. Madison's group is called, and she explains the problem and how they were able to solve it as a group. The teacher asks the entire group, "What information did we already know that allowed us to solve this problem?" Scholars respond that they knew the total number of cookies per packet was five (5) and the total number of scholars which was fifteen (15). From that information on, the teacher then begins to ask questions to understand how they distributed the cookies evenly among 15 scholars. Madison's teacher expresses how pleased she was because the group worked together, and this was led by Madison. She states, "This is showing great team work and community, working and helping each other to learn, which is part of our CORE values." Madison feels good and encouraged to continue to work hard in math while also helping her group. The teacher claps to call the scholars' attention: "Scholars, our time for Math Workshop is almost done, now we will begin to transition to science." Scholars wave their hands as to signal a silent cheer. The teacher then says, "Now, you are going to walk back to your desk, place your math work in your folders and take out your science lab coats hanging beside your desk. Ensure you do this silently and efficiently. You have 3 minutes." The teacher states, "Now, scholars show me you are ready by sitting silently in STAR" as the teacher is setting the materials on their desks.

Science (12:50pm, 40 minutes) - The teacher begins science promptly. Madison loves science because she learns a new concept each week and is able to do an experiment with her classmates at least 3 times per week. She enjoys that she gets to wear a lab coat that signals that now she is a scientist. For the first 2 minutes, scholars watch a short video on the water cycle. During this time, scholars are sitting in STAR, listening closely to the video to obtain information. After the video, scholars track the teacher for the lesson for the day. Madison shows her excitement by smiling and sitting in STAR. The teacher begins, "Scholars, we have been learning about photosynthesis and how plants survive. Today, we are going to learn about how photosynthesis occurs within a flower." Scholars show excitement by waving their hands silently. The teacher then says, "Scholars, the most fun part today is that you are going to do this experiment. First you are going to have an educated guess, draw a hypothesis, as to how plants grow and what they need to grow then you will conduct an experiment with your partner." She introduces the lesson, reading a passage about what plants need to grow and photosynthesis, and scholars follow along. The teacher is paying attention for scholars who are having difficulty reading to ensure she supports them during the independent portion of the lab. After she finishes reading, the teacher asks several comprehension questions: "Based on the reading, what are two things plants need to survive or grow?" Scholars raise their hand to respond. One scholar states, "Water." The teacher states, "Jose, please in complete sentence and a little more of an explanation." Jose responds in a complete sentence. The teacher asks, "Do we disagree or agree with Jose's assertion?" Most agree, but a few do not. The teacher knows she will have to follow up with those two scholars to support them during independent work. The teacher transitions scholars to track her so she can explain step by step what they are going to do with the science partner: "Scholars, you are going to do the following during the experiment. (1) You are going to select a color of ink (pink, blue, green, red and yellow) with your partner. (2) You then are going to place that color ink in the glass of water. (3) You are going to mix the ink and water. (4) You are going to place the white flower on the ink and water mix. (5) After you have placed the flower in the ink and water mix, then you and your lab partner will take notes on your science notebook. You will also jot down your observations on the flower and why do think any change is happening." The teacher transitions scholars to independent work, setting expectations that scholars can speak to one another at a whisper but only about the

experiment. Madison is excited because experiments are always her favorite part of science. During the experiment, the teacher is conferring with scholars and pushing their thinking and observations. She also checks in with scholars who need extra support. She helps another group gather ideas as to why the flower is changing color. After Madison's group finishes, scholars write their observations in their science notebook, which they share with their classmates towards the end of the period. By 12:35pm, the teacher asks scholars to track her. During the last 10 minutes, the teacher engages in conversations about observations and what they have learned today: "What did you expect to happen when placed the flower in the ink and water mix? Did that happen?" Scholars raise their hands to answer the question. At the same time, the teacher's science helpers are clearing the materials from the tables and placing them in designated area of the room. During this time, Madison asks to go to the bathroom. The teacher says "Yes." Madison picks a bathroom pass and walks to the bathroom. She knows she only has a few minutes to get back to the start of Writing Workshop. Madison comes back in less than four minutes. When she arrives, the class is transitioning to Writing Workshop.

Writing Workshop (1:30pm, 40 minutes) - After science, scholars transition to Writing Workshop (WW). Following a similar structure as the Reading Workshop model, where scholars learn a lesson and then practice it independently. The teacher begins by stating, "Scholars, during this entire unit we have been working on our narratives. Today, we are going back into our writing to revise, review and edit our work." Madison is excited to go over her narrative she has been crafting for over a week. She has five pages of at least three to four sentences for each page. The teacher models how to revise and edit a piece that she had prepared before class. She models how to edit for proper punctuation, complete sentences, and that the pictures they have drawn matches their writing. After the teacher models, she asks scholars to show her where there are still any errors in her writing. Scholars raise their hands and point to several errors. Madison raises her hand and states, "The Y in yesterday needs to be capitalized because it's in the beginning of the sentence." The teacher says, "correct, every first letter of the first word in the beginning of a sentence needs to be capitalized." The teacher ends the mini lesson and sets expectations for independent work. The teacher states, "Scholars, today you are going to go back to your independent desk and work on editing and revising your writing. I have provided a checklist of components you should go over in your writing; you must complete all editing and the checklist before you are done. You will have 30 minutes to complete this. When I say one, you will get up and go to your desk and take out your writing folders, then when I say two, you will take out your writing and begin to edit until the time is up. This work is independent work, so you need to be silent." The teacher transitions scholars and Madison begins to work independently on her writing, which is focusing on revising her work. Madison looks at the checklist, which serves as a reminder for her as to what to look for in her writing. She then spends the next 30 minutes reading her writing, making edits, and refencing her checklist. Madison looks up and notices that the teacher is working with a small group of scholars helping them write through the pictures they have created and assisting them in their editing. At 2:00pm, the teacher asks scholars to share their editing process and ascertain whether the checklist was useful. Madison shares that she found the checklist help her catch mistakes she made in her writing and explained how she had to go back and add more detail to her writing based on the detailed pictures she had drawn a week ago in class. The teacher expresses how pleased she is with the scholars' work throughout the period and day, and how they are showing their commitment to excellence. The teacher says, "Scholars, we are now getting ready to begin Close Reading; today's topic is the exciting history of the Alamo. So, when I say go, you will place your writing and checklist in your folder and place it on your seat sack while I pass the passage on the Alamo. You need to take out your clipboard and keep your pencils on top of your desks.

Close Reading (2:10pm, 40 minutes) - After WW, the teacher transitions scholars to Close Reading. Scholars transition to the rug with a clip board that has today's passage and a pencil. Madison is

prepared and awaits the teachers cue to begin the lesson. The teacher begins to share complex vocabulary they will encounter: "Scholars, today we are going to first tackle tricky words, such as battle, which means the result of a disagreement between two or more people or groups, also troops, which means a number of men and women who fight in battle." The teacher places these on the "word wall" so scholars can remember and access these words in the future. Following this, the teacher directs scholars to read the passage silently on their own and jot down key ideas, and any details that they think are important. Scholars have eight minutes to read. Madison reads the passage and jots down important ideas and details. After 8 minutes, the teacher calls back the class and asks for scholars to turn and talk with their partners about what is the story about and the key ideas that support this main idea. Madison turns to her partner and shares her response: "I think this passage is to inform us about what happened in the Alamo and what were the causes." During this time, the teacher, circulates to listen in and evaluate how much information each of the scholars are able to pull from the text and what questions she needs to ask to push their thinking. The teacher begins to read the first portion of the passage and asks questions based on what she is reading and her observations during the turn and talk. The teacher says, "Madison, what do you think this passage is about, say it nice and proud so everyone can hear?" Madison repeats what she told her classmate. The teacher states "Great, now can anyone support that statement with evidence from the text?" Other scholars raise their hands. The next 20 minutes are spent with the teacher asking comprehension questions, going deeper into what the causes of this conflict were, so that scholars not only learn about the dates and times this occurred but the reasons, the result, and its impact on today. By 2:45, the lesson ends and the teacher begins to set expectations for the next period, Physical Education (PE). The teacher transitions scholars to the gymnasium where the PE teacher greets them and begins the lessons. Physical Education (2:50pm, 30 minutes) - After Close Reading, scholars transition to PE. Madison enjoys PE because she gets to practice running, skipping, and playing different sports. The PE teacher begins: "Scholars, I am so excited you are here today, because I have exciting activities where we get to practice our movements and compete." The teacher explains they are learning how to relay race by skipping and running. Madison is placed in a group of nine scholars; she notices there are two other groups participating and are ready to race against her group. Madison is excited to compete with her classmates. The PE teacher sets expectations: "Scholars, you are in groups of nine, you must remain in a single line, and when you are completed with your race, go to the back of the line; you can cheer on your classmates, but when I say stop, we will stop speaking, and sit in STAR." For the next 20 minutes scholars compete against their classmates. The PE teacher observes scholars, coaching those who may have difficulties skipping and/or running, and those who may have difficulties staying in their assigned line. By 3:10, the PE teacher transition scholars to their assigned seating spots. For the next 8 minutes, the teacher directs scholars to stretch and take deep breaths. This is done to calm scholars before they go back to their classroom. By 3:08, the teacher is back to pick the scholars up from the gymnasium. Choice Time (3:20pm, 20 minutes) - After Physical Education, scholars transition back to class where multiple stations await them. The teacher explains "scholars, during choice time, today we will have the opportunities to play board games, with puzzles, and blocks". The teacher then selects groups to work together during this period. Madison is selected to join the puzzle group where four scholars participate in solving a puzzle. Madison also notices that there are other groups. Building blocks, math games, connect four, and checkers. These groups are selected by the interest of scholars and that changes on a weekly basis. Madison is happy because she loves puzzle and last week she was able to play with Building Blocks, so she is excited that she is doing something new. During this time, the teacher circulates the room and ensuring proper behavior and manners are being practiced and takes every minute as a teachable social moment for her scholars. By 3:38, the teacher calls back scholars' attention and begins clean-up. Each group is responsible for cleaning and have two minutes to do so.

Dismissal and Pack Up (3:40pm, 20 minutes) - By 3:40, the teacher transitions scholars back to their seat. By 3:45pm, scholars go back to their seats and sit in STAR. The teacher begins to set expectations: "Scholars, we are beginning our pack up and dismissal, this will be done silently and quickly." The teacher directs the dismissal monitors to pass out bookbags. Once Madison receives hers, she places her book baggie, pencils, and communication folder in her backpack. By 3:55pm, all scholars are seated at their desks with their bookbags next to them on the floor ready to go home. Scholars are ready to transition out of their classroom and wait for their parents to pick them up. Teachers line scholars to await being picked up by a person from the dismissal team. Scholars are silent while the teacher goes over math facts with them. Once a scholar is picked up, they walk with a staff member to the car where their parents pick them up. Getting in the car, Madison tells her mom about Agora Circle, her strategy in Math Workshop and progression in reading, what she did in PE and the fun she had in Choice Time.

A Day In The Life: Steven (Scholar with a Learning Disability, Dyslexia) A scholar like Steven will have a similar schedule to Madison; however, there will be interventions through the day built out for him to allow him to have access to the education provided to all scholars.

Arrival (7:15 am, 25 minutes) - Steven's arrival is identical to Madison's with no special accommodations.

Morning Routine/Chant and Agora Circle (7:35 am, 20 minutes) – Steven's morning routine is identical to Madison's. The teacher is aware of Steven's challenges with oral language, so she stands/sits next to him to assist him during the chants. Transition to Class (8:00 am, 10 minutes) - Steven transitions with the same expectations as Madison. The teacher is aware of Steven's disability, so speaks clearly, with economy of language and clear steps.

Literacy Centers (8:10am, 60 minutes) - Steven participates in Guided Reading in a group for the first 30 minutes. His group is based on his reading level. The teacher works with Steven with vocabulary. Steven is a reader, however, sometimes he has difficulty understanding complex words and sounds, so during Guided Reading the teacher ensures that complex words are pre-written on postcards and that he is called to sound them and say the word until full fluency. After Guided Reading, during the independent portion, Steven is pulled into a small group of two to three scholars by our special education teacher to support Steven in reading as outlined in his IEP. The teacher uses Leveled Literacy Intervention to assist Steven at least three times per week. During this time, scholars and teacher practice letters, sounds, and reading short sentences with comprehension questions. Steven really enjoys this intervention because it is in a small group where he gets a lot of attention and feels encouraged. This intervention lasts approximately 30 minutes.

Success for All (9:10am, 50 minutes) - Steven joins his class to begin Success for All, joining a group that is on or about his reading level. Success for All lessons are differentiated with visuals such as pictures and videos to ensure all scholars have access to the lesson, and which targets Steven's difficulties with sounds and words. He sits next to this teacher as a proximity technique.

Bathroom and Snacks Time (10am, 10 Minutes) - This is identical to Madison with no accommodations.

CGI (10:10am, 40 minutes) - This is very similar to Madison; however, within the structure there is differentiation. With every problem there is an anchor chart with previous strategies that scholars can access to assist in solving similar problems, reminding scholars of strategies they can use to solve a similar problem. This assists Steven in gaining access to problem types. Although all scholars have access to cubes, the teacher encourages Steven to use them to support him in solving math problems. Steven's teacher spends extra minutes with Steven before he goes back to his table to ensure he has access to the problem. Thus, she uses slow release, to ensure Steven has access to the problem. Once the teacher is confident he does, she sends him off and checks on him after a few minutes. Steven is selected as one of the scholars to repeat the problem in the beginning of the lesson to ensure that he

has gained access and that he has a solid understanding of the problem.

Reading Workshop (10:50am, 40 minutes) - The lesson is mostly the same for Steven; however, since Steven struggles with fluency due to decoding complex vocabulary, the teacher places him in a small group of three to four scholars for the first 20 minutes of independent reading. The teacher knows the books that Steven is reading, so she picks up a few words within the book to highlight and sound them out. Three times per week, an Assistant Teacher pushes in to do another small group of Guided Reading in which Steven participates to ensure he is continuing to improve.

Lunch and Recess (11:30am, 40 minutes) - This is identical to Madison's with no accommodations.

Math Workshop (12:10pm, 40 minutes) - Steven participates in the lesson like Madison; however, the teacher places him in the front row on the rug and always checks in with him during independent work. At least twice per week, Steven is pulled for a small math group to ensure his is retaining his learning.

Science (12:50pm, 40 minutes) - The same instruction with scaffolding built in using visuals like pictures, videos, and models to assist Steven in gaining access to the material. The teacher ensures Steven sits close and that his partner is selected strategically so the partnership can be productive.

Writing Workshop (1:30pm, 40 minutes) - Steven participates in the classroom like Madison. If the teacher notices that Steven is struggling, the teacher keeps Steven behind on the rug and guides him through the lesson until the teacher feels comfortable having Steven work on his own. Twice per week or more depending on need, Steven is pulled for writing intervention where he receives scaffolding writing lessons with two to three other classmates for 20 minutes. The teacher helps in generating ideas in the beginning of the unit, writing through pictures, and placing proper punctuation in their writing.

Close Reading (2:10pm, 40 minutes) - Mostly the same instruction; however, the teacher asks Steven questions to keep him intrigued and uses proximity to keep Steven close to her. She supports Steven if he needs assistance when reading independently. When Steven is working independently, the teacher sits with Steven for a three to five minutes to ensure he has access to the passage.

Physical Education (2:50pm, 30 minutes) – This is identical to Madison's with no accommodations.

Choice Time (3:20am, 20 minutes) - This is identical to Madison's with no accommodations.

Dismissal and Pack Up (3:40pm, 20 minutes) - The same as Madison with no accommodations, other than precise, clear language for all scholars to understand. Please note: each lesson is differentiated for scholars like Steven and most curriculum lends itself to scaffolding. In Summer Institute we will train teachers on how to differentiate and lead small groups and interventions. We will provide training and ongoing support on how to meet scholar's IEPs. Below are a few strategies that support Steven, proven effective by other schools such as Nashville Classical and Brooke Schools.

Differentiation: Inside the class, lessons are differentiated to ensure that Steven is learning and to ensure he has access to the curriculum. This is done by teachers explicitly modeling what they want scholars to do once they begin to work independently. Most lessons, especially in Math and ELA Workshop are Gradual Release (I do-We Do-You do) to ascertain whether Steven has understood what is asked of him before working independently. If the teacher decides he is not ready, he may stay back and get a one-to-one lesson to ensure he has access and is able to work on his own. Strategies are taken from Lemov's Teach Like a Champion 2.0 proven successful for all scholars, especially those like Steven. (For more information of these strategies, please find them on the Instructional and Curriculum Section of the Application).

Active Monitoring: Teachers are actively monitoring during independent work to ensure all scholars are working but to also to coach scholars into the work they are producing on their own.

Anchor Charts: These charts in ELA and Math allow scholars to activate prior knowledge on ideas and lessons discussed prior to assist them learning while working independently and/or with a teacher.

A Day in the Life: Maria (Scholar Identified as English Language Learner) Maria has arrived in this country within the past six months. She is making small progress in acquiring English. Maria does well in math when she understands what is being asked of her; her areas of growth are speaking, reading, and writing in English. We have placed Maria with teachers who speak Spanish, so they can support Maria in her native language while acquiring English. Arrival (7:15 am, 20 minutes) - Maria's arrival is nearly identical to Madison with no accommodations. The HOS is fluent in Spanish thus is able to assist in transitioning the beginning of the school year. The HOS says, "Buenos dias, Maria. Como estas?" Maria, usually responds, "Estoy bien, gracias." Morning Routine/Chant and Agora Circle (7:35 am, 25 minutes) - Maria's morning routine is identical to Madison's; however, we partner Maria with a teacher that speaks her language to ensure she can walk her through our morning ritual. The teacher helps in reciting the chant and a printed sheet with the chant is provided for Maria to assist her in chanting along. Transition to Class (8:00 am, 10 minutes) - Maria's transitions with the same expectations as Madison. The teacher may give directions in Spanish if she thinks Maria did not understand. Literacy Centers (8:10am, 60 minutes) - Maria receives Guided Reading in a group on or close to her level. During the independent portion, Maria is pulled to a small group of two or three scholars by our ESL teacher to support her in English acquisition. The teacher has prepared a lesson to target Maria's deficits with lessons aligned with the ELPS standards. The teacher ascertains whether Maria can identify key words based on visual representations and then demonstrates a picture of a book. Maria thinks and raises her hand and states, "Book." The teacher smiles and replies, "Correct, Maria, this is a book." Success for All (9:10am, 50 minutes) - Maria joins a group that is on or about her reading level; Maria is in the lowest groups for scholars in phonics. She receives instruction identifying and sounding different letters and words. Using Structured English Immersion, Maria receives intervention at her level while at the same time quickly moving her in the continuum of acquiring the English language.

Bathroom and Snacks Time (10am, 10 Minutes) - This is identical to Madison's period.

CGI (10:10am, 40 minutes) - For the most part, CGI is the same as Madison; however, there is some differentiation. Maria gets to practice her oral language by speaking about how she solved her problem. Although Maria has difficulties speaking English, the teacher assists in either translating and/or guiding Maria through the process of explaining how she solved the math problem.

Reading Workshop (10:50am, 40 minutes) - The lesson is mostly the same for Maria; however, the teacher places her in a small group for the first 20 minutes of independent reading. Two times per week, an ESL teacher pushes in to do another small group of LLI for a portion of the curriculum that adapts to ELL scholars. In this session, teachers guide scholars through a book based on their level. The teacher usually asks Maria questions aligned to the ELPS and based on her goals. She asks basic yes or no questions about the book, to identify key words, and to determine the meaning of words and sentences based on what she has read and the context clues based on the pictures.

Lunch and Recess (11:30am, 40 minutes) - Maria is seated with classmates who can speak her language. Math Workshop (12:10pm, 40 minutes) - Maria receives mostly the same instruction; however, during independent work, Maria is pulled for a small group to go over the problems with assistance from the ESL teacher. Also, TERC Investigations comes with a Spanish materials to support our ELL scholars.

Science (12:50pm, 40 minutes) - Maria gets the same instruction as Madison. During independent work, the teacher checks in with Maria to help her understand what she needs for her lab assignment.

Writing Workshop (1:30pm, 40 minutes) - Maria and other scholars are pulled in a small group to receive support on basic brainstorming ideas. She receives support by having her in a small group where they discuss a picture and write through the picture, helping Maria connect pictures to words.

Close Reading (2:10pm, 40 minutes) – Teachers will ask Maria questions to keep her intrigued, use

proximity to keep Maria close to the teacher, and support if she needs assistance when reading. Physical Education (2:50pm, 30 minutes) - Physical Education will be the same as Madison. Choice Time (3:20am, 20 minutes) - Choice Time will be the same as Madison. Dismissal and Pack Up (3:40pm, 20 minutes) - The same as Madison. However, the teacher will be cognizant and sit her next to scholars who are bilingual. For an ELL scholar, their day will look very similar to Madison, however, there will be small groups built in through the day to ensure access to and acquisition of the English language, especially during core content areas with differentiated work to ensure ELL scholars have access to the curriculum. There are other components of the school within the class and outside that will ensure success for an ELL scholar like Maria.

Oral Language: Our school model depends a lot on oral language and the acquisition of language through speaking with fellow classmates and teachers. Particularly CGI, Science, and ELA sessions require scholars to speak more thus enabling Maria to acquire the language at a faster rate.

Small Groups: Maria will be placed in small groups throughout the day, especially in math and ELA to ensure she is getting access to the curriculum and is able to be successful. Scholars who are ELLs like Maria are provided with all the services required for them under the law. We firmly believe that all scholars, including Maria and Steven, will be able to learn by executing on our instructional techniques, differentiation within the class, and small group.

FINANCE/OPERATIONS/GOVERNANCE PLANS

OUTREACH AND PUBLIC MEETINGS

1. Provide a synopsis of any outreach held to discuss the proposed charter school plan. NOTE: 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.
2. Discuss specific outreach strategies that were or will be taken. Include:
 - a. Board Member input as to the specifics of outreach planning, protocols for the meeting(s), and any community engagement;
 - b. Selection process/rationale for all strategies used for community outreach/advertisement; and
 - c. Considerations for any barriers to engagement for parents and families.
3. List and describe all public meetings held to date. NOTE: 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 one year prior to opening any campus. See Letter of Special Assurances (available to download on the Subchapter D Charter Applicant page which can be accessed [HERE](#)) if proposing to open more than one campus.
Include:
 - a. Date and location of each meeting;
 - b. The number of attendees at each meeting, including a count of those residing within five, ten, and twenty or more miles of the meeting location;
 - c. Outreach efforts to promote each meeting; and
 - d. Board Member(s) in attendance at each meeting.
4. Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.
5. Describe any communications with Texas State Board of Education Representatives and/or elected officials to date.

Narrative Response:

1.Synopsis: The Founding Team has engaged in continuous and robust community outreach, informed by discussions regarding strategic ways in which we could best reach and engage with the proposed school community. We determined that one of the primary ways to talk with and learn from families was to meet them in gatherings and local spots where they already meet. (1) Lead Founder Deyvis Salazar participated at a Tabling Event hosted by Families Empowered, which gathers families around the issue of school choice, on Nov 3, 2018 ,where he spoke to 30+ families from Alief and southwest Houston. (2) The Founding Team held a Tabling Event at the Henington-Alief Library, a local gathering spot due to its affording of technology use including internet, passport and immigration support, and English classes on Dec 1. The Lead Founder will be providing English classes starting in January 2019 and throughout upcoming year. (3) The Founding Team held its first Information Session at the Library on December 6 at which the Lead Founder spoke with 8 families. (4) The Founding Team held a second Information Session at the Library on December 11 at which the Lead Founder spoke to 26 families about the proposed school for Alief ISD. (5) The Founding Team held a third Information

Session on December 20, at which the Lead Founder spoke with over 30 people. Days were staggered across the week to ensure widest availability. The December 6 and 11 dates were both posted in the Houston Chronicle. The December 1 and 6 events included participation of two Founding Board members; the December 11 meeting included the participation of five Founding Board members. Starting in July 2018, Lead Founder and proposed Head of School Deyvis Salazar has spoken with 200+ Houston community stakeholders about the proposed school and the need for a high achieving charter school. Mr. Salazar and the Founding Board have attended 15+ events promoting the school's mission. As highlights, the Lead Founder has met with leaders of local organizations including Goodwill Houston, AVANCE Houston, Cristo Rey Jesuit, KIPP Houston, Harmony Schools, Latinos for Education, Good Reason Houston, Houston Business Journal, Luna Strategies, LLC, Greater Houston Partnership, and Greater Houston Community Fund to inform them about the mission of Houston Classical and to establish relationships in the spirit of helping all families and scholars. Meetings will continue beyond charter submission in continued engagement on behalf of Houston Classical.

Publicized Meetings. As outlined above, and as publicized in the Houston Chronicle, the Founding Team held two informational sessions at the Henington Alief Library on December 6 at 6:00pm and December 11 at 5:00pm. During those meetings, the Lead Founder, who is bilingual, spoke for 15 – 20 minutes about the proposed school, providing information in English and Spanish. Three additional members of the Founding Team are bilingual, which we have found extremely helpful in a community in which approximately 40% of students are identified as ELL and in which a significant number of families are monolingual in Spanish, with a growing population of West Africans, Middle Easterners, and Southeast Asians, several of whom attended our local meetings. The remaining time was devoted to hearing families' input as to what is important for them, what would they like to see in a school, and their overall impression of Houston Classical. The Agenda can be found in FOG 1 Attachments. After the Lead Founder and members of the Founding Board spoke about the proposed school, families were asked questions about what they would want to see in a school, and what has been their experience in school. In conversations with families, we heard the following: (a) ██████████ stated, "I am glad there will be a school like Houston Classical which focuses on the foundations like grammar because the schools we have been to focus too much on the test and not enough on the fundamentals." (b) A ██████████ ██████████ and ██████████ stated that ██████████ was looking for a school for her ██████████ that sent homework daily and that challenges ██████████ since ██████████ feels the current school is not challenging ██████████ enough, so ██████████ is bored.

Outreach Strategies As outlined above, our outreach strategies have included participation in multiple events across the community, holding local Tabling Events, holding Information Sessions, meeting with hundreds of community stakeholders, distributing family-friendly informational materials in local venues, and establishing an online presence to communicate updates and gather additional input, to include postings of information sessions in the local newspaper. Founding Board members have participated in a number of specific ways, including advocating for and creating our online presence, referring the team to and attending a variety of local meetings with community stakeholders, and referring additional members as possible candidates to the Founding Team. Participation in Multiple Local Events: The Lead Founder and/or members of the Founding Team have attended many events on behalf of Houston Classical. Events include Houston Hispanic Chamber of Commerce Expo, Houston Hispanic Chamber of Commerce Gala, and Families Empowered. Meeting with Hundreds of Community Stakeholders: Please see highlighted list of meetings below. Please note that this list is not all inclusive of all meetings, but instead shows the breadth and scope of such work; all attendees at meetings are on our monthly newsletter distribution. CEO @ Goodwill Houston Steve Luffburrow; Head of Marketing Strategies @ WinAcre Partnerships Adrienne Amin , Gina Luna; CEO of Luna Strategies; Former SPISD Superintended Duncan Klussmann; Attorney @ Schulman, Lope, and Hoffer

LLP Michael Higgins; Former Investment Banker JP Morgan Colleen Nichols; Houston Community Organizer Alex Ceballos; Senior VP of Global Alliances @ Service Now David Parsons; President of Cristo Rey Paul Posoli; Community Commission Precinct 2 Adrian Garcia; Board Chair @ OUT Education Marvin Fuentes; President @ OUT Education Sallie Wyatt Woodell; Adjunct Professor @ University of Houston Dr. Matilde Sarmiento-Arribalzaga; Social Director of Philanthropic Resources @ MD Anderson Cancer Center Ana Ortiz; Director of Breakthrough @ Connect Community Mira K. Shah; Associate @ Strauss, Hauer, and Feld LLP Scott Friedman; Executive Director @ Station Houston Gabrielle Rowe; Executive Coach @ Healthcare Quality Dolly Brenneman; Director of Development @ Vecino Health Centers Cary Duval; Investor @ JP Morgan Brittany Underwood; Executive Director @ IDEA Public Schools Houston Allison Serafin; Business Development Associate @ Houston EB 5 James W. Kelly; Chief Editor @ The Houston Business Journal Giselle Greenwood; Executive Director of Danny Kaye Cloud Krystal D. Carter; Associate @ Baker and Hughes Inc. Ben Weber; Investor @ Riverstone Holdings Rob Gray; Vice President @ Riverstone Holdings Rajen Mahagoakar; Director @ University of Houston-Clear Lake Center for Autism and Developmental Disabilities Sarah Lechago; Executive Director @ TEACH Nory Angel; Marketing Coordinator @ Boylar Miller Hannah Juracek; Manager of Community Engagement @ GPS Houston Belinda Moreira; Founder of Felix Chevalier and Associates Felix Chevalier; Former Knicks Head Coach Jeff Van Gundy; Investor @ Limestone Partners Fernando Urrutia; Head of Fundraising @ Limestone Partners Lyssa Burlough; CFO @ WinAcre Partnerships Chris Smith; Accountant @ KPMG Paul Wasserman; President @ HGB Scott McClelland; Assistant Principal @ KIPP Houston Fabeah Adu Oppong; Real Estate Broker @ Nan Properties Laurie Coton; Retired Banker @ JP Morgan Lori Vettters; Senior Advisor @ Safal Partners and former Executive Director of Teach For America Houston Luis Elizondo-Thomson; Digital Producer @ CELLA-Chevron Creative Studio Jessica Hampton; Attorney @ Houston Community College Lucie Tredennick; Senior VP and Chief Philanthropic Officer @ Greater Houston Community Foundation Renee Berrios; Vice President of Internal Management Consulting @ IAG Veronica Torralba Lozano; Associate Attorney @ Cruickshank and Alaniz Brett Holubeck; Associate Attorney at Hogan Lovells Catherine Bratic; Associate Attorney @ Alonso and De Leef PLLC Nayje Soto; Senior Deal Structure @ Shell Chirag Amin; Founder @ Texas Charter School Fund Mike Feinberg; Executive Director of Good Reason Houston Alexandra Hales; Adjunct Professor @ University of Houston Dr. Jessica Tovar-Hilbert; Board Chair of Musee D'Orsay Maureen Higdon; Assistant Professor @ University of Houston Ashwini Tiwari, PhD; Associate @ Pond Robinson and Associates David Jones; Professor at San Jacinto College Ron Burnett; Executive Director @ The Beacon Houston Rebecca Landes; CEO @ Harris Center for Mental Health and IDD Wayne Young; Professor @ Rice University and Board Chair @ Harmony Schools Oner Celeocikay, Ph.D.; Executive Director @ Robert and Janice McNair Foundation Kristi Cooper; Marketing Manager @ Cushman and Wakefield Cristane Martin; Associate Attorney @ Pierce and Skrananek PLLC Ashley Lauren Barill; Senior Director of Development at The Barbara Bush Foundation for Family Hutton Higgins; Principal @ GEM Legacy Management LaMecia Butler; Owner @ Wayne Watson Associates Wayne Watson; Teacher @ Spring ISD Megan Watson; Former CEO of Harmony Schools Dr. Soner Tarim; Executive Director @ Hawes Hill Calderon LLP Richard Rodriguez; Partner @ Follett USA Matt Garibaldi; Philanthropist Betsy Garibaldi; Executive Officer @ Akinis Companies LLC Leo Limbeck III; Principal @ Mission Heights Enterprises Ltd. Stuart Saunders; Vice Chairman @ JP Morgan Private Bank Marty Goosen; Manager @ Good Reason Houston Becca Kapnick; Assistant General Counsel @ Riverstone Holdings Eliot Cotton; Founding Partner @ Ethos Venture Group Alex Triantaphyllis; Executive Director @ Latinos for Education Andy Canales; Accounts Manager @ Houston Chronicle Keenan Porter; Instructional Coach at TEACH Shara Tsai.

Distributing Informational Materials in Local Venues: We have created family-friendly informational materials in English and Spanish to inform families about the proposed charter school, and to inform

them of our informational meetings. These flyers (200+) were distributed to the Henington Alief Library, the Alief Family YMCA, and local businesses such as Fiesta Supermarket to promote awareness of our meeting. Establishing Online Presence Recognizing that families increasingly access information and communicate through electronic sources, we have established multiple ways to engage the community through such platforms. Social Media: The Founding Team created social media accounts for Instagram, Facebook, and Twitter on November 3, 2018 on which we have posted items in English and Spanish on the proposed charter school and ultimately about our information sessions. We are receiving an average of 30 “likes” per posting and have over 100 followers on social media. Our social media apps get updated, on average, once every two weeks; we know from Instagram analytics that our posting have reached at least 97 families. Website: The Founding Team created our website on November 16, 2018. We have used our website to share a survey for families to sign and answer questions around education, thus further gaining their input as to what is needed in the community. Currently, we have over 120-page views since the middle of November 2018. Email: The Lead Founder emailed all families he has met at tabling events to advise them about the upcoming information meeting. Newspaper Ad: We published a newspaper ad with two Information Session dates on the Houston Chronicle at least one week prior to our first meeting. (Please see the attached as FOG 1: Published Notice(s) of Public Meetings.)

OBTACLES FOR COMMUNITY ENGAGEMENT: As a community with many recent immigrants, the level of fear and mistrust is high, and thus getting families to come out to events for a new and unknown entity and to get families to complete surveys or other documents is challenging. Organizations like GPS Houston which serves the immigrant community shares these concerns. Therefore, we have worked to embed ourselves in the community, and particularly in local libraries where families gather to learn English and receive support on documentation. The library and other local venues that are accessible by public transportation have also been an important part of our outreach, as many families are either unable to get a driver’s license due to documentation issues and/or do not have the financial resources to own a car themselves. Another obstacle was home language, which for many families in our community is Spanish. All materials, including all family surveys, are in Spanish. The Lead Founder is bilingual in Spanish, as are three members of the Founding Board.

ATTENDANCE PER MEETING: On our first meeting on December 6, 2018 held at Alief-Henington Public Library from 6:00pm – 7:30pm, we had a total of 8 families, not including the Board. From our Board, we had Adrienne Amin and Christopher Smith join. All families were from the local community and within 5 miles of where the proposed school proposes to open. At our second meeting on December 11, 2018 held at the Alief-Henington Public Library, from 5:00pm – 6:00pm, we had a total of 26 families, not including the Board. Members of the Board attending include Adrienne Amin, Christopher Smith, Fred Barrera, Austin Muck, and Nory Angel. All families, except for a small few, were from within 5 miles of the intended community, and all families lived within 10 miles of the proposed location. We were able to know attendees’ addresses by asking them for their zip codes on our sign in sheet; most attendees indicated they live within the 77072 zip code.

STRATEGIES TO INCREASE TURNOUT OR THAT IMPACTED LOWER TURNOUT: Our turnout was heavily impacted by several factors. (1) It was during the holiday season and most families have a lot of other priorities during this time of year. (2) It was during the work week and at night, so families are reluctant to come out for an information session. (3) It is a community with a high number of new arrivals to the country, thus families are not well informed about where to find resources within their community. However, our December 11 meeting had a higher turnout due to the marketing efforts and canvassing days conducted prior to the event. The Lead Founder is working on increasing family input and awareness by increasing the marketing efforts, more information meeting and events beginning on January 2019.

CONTACT WITH SBOE AND ELECTED OFFICIALS: On November 13, Lead Founder and proposed Head of School Deyvis Salazar contacted SBOE members Ms. Donna Bahorich and Mr. Lawrence Allen via email to introduce the proposed school and to schedule a call or visit. On December 6, Mr. Salazar emailed all SBOE members, including sending a follow-up email to Ms. Barbara Bahorich and Mr. Lawrence Allen. On November 15, Mr. Salazar attended the Meeting on Instruction in Austin, TX where he met Mr. Ruben Cortez, Jr., Marisa Perez-Diaz, Keven Ellis, and Marty Crowley. Mr. Salazar introduced himself to Mr. Cortez, where he shared his experience and the school. On December 6, Mr. Salazar texted Mr. Ruben Cortez, Jr. to schedule a call to discuss the school further. On December 6, Mr. Salazar called Ms. Donna Bahorich and left a voicemail to schedule a call to introduce himself and to speak about the proposed school. On December 7, Lead Founder and proposed Head of School Mr. Salazar and Founding Board Member Ms. Adrienne Amin met with Mr. Lawrence Allen in his office for approximately an hour. Mr. Salazar and Ms. Amin spoke to Mr. Allen about the proposed school, the reason we believe the school should exist, and the mission of the school. On December 13, Ms. Salazar spoke to Ms. Barbara Cargill via phone. They spoke for about 30 minutes about the proposed school.

Attachment(s):

- FOG 1: Published Notice(s) of Public Meetings
- FOG 2: Certified Mail Receipt Cards
- FOG 3: Community Efforts and Support

Evaluation Criteria-Outreach and Public Meetings

A strong response will:

- ✓ Discuss method(s) of outreach used to engage potential students, parents, and families implementing robust and/or innovative strategies;
- ✓ Present a clear rationale for all strategies used for community outreach and/or advertising;
- ✓ Demonstrate significant Board involvement with the planning and implementation of outreach activities;
- ✓ Present evidence that the majority of attendees at public meetings reside within five miles of the public meetings; and
- ✓ Describe outreach to both Texas State Board of Education Representatives and elected officials.

FINANCE/OPERATIONS/GOVERNANCE PLANS

CAMPUS REQUEST AND GROWTH PLAN

Applicant proposes to open ONE campus by Year 5?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Applicant proposes to open MULTIPLE campus by Year 5?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

1. If requesting more than one campus, 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.
2. Discuss the strategic choice areas that will be used to facilitate initial and primary campus development.

Narrative Response:

Evaluation Criteria-Campus Request and Growth Plan

A strong response will:

- ✓ 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; and
- ✓ Identify specific strategic choice areas that will be used to facilitate initial and primary campus development citing supportive research, theory and/or experience.

In discussing the number of campuses, we have decided to request that we open one school. Based on the experience of the Lead Founder, advice from the Board, and in learning from other successful charter schools across the country like Nashville Classical (high achieving charter school in top 5% of state performance results), we have decided to build one great school in the best interest of our scholars and families. We respect deeply the need to establish quality and do not want to be distracted too quickly by campus growth. As a slow growth school, we will have growth within that one school for seven years, as we add our grades up through and including grade eight. Establishing our adult professional development, program curriculum, assessment and data cycle, and all operational details are paramount. We will revisit future growth once these are all established at a high level of performance and as measured by high rates of student achievement. **SCHOOL NEED:** Houston Classical is proposing to open one campus educating scholars from kindergarten to eighth grade in Alief Independent School District ("AISD"), particularly within zip codes 77099, 77083, and 77072, assuming our ability to secure a facility in these zip codes; if not, we will consider a facility in such contiguous locations as Gulfton (77081) and Sharpstown (77074, 77036). We are proposing in Alief based on market research that demonstrates there is an academic need for families, there is geographic space for more schools, the waitlist in the City of Houston and this smaller community is large enough to warrant more viable options for families, and there is demonstrated community interest and support. Alief stands within the greater City of Houston, on the southwest side. Alief has a

total population of 141,507. (Houston Community Data Connections. HCDC Dashboard. Alief Profile. Rice Kinder Institute for Urban Research. 2018. <https://www.datahouston.org/neighborhood/K088.html>) AISD educates more than 46,223 scholars in 46 schools. (Alief ISD District Profile. Texas Education Agency. 2018. <https://txschools.org/districts/101903/scholars-achievement>) The population of school aged scholars within this district demonstrates viability for Houston Classical to exist; at its full planned enrollment we would enroll less than 1% of the school aged population. In recent years, the academic achievement of scholars in Alief schools has declined and stagnated. From 2012 – 2017, there was no improvement in reading proficiency levels of scholars considered economically disadvantaged and only a five-percentage point increase in math proficiency rates. (Commit Partnership. Our Resources. 2017. <https://commitpartnership.org/analytics-tools>) Of the 25 elementary schools in Alief, six (24%) earned the designation Improvement Required (“IR”) from the State of Texas. One of Alief’s four middle schools is also designated IR. In 2018, AISD’s performance results on the STAAR improved from previous years but the district still remained below the State’s and HISD’s proficiency rates in reading and math. In Alief, 37% of scholars were able to Meet or Master Grade Level standards in reading and only 41% achieved grade level proficiency in math. Scholars of color and from low socio-economic backgrounds attending Alief schools perform at lower rates than their more affluent white counterparts. On the STARR assessment, White scholars’ proficiency rates are 38% in reading and 40% in math, while for Hispanic scholars proficiency rates are 32% in reading and 37% in math. (Texas Education Agency. 2018 STAAR Performance Data Table. AISD. Performance Reporting. 2018. https://rptsrv1.tea.texas.gov/cgi/sas/broker?_service=marykay&_debug=0&batch=N&app=PUBLIC&_program=perf rept.perfmast.sas&ptype=P&level=district&search=distnum&prgopt=2018/acct/domain1a.sas&namenum=101903) Alief community stakeholders, school leaders, and Houstonians from all walks of life consistently highlighted Alief as a community in need of better educational opportunities. Academic achievement data demonstrates most of the elementary schools in Alief are performing below overall district and state averages. Families Empowered has estimated that in Houston over 26,000 families are on the waitlist. (Dippel, Colleen. School Choice offers a Better Future for Families. Houston Chronicle. 2018. <https://www.chron.com/opinion/outlook/article/Dippel-Ending-families-wait-for-a-better-future-12519451.php#item-85307-tbla-4>) We will ensure that all of our scholars, especially those within the underperforming subgroups, are provided an excellent education that will enable them to outperform the district by at least 30 percentage points. After evaluating performance and demographic data, Houston Classical has determined it is necessary to open one campus to ensure we deliver on our mission to educate all scholars.

Has the applicant identified a specific location for at least one campus in Year 1?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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FINANCE/OPERATIONS/GOVERNANCE PLANS

CAMPUS FACILITY IDENTIFIED

THIS SECTION IS **ONLY TO BE COMPLETED** if you indicated “yes” above to indicate that you have already identified a specific facility. 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, do not complete and proceed to the next section.**

Physical Address of Facility:	Click or tap here to enter text.
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Does the applicant intend to lease or purchase the property?		
Currently Own <input type="checkbox"/>	Lease <input type="checkbox"/>	Purchase <input type="checkbox"/>

Has the building been issued a certificate of occupancy for educational use?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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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.
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). NOTE: 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.
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). If leasing, provide evidence that the applicant will be within the 2nd or 3rd degree of consanguinity or affinity to the lessor.

Narrative Response:

Click or tap here to enter text.

Evaluation Criteria-Campus Facility Identified

A strong response will:

- ✓ Provide a clear description of the facility and explain how it will be an ideal setting to serve the needs of the target population;
- ✓ Describe how the facility aligns to the mission, vision, educational model, and enrollment growth and rollout;
- ✓ Describes a clear process that was used to identify and select the proposed facility, including market research, factors/ considerations, timelines, relevant individuals/organizations that had a significant role in the process;
- ✓ Provide a specific 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, including timeline(s), costs(s), and fee(s); and
- ✓ Present budget costs and financing arrangements that are congruent with the financial workbook.

FINANCE/OPERATIONS/GOVERNANCE PLANS

CAMPUS FACILITY NOT IDENTIFIED

Does the applicant intend to lease or purchase a property?	
Lease <input checked="" type="checkbox"/>	Purchase <input type="checkbox"/>

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.
2. Describe the process for identifying and securing a facility. Include:
 - a. Results from market research and analysis;
 - b. Plans for modification, building, and/or renovation including any work with a Charter Support/Development Company for facility build-out, modification, renovation, etc.;
 - c. Time lines;
 - d. Financing; and
 - e. Relevant individuals/organizations that will have a significant role in the selection and/or procurement process.
3. If any, detail all anticipated 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). *NOTE: 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 Response:

Evaluation Criteria-Campus Facility Not Identified

A strong response will:

- ✓ Provides a clear description of the desired facility and community and how it will be the ideal setting to serve the needs of the target population;
- ✓ Describes how a potential facility would align with the mission, vision, educational model, and enrollment growth and rollout;
- ✓ Provide a clear process for identifying and securing a facility with support from market research and analysis;
- ✓ Identify relevant individuals that will have significant roles in the facility selection and procurement process, including clear qualifications and/or experience;
- ✓ Provide a clear description of the anticipated purchase or leasing arrangements and/or construction or renovations that might occur to ensure adequate facilities; and
- ✓ Present budget figures that are congruent with the financial workbook.

FINANCE/OPERATIONS/GOVERNANCE PLANS

TRANSPORTATION

1. Provide an overview of how students will be transported to and from the proposed school. If the proposed school will be a “neighborhood campus”, outline the factors, experience, and/or community outreach efforts that substantiate that designation. NOTE: A “neighborhood campus” is one in which it is foreseeable that at least 50% of the enrolled student body resides will reside within five miles of the campus.
2. If student transportation will be provided, detail any student transportation plans, including:
 - a. Whether daily bus transportation will be offered to all students;
 - b. Whether the school will provide public transportation vouchers (e.g., bus passes);
 - c. What year bus services will begin; and
 - d. The dollar amount budgeted for transportation services.NOTE: All references to “daily bus transportation” should reflect any transportation services (provided by the school) that will facilitate student pick-up and drop-off. More information on transportation funding can be found by right-clicking [HERE](#).
3. If student transportation will not be offered, articulate the reasoning that contributed to this decision.
4. Outline transportation plans for students with Individualized Education Plans (IEP) that designate required transportation. NOTE: Charter schools must provide transportation services to individual students, if included in their Individualized Education Program (IEP).

Narrative Response:

Evaluation Criteria-Transportation

A strong response will:

- ✓ Present a detailed transportation plan, or travel voucher program, and robust reasons to believe the charter school will establish neighborhood campus(es) or articulate compelling reasons why transportation will not be provided;
- ✓ Present a clear transportation plan for students with IEPs; and
- ✓ Present budget costs and financing arrangement(s) that align with the financial workbook.

We assume that scholars will come from the Alief community no more than 5 miles from campus. We will work with METRO Houston to assist families and in gaining access to reduced fares up to 50% off for scholars attending K-12 schools. We do not plan on providing daily bus transportation. We will provide transportation for scholars with disabilities in accordance with CFR §300.349(c)(16) of IDEA. Our Operations Manager in Y1 and School Supports Coordinator starting in Y2 will work with families to create a transportation plan if required. In order to provide such services, we will contract with appropriate service providers. We have created a line item in our Budget (Assumptions Line 83) for special education services which includes services such as transportation to and from school.

FINANCE/OPERATIONS/GOVERNANCE PLANS

STUDENT RECRUITMENT

1. Identify any groups targeted for student recruitment (e.g., charter school wait lists, low-income families, Gifted and Talented students, students with special needs, students at-risk, students in need of drop-out recovery, etc.).
2. Discuss recruitment strategies (with associated timelines) that will effectively reach the anticipated community. If the applicant has identified "charter school wait lists" as a targeted need, provide specific reasoning to validate the belief that prospective parents will choose the proposed program over other existing school options.
3. Describe the roles and responsibilities for anyone involved in planning, implementing, or evaluating recruitment activities as well the experience and expertise of any person(s) doing this work, if known.
4. Provide metric(s) that will determine effectiveness of recruitment strategies in Year 0 (Start-Up Period) and Year 1. Explain how the Board will adjust recruitment strategies if enrollment numbers are lower than expected.

Narrative Response:

TARGETED GROUP FOR RECRUITMENT: At Houston Classical, we are open to any scholars who may want to attend our school, however, in our efforts for scholar recruitment, we are targeting low-income families and English Language Learners ("ELLs"). The targeted groups are based on the families that live in the proposed community, Alief, and the significant academic need within the community. Our mission to effectively educate these groups of scholars is based on the experience of the Lead Founder and proposed Head of School and research and study of schools that educate low-socio economic scholars and with a high numbers of ELL scholars. Further, we believe that our model will effectively teach our ELL scholars because it promotes oral language development, we have built-in support in our curriculum to address their needs, and our targeted focus on the foundations of math and ELA have shown to yield positive results with similar communities. For more information, please see Mission and Vision and Curriculum and Instruction.

STRATEGIES FOR RECRUITMENT: In order to ensure that we successfully recruit the targeted groups, we will use the following recruitment strategies: (a) We have allocated \$6,250 in Year 0 for recruitment and marketing and \$11,250 for Year 1. These numbers increase each year depending on the amount of scholars we are recruiting. (b) Information sessions led by the Head of School, who is bilingual and who was identified as an ELL as a young student. These sessions will be held in local public libraries and local organizations to promote and educate families about the school. (c) The Head of School, a native Spanish speaker who is fully bilingual, will be joined by members of the Board of Directors and other volunteers, to hold canvassing sessions in the proposed neighborhood at least twice per month on Saturdays from 9AM to 12PM, going door to door to inform families about the school. (d) Flyers will be placed in local businesses, organizations, places of worship, and door steps informing families about our academic program and upcoming events. (e) Newspaper ads will be posted in the Houston Chronicle and Houston Business Journal as well as in smaller, neighborhood-based news publications for meetings regarding the school. (f) Communication via mail, email, social media, at tabling events, and meetings will be delivered in English and Spanish, providing information about the school and its programs.

ROLES AND RESPONSIBILITIES AND TIMELINE: In Years 0 and 1, the Head of School will be responsible for the forms of recruitment, strategies employed and executed, and the tracking of scholar

recruitment. In subsequent years, the Operations Manager, supervised by the Head of School, will lead this work. The proposed Head of School has led successful recruitment efforts for a high-poverty, high ELL community in his role as Assistant Principal and Principal in his former school. Given that in Y0 there will not be a full staff, and given the vital nature of inaugural enrollment, the Founding Board will assist the Head of School in executing our scholar recruitment efforts. Below is a timeline from the commencement of recruitment activities through the first day of school; the same strategic plan will be executed for Year 1, commencing in December 2020 and ending in August 2021.

January 2019 – May 2019: The Lead Founder (proposed Head of School) and the Founding Board will attend events to inform families and community stakeholders about Houston Classical and its program. During this time, we will increase our presence on Facebook, Instagram, and Twitter, by posting on a bi-weekly basis about the school and upcoming events. Further, we will also host events to inform families and actively recruit. Lastly, we will commence our monthly newsletter informing families about events, facts about our program, and why we believe there is a need.

June 2019 – November 2019: If approved, we will increase our recruitment activities. We will host events in the community during the weekdays and weekends to showcase some of the aspects of Houston Classical. We will increase our online presence by posting more information about our school and events.

December 2019: Our Houston Classical lottery application will go live. We will have a link on our website for families to enroll. Applications will be in both English and Spanish. We will also partner with Families Empowered to make our application available to parents on their website.

December 2019 – March 2020: We will receive and track all applications. During this time, families that have applied will be placed in an email group where we will update them on a weekly basis to ensure they are informed and active throughout the process. Families who have applied will be contacted via phone on a monthly basis to ensure they are still interested and to answer any pertinent questions they may have.

April 1, 2020: The deadline to apply for the lottery.

April 5, 2020: The day of the lottery. We will hold 75 seats for kindergarten and 75 seats for 1st grade. If any scholar in any of the grades in the lottery gets in and has a sibling also seeking enrollment in one of the grades we serve, that other sibling will also be enrolled as long as there is space available. Families will be notified by phone call, email, and U.S. mail within 24 hours of their acceptance to the school. Once a family is notified, they will have 10 days to respond and accept the seat. If we do not reach those families in 10 days and they have failed to communicate with us we will drop them of our enrollment list and pull other scholars from the waitlist.

April 6, 2020 – June 2020: We will continue to communicate with our enrolled families on a weekly basis via email, social media, and our website on which will have an informational section for families. We will continue to call families on a bi-weekly basis to ensure we answer any questions they may have and to continue to keep them interested in the school.

June 2020 – July 2020: We will have three enrollment meetings, where families who have applied and accepted a seat will provide full contact information, proof of address, and any other information pertinent to their scholar's education background. Our staff will conduct home visits to enrolled families to ensure family engagement and to answer any questions families may have.

METRICS TO DETERMINE EFFECTIVENESS: Our target enrollment is 150 scholars, 75 in Kindergarten and 75 in first grade, by the first day of school. For Year 1, our target will be 75 scholars for the incoming Kindergarten class. In order to meet our recruitment goals, we have established the following benchmarks: January 2020 - 200 applications submitted; January 2021 - 300 applications submitted; March 2020 - 400 total applications submitted; March 2021 - 500 total applications submitted; April 2020 - 500 total applications submitted; April 2021 - 700 total applications submitted. Each week, beginning in December 2019 and until the lottery, the Head of School will lead a meeting with the Operations Manager (hired on or about April 2020) and members of the Board's Academic Achievement Committee, which is charge of specifically monitoring and supporting enrollment on behalf of the

Board, to discuss enrollment and the attainment of the benchmarks highlighted above. The Head of School will adjust and enhance recruitment efforts as necessary to reach the goal of 500 applications by April 2020, 150 scholars enrolled by August 2020, and a total of 225 scholars after Y1.

CONTINGENCY PLAN: Should we do not meet our expected targeted number of enrolled scholars by August 2020, we will prepare to do the following: Continue outreach through website, community events, door to door events, and social media; Make cuts to the budget while protecting the needs of our core academic program; Revisit and reallocate staff, eliminating positions as needed. RECRUIT

ENHANCEMENT: In order to meet our recruitment goals, we understand that there is possibility of not meeting our monthly goals therefore, if this were to happen, we will then do the following: Increase line item for marketing; increase number of events per week; increase presence in local stores such as HEB to generate interest and awareness; increase tabling events at head starts and Pre-K programs; increase number of flyers and frequency of distribution.

Evaluation Criteria-Student Recruitment

A strong response will:

- ✓ Identify any groups to be targeted for student recruitment and describes why targeted groups will be best served by the proposed mission, vision, and educational program;
- ✓ 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 and outline sufficient education and/or experience requirements;
- ✓ Presents specific strategies, activities, schedules, and metrics that will measure recruitment effectiveness and outline contingency plans if enrollment numbers are lower than expected; and
- ✓ Reference budget amounts that are congruent with the financial workbook.

FINANCE/OPERATIONS/GOVERNANCE PLANS

ADMISSION AND ENROLLMENT

1. Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment, including:
 - a. The Admission Period (including start and end dates);
 - b. The date of the Enrollment Lottery, if needed; and
 - c. Any classes of students exempted from the lottery (e.g., returning students, siblings of enrolled students, children of founders and staff, others) and the anticipated percentage of exempt students in Year 1.

Narrative Response:

APPLICATION PROCESS: In Y1, our open enrollment application period will open for families on Dec 1, 2019 and close on Apr 1, 2020. If there are more applicants than 150 open seats, we will hold an open, public, random Enrollment Lottery. If needed, we will hold the Enrollment Lottery within one week of the closing of enrollment period. The only scholars who will be exempted from the lottery are scholars who have had a sibling selected in the lottery, and who are seeking enrollment in one of the grades we will be serving. Our application process will be fair and open to all families who wish to apply. Families will enter the lottery by filling out an open Enrollment Application by electronic means through our website, or the common application powered by Families Empowered, or submit a physical application to the Head of School in the planning year and Operations Manager in future years. The Lottery will be public and announced via email, social media, and posted within the Houston Chronicle; we will notify all families who have submitted an application by U.S. mail announcing our lottery at least one week in advance. Results will be announced to families via U.S. mail within 24 hours of the lottery. Families will be called to inform them of their status. All exempt scholar designations align with TEC. (a) Siblings will automatically receive a seat as it is available if their sibling is accepted into the school via lottery or already is enrolled. Children of Founders/Staff must reside in the geographical zone and are exempt from the lottery. (b) Anticipated % of exempt scholars is less than 1%. (c) In accordance with Sec. 12.117 which outlines the admission process for open enrollment TX charter schools, we will ensure that our selection process, if oversubscribed, will be based on an Enrollment Lottery. Each scholar will have an equal opportunity to apply and have a seat. Find Admission and Enrollment Policy in FOG 4.

Attachment(s):

- FOG 4: Admission and Enrollment Policy

Evaluation Criteria-Admission and Enrollment

A strong response will:

- ✓ Present an application period and application process that clearly supports fair and equitable opportunity for all students;
- ✓ Describe a fair and equitable selection process in the event of oversubscription;
- ✓ Demonstrate alignment with any enrollment requirements described in Texas Education Code (TEC) §12.111(a)(6) and §12.1171; and
- ✓ Provide a non-discrimination statement in Attachment E2 that satisfies TEC §12.111(a)(5).

FINANCE/OPERATIONS/GOVERNANCE PLANS

SCHOOL CALENDAR AND SCHEDULE

1. Describe the proposed school calendar, including the first and last day of school, any planned breaks, and the total number of instructional minutes in the school year. Compare the proposed calendar to the calendar in the geographic district. NOTE: To receive full funding, a charter school must now offer 75,600 minutes of instruction (including intermissions and recess) minus any minutes waived by the TEA in writing.
2. 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. Include:
 - a. Start and dismissal time, including any variations by grade level; and
 - b. The number of instructional hours per day, including any variations by grade level.

Narrative Response:

Evaluation Criteria-School Calendar and Schedule

A strong response will:

- ✓ Present a clear alignment with between the school calendar and student needs and school goals; and
- ✓ Provide a clear description and rationale for the proposed school schedule.

CALENDAR AND RATIONALE: Everything we do is driving forward toward our goal of high levels of student achievement for all learners. The surrounding districts - Alief Independent School District and Houston Independent District - offer 176 and 174 total school days each year, respectively. At Houston Classical, we will offer 182 school days per academic year, six days more than the school district in which we propose to locate. We will begin school on August 10, 2020 and will end on May 28, 2021. We will observe the same holiday breaks as the surrounding school districts, so our families have one break calendar to follow. In addition to our instructional days, we will also have 38 professional development days for staff, 28 days of professional development before the first day of school and 10 additional days throughout the year. In comparison to the surrounding districts, which offer eight total days of professional development throughout the year, we provide teachers with an additional six weeks of professional training. Our daily schedule will operate from 7:45AM to 4:00PM four days per week and 7:45Am to 12:30PM one day per week, equaling to 83,800 minutes which is over 8,000 more minutes than the 75,600 minutes required. Each day of learning, we will have a total of at least one additional hour with scholars than provided by the local district per day. (a) Alignment to Mission: The proposed calendar is aligned to our mission and will ensure that we are able achieve our vision and educational plan. The extended professional development time will allow us to strategically and methodically support our staff's development so that teachers can rapidly develop highly effective teaching skills as well as implement and uphold the school's culture, values, and routines, support the success of all subgroups, implement the curriculum, and execute our common instructional practices. Our extended instructional year and daily schedule increases the amount of instruction, interventions, practice and opportunities for scholars to be successful in our academic program. At Houston Classical, we believe that increasing the amount of time with scholars in an academic setting will increase their chances of being successful in the future. There are several components to the calendar that are

closely related to our mission of providing an education that ensures our scholars' success in high school, college and life. Below are several key components of the calendar. (b) Professional Development: As stated, professional development for our staff is paramount to achieving our goals. Thus, throughout the year, we will develop our teachers in all the areas of the school, our scholars, and families. (c) Extended Day and Year: More time with scholars is essential to ensuring that we accomplish our mission. More time in the day and year will allow the school to increase the amount of time scholars spend in literacy and math. This increases the amount of time with our subgroups, such as scholars with disabilities and English Language Learners, to take advantage of more content, targeted instruction and intervention. (e) Assessments: We will have a robust and developmentally appropriate number and cycle of assessments to have ample amounts of and the right types of data to inform our instruction, form interventions groups, evaluate our programs and ensure that we are meeting all our scholars' needs. It is also to ensure we are on track to mastering the TEKS standards. We have reserved at least 20 days allotted for baseline, interim, and end of year assessments. (f) Data Days: Throughout the school year, we have planned for set days in conjunction with our assessments, to be able to disseminate results, analyze the data, and create next steps for our school. The information gathered will be used to create instructional groupings for ELA and Math and ensure our curriculum is rigorous while meeting our scholars' academic needs. We will ensure at least four Data Days per year. (g) Classical Nights/Family Engagement: Our families play an integral part of achieving our mission. Additional to our Family Conference Nights, we will also have at least four to six times per year where our families will come to our school for parent workshops on academic areas, culture of the school and any and all identified community needs. During Classical Nights, we will invite parents and scholars alike to partake in events to enrich our school community. We will ensure to have at least four Classical Nights per year. (h) Open Classroom: Monthly, families will be welcomed to sit in their scholars' classrooms to observe what scholars are learning in the classroom. This is also an opportunity for families to be part of the school culture. During this time, families will also spend time with the Head of School for any questions and general comments they may have about our practice. We will ensure to have at least 10 Open Classroom days per year. (i) Schedule Rationale: Our schedule was designed to meet the needs of our scholars. Our intentional focus on literacy informs our decision to provide 200 minutes of literacy instruction per day, which equals to 44,000 literacy instructional minutes for the school year. In mathematics, we will have a total of 90 minutes of instruction each day which equals to 18,000 total minutes for the academic year. Additionally, in our schedule we include opportunities for intervention each day for at least one hour. During our Reading and Math Workshops, scholars will be pulled for targeted interventions based on collected data from NWEA MAP and STEP assessments. Our Read Aloud and Close Reading are carefully crafted to carry out our mission and ensure a strong classical education by exposing scholars to Great Books, conversations, and historical context.

FINANCE/OPERATIONS/GOVERNANCE PLANS

START-UP PLAN

Identify the fiscal year for the sponsoring entity.	
July 1-June 30 <input checked="" type="checkbox"/>	September 1-August 31 <input type="checkbox"/>
Identify the fiscal year for the proposed charter school.	
July 1-June 30 <input checked="" type="checkbox"/>	September 1-August 31 <input type="checkbox"/>

1. Provide a detailed start-up plan for the school, specifying tasks, timelines, Board input, and responsible individuals that will take place between charter approval (June 2019) and school opening (August 2020). The plan should describe the segregation of duties. Include specific contingencies if funding is not as anticipated.
2. Describe the costs anticipated during the start-up year. Include:
 - a. Personnel
 - b. Service Costs
 - c. School Operation
 - d. Facility Operation and Maintenance
3. Describe how the Board will monitor the creation, adoption, and implementation of the start-up plan and associated budget.
4. Present a description of how the charter school operations will mitigate waste, fraud, and abuse. ***NOTE: Applicants must select financial accounting software that enables compliance with the requirements discussed in the Special Supplement to the Financial Accounting System and Resource Guide, available by right clicking [HERE](#).***

Narrative Response:

Houston Classical's plan is informed by the experience of the Lead Founder, the training and support of Building Excellent Schools, and the experiences of other successful charter schools. We are informed by the TX requirements to open a fully functional and operating school and by other successful charter start-ups, such as Etoile, in Houston. Below, please find acronyms for positions that will be responsible for managing, executing, and/or overseeing a task. Head of School: HOS Budgeted @ \$74,700 (10-month salary) for Start Up, starting Sept 1. Operations Manager: OM Budgeted @ \$15,000 (3 month salary) for Start-Up starting Apr 1. PEIMS Coordinator: PC Budgeted @ \$10,000 (3 month salary) for Start Up, starting Apr 1. Board of Directors: BD BOARD DEVELOPMENT: \$4,500 for Board expenses/training in Start Up. BD: Create annual schedule for Board Meetings. Jul 2019; Create, finalize, and adopt Board policies. Aug 2019; Establish priorities, yearly goals. Sept 2019; Establish goals, calendarized benchmarks and targets for Start Up plan. Sept – Aug 2020; Establish deadlines for Start Plan priorities. Sept 2019; Monthly check ins on Start-Up deadlines. Ongoing; Board trainings on policies, systems and TEA requirements. Oct 2019; Create/adopt job description, performance review, evaluation process, set salary range, hire HOS; ratify bylaws, code of conduct, academic/financial goals; define roles by electing officers; define role of governance/management; define methods of communication; define decision making process; approve policies; ensure D&O Insurance; develop Board Calendar and committee schedule. Oct 2019.

FAMILY

ENGAGEMENT/COMMUNICATIONS/ENROLLMENT: We have allotted \$7,500 in Start Up. HOS and BD: Continue to identify/engage community organizations (after school care, homework support, general family support for families in Alief). Jun 2019 and ongoing; HOS: Update and improve website. Jul 2019 and ongoing; HOS: Create communication systems between families, scholars, staff members. Set up robo calls, emails, newsletters, email list. Jun 2019; HOS: Create protocols for visitors during school hours. Jun 2019; HOS: Select and set up internet provider; set up school phone, answering systems and robo calls Jun 2019; HOS: Write press release for lottery date, English and Spanish, to include Houston Chronicle, media outlets, canvassing community beginning Sep 2019 ongoing until Jun 2020; HOS: Continue info sessions. Nov 2019; HOS: Announce release of school application through social media/website/newspapers. Nov 2019; HOS: Continue communication with local stakeholders via email/robocalls/social media. Jan 2019 - Aug 2020; HOS: Monthly presentations at local venues presenting school. Jan 2019 – Aug 2020; HOS: Twice per month canvassing proposed territory to speak to families/stakeholders. Jan 2019 - Aug 2020 **ENROLLMENT** HOS: Increase community presence by holding greater number of info meetings English & Spanish to increase families' awareness of Houston Classical; HOS & BD work with community organizations to increase Houston Classical's presence in community. Sept 2019; HOS: Create enrollment forms. Sept 2019; HOS: Announce application through social media outlets, newspapers, flyers. Oct 2019; HOS: Launch live application through website and common application through Families Empowered. Dec 1, 2019; HOS: Announce deadline for application. Dec 2019; HOS: Finalize lottery protocol, location, time. Date posted on website, mailed, communicated via robo-calls to families. Jan 2020; HOS: Continue to garner support by actively recruiting families via info sessions, public meetings, social media post, website, newspapers, canvassing. January 2020 – Mar 2020; HOS: Deadline for applications. Apr 4, 2020. HOS: Conduct lottery. April 5, 2020. HOS: Inform families within 24 hours. Apr 6, 2020. HOS: If not at 150 scholars, continue meetings to increase. Apr – Aug 2020 **FACILITIES** – We have allocated \$63,000 for facility needs (short lease and renovations) in Start Up. HOS/BD: Finalize facility selection. Sept 2019; HOS/BD: Hire an attorney/law firm to assist in contract negotiations. Oct 2019; HOS/BD: Oversee inspections. Nov 2019; HOS/BD: Negotiate lease agreements Mar 2020; HOS/BD: Sign lease. Mar 2020; HOS/BD: Map out school/classroom configurations. Mar 2020; HOS/BD: Oversee renovations. Mar 2020; HOS: Create emergency, fire drill, dismissal, arrival protocol. Apr 2020; HOS/BD: Oversee final inspection. May 2020; HOS/BD: Obtain property insurance: May 2020; HOS/BD: Move in furniture. June 2020. **FUNDRAISING** – The Board is committed to raising \$30,000 annually. HOS/BD: Continually work to identify local/national donors/organizations from which school will seek funding. Starting Jun 2019; HOS/BD: Identify potential grant writers for open funding opportunities. Jul 2019; HOS/BD: Submit funding proposals to identified organizations. Starting Aug 2019. **STAFF RECRUITMENT** – We have allotted \$2,500 in Start Up. HOS: Create and approve Staff Handbook. Jul 2019; HOS: Create job descriptions. Sept 2019; HOS: Research/finalize benefits package for staff. Sept 2019; HOS: Attend recruiting events. Sept 2019 - May 2020; HOS: Create job application portal on website. Nov 2019; HOS: Post jobs on job search engines, social media outlets, websites, Houston Chronicle, La Voz newspaper, other local papers. Nov 2019; HOS: Create interview protocol. Nov 2019; HOS: Begin interviews starting w/OM & PEIMS Coordinator. Dec 2019; HOS: Travel to local universities and colleges with education departments to build partnerships and recruit. Dec 2019; HOS: Travel to programs, recruit at universities/colleges to inquire about certification programs/candidates certified in ESL and SPED. Dec 2019; HOS: Set benchmarks for hiring process. Dec 2019; HOS: Continue interviews. Jan – May 2020; HOS: Hire OM w/start date April. Mar 2020; HOS: Hire PEIMS Coordinator w/start date April. Mar 2020; HOS: PEIMS Coordinator and OM begin training. April 2020; HOS: Hire all staff members. May 2020; HOS: Preparation for professional development. May 2020; HOS: Contract external providers for training. May 2020; HOS: Begin training staff. Jul 2020 **ACADEMICS AND**

CURRICULUM – We have allotted \$22,500 for pre-purchases in Start Up HOS: Finalize curriculum selection. Jul 2019; HOS: Finalize curriculum alignment to TEKS. Sept 2019; HOS: Finalize Unit plans for each subject and scope and sequence. Feb 2020; HOS: Finalize Lifework guidelines. Feb 2020; HOS: Finalize lessons, exit tickets, assessments. Mar 2020; HOS: Finalize timeline for assessments and guidelines. Apr 2020

PROCUREMENT – We have allotted \$11,400 for contracted services in Start Up. HOS: Create spreadsheet of necessary items to be purchased. Nov 2019; HOS: Create procurement plan and timeline for all items. Nov 2019; HOS: Request quotes from multiple vendors on furniture, equipment, materials. Jan 2020; HOS: Request quotes from multiple vendors on books, classroom materials. Jan 2020; HOS: Issue a RFP for food services. Feb 2020; HOS: Select food vendor. Mar 2020; HOS: Begin to purchase materials/curriculum. Feb 2020; HOS: Purchase software systems for accounting, payroll, scholar information systems. Mar 2020; HOS: Create/establish inventory management systems. Mar 2020; OM: Purchase chromebooks for scholars. May 2020; OM: Purchase cell phones for leadership. May 2020; OM: Select uniform vendors, purchase uniforms for scholars and extras, purchase scholar folders. May 2020.

SCHOOL CULTURE AND DISCIPLINE - No budget allocations needed. HOS: Create/finalize school-wide behavioral expectations. Mar 2020; HOS: Establish discipline policy/ present to BD for final approval. Mar 2020; HOS: Create/finalize policies for scholar expectations within school, finalize daily/yearly schedule. Mar 2020; HOS: Finalize Culture Handbook/present to the BD for final approval. Apr 2020; HOS: Create systems/procedures for Agora Circle. Apr 2020; HOS: Finalize PD schedule. May 2020; HOS: Finalize PD materials. May 2020; HOS: Lead PD for staff. Jul 2020.

FINANCIAL MANAGEMENT – No budget allocations needed. BD: Review/establish COI Policy. Aug 2019; HOS/BD: Monitor/ schedule monthly review of financial statements. Beginning Sept 2019; BD: Define/create/adopt fiscal controls/financial policies to track daily against fraud/theft, assign check givers, writers, clearly define signature policies. Oct 2019; BD: Establish internal controls for credit use/management of assets. Oct 2019; BD: Create systems for financial accounting in accordance w/FASRG. Oct 2019; HOS/BD: Organize FASRG accounting software compliant with regulations. Nov 2019; BD: Finalize cash flow plan for year and ongoing, finalize payroll. Jan 2020; HOS/BD: Create/approve final budget for 2020 -2021 fiscal year. May 2020

CONTINGENCY PLAN – As needed, we will: decrease HOS salary; delay hires of OM & PC; Enter into payment plan w/vendors; re-negotiate contacts w/vendors; Rely more on outsourcing operations; work with BD to raise additional funds.

STRATEGIES TO MITIGATE FRAUD, WASTE, AND ABUSE - As a public charter school, Houston Classical is held accountable for ensuring that public dollars are spent in a responsible manner with high integrity, transparency, and ethics. We will adhere with Generally Accepted Accounting Principles (GAAP) and to all Texas laws as related to our annual external financial audits. Houston Classical will adhere with all state laws related to accounting and procurement of all public and local funds and will implement stringent internal controls to maintain the integrity of our finances through the following practices. Transparency. Houston Classical will be transparent with all budgeting concerns and purchasing. Competitive Bidding. Projects that require funding in excess of \$50,000 will go through competitive bidding process. Proper Authorization. Each expense will be approved by the HOS to ensure it is sound and aligns with budget. Any purchase over \$5,000 will have to be approved by Board Chair. Segregation of Duties and Controls. This will be created to ensure that not one entity or party has too much control over financial processes of financial management. Within Board, we will have established a Finance Committee to oversee budget and present to the Board. The HOS will report to the Board on a monthly basis to ensure transparency and sound practices. Processing Controls. Batch Control, document matching, and document accuracy will be created to ensure errors are minimized and at best eliminated. HOS oversees all financial transactions to check for consistency and accuracy. Reconciliation Control. To ensure all ledgers and invoices are accurate. Led by OM with oversight of HOS to ensure that what we have purchased is reflected on ledgers clearly and accurately.

Oversight. Provided by Finance Committee w/in Board to oversee financial management of HOS & OM. Internal Review. Each month BD will review transactions executed by school. Presented by HOS each month. Finance Committee will have access to financial statement to check for accuracy and consistency. Protection of Assets. Ensuring clarity and accuracy in keeping inventory records, copying and securing data, and by purchasing insurance to indemnify employees, the school, and the Board from litigation. The BOD will implement policies and procedures in adherence with the Financial System Resource Guide. These guidelines will inform and be adopted to ensure we are financially stable and to guide our practices in debit/credit card use, internal controls, expenses, how we oversee/approve expenses, reimbursements, whistleblower and fraud reporting and to establish a system for anonymous tips.

Evaluation Criteria-Start-Up Plan

A strong response will:

- ✓ Outline a detailed and comprehensive start-up plan that will promote a successful school opening, including specific contingencies in the event of a budget shortfall;
- ✓ Describes how the Board will monitor the creation, adoption, and implementation of the start-up plan and budget;
- ✓ Outline the costs associated with all start-up activities;
- ✓ Present expenses and revenues that are congruent with the financial workbook; and
- ✓ Describes clear and appropriate strategies to mitigate fraud, waste, and abuse.

FINANCE/OPERATIONS/GOVERNANCE PLANS

CONTRACTED SERVICES

1. Describe any services that will be outsourced and the year in which these contracted services will begin. Provide a discussion of costs, timelines, and the selection process for each vendor. Include:
 - a. Back Office Services
 - b. Food Services
 - c. Transportation
 - d. Janitorial and Grounds
 - e. Other
2. Describe the applicant's plan to negotiate service agreements with any organization(s) and/or individual(s) that will provide any form of financial accounting, payroll, and or tax/accounting services. Include a discussion of costs, timelines, and the selection process for each vendor.
3. If using a Charter Management Organization (CMO), describe the services to be provided and the fee structure of the contract. Include discussion of costs, timelines, and the selection process of the CMO.
4. If applicable, 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.

Narrative Response:

Evaluation Criteria-Contracted Services

A strong response will:

- ✓ Rationalize the need for each proposed service, including an extensive decision-making process;
- ✓ Discuss the professional qualifications that will be required and expected of those to be retained for each service proposed;
- ✓ Detail specific costs, timelines, and selection processes of all types of prospective vendors; and
- ✓ Present costs that are congruent with the financial workbook.

We take a balanced approach to contracted services that will enable us to stay within budget and at the same time provide a great education with a fully functional operating school. When selecting each provider, we will ensure the business and individuals have a proven track record of success. In contracted services we have budgeted \$194,481 in Y1.

Accounting/Audit: We will contract a CPA and/or a firm to conduct an annual external financial audit. We have allotted \$10,000 with annual 2% COLA for our yearly audit. This number comes from conversations with local leaders in the Houston area. This vendor will be selected through a Request for Proposal (RFP) process to ensure we get the best value and service. (b) Legal: We have allotted

\$10,000 for legal support in Y1 with annual 2.0% COLA. This is for contract negotiations, disputes, and any other legal matters pertaining to the school. The lawyer and/or firm must be admitted into the Texas State Bar and must have pertinent experience in handling school matters. We will retain an attorney beginning in August 2020 and will go through an RFP process to procure the services of a law firm. (c) Nurse Services: We have allotted \$30 per scholar for a nurse to coordinate required health screenings and eye exams. Total number for our Y1 is \$4,500 and increases yearly based on the number of scholars. The personnel delivering these services must be licensed and have experience in school nursing services. We will contract this service by August 2020. We will contact the Region 4 Educational Service Agency for support in selecting a provider. (d) Food Service/School Lunch: We have allotted \$108,381 in Y1 to provide lunch for all scholars daily. This number increases annually based on the number of scholars. This vendor will be selected through an RFP process. The required qualification is to hold a certification and license to provide food service to schools, have insurance that complies with federal and local mandates, and have relevant experience in providing such meals. The RFP will go out in March 2020. (e) Payroll Services: We will hire an accounting and payroll firm to properly monitor and manage our accounting. We have allotted \$20,000 which is a flat rate based on TxEis, a company that provides back office support, PEIMS training, and payroll support, and includes a 2% COLA. The required qualifications are a CPA license and experience working with TX charter school accounting, audits and all related matters to school finance. The vendor will be selected through an RFP process and the RFP will be released by April 2020. (f) Janitorial Services: Through an RFP we will solicit business to obtain our contract in providing janitorial services for the school. The RFP will be released on or about March 2020, so it can start on the first day of school in August. Janitorial services will be responsible for maintaining our classrooms and facility on a daily basis. We have accounted for \$18,000 for janitorial services with an annual 28% increase based on the percentage increase of the amount of space being used. (g) Special Education Services: We have planned for special education services, such as evaluations, assessments, speech and other therapy supports. We have allotted \$41,600 in Y1. We assume that at least 50% of our special education population will need special education support, multiplied by the number and cost of sessions (\$100 per session), multiplied by 40 weeks of school, equaled \$41,600. This number will increase annually based on the number of scholars. The required qualifications are to be certified and licensed to provide these services by the State of Texas. Service needs and schedules will be established by the beginning of each school year in August and adjusted as necessary throughout the school year. We will leverage Region 4 Educational Services to screen, interview, and procure services from certified professionals. We will comply with and will adopt the provisions of TEC Chapter 44, Subchapter B when awarding contracts for construction, repair and/or renovations for a property costing more than \$50,000.

FINANCE/OPERATIONS/GOVERNANCE PLANS

PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM (PEIMS)

1. If a PEIMS coordinator will be employed, provide the following:
 - (i) The education and experience requirements for the PEIMS coordinator;
 - (ii) The year in which the PEIMS coordinator will be first employed; and
 - (iii) The starting salary range for the PEIMS coordinator.
2. If a PEIMS coordinator will not be employed, outline the positions that will facilitate all applicable duties associated with PEIMS collection and reporting and the rationale for this decision.
3. Describe plans to provide training(s) for the PEIMS coordinator or individuals charged with PEIMS-related duties, including timelines and budgeted funds. NOTE: 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. A failure, on the part of the charter school, to report accurate PEIMS data can result in the recapture of FSP funds.

Narrative Response:

We will hire a PEIMS Coordinator (PC) with a bachelor's degree and prior experience in a relevant industry. The PC will earn \$40,000 in Y1. The PC will be hired by the Head of School (HOS) during the Startup Year in January 2020. The position will be advertised on Monster, LinkedIn, Indeed, and our website. Candidates will be interviewed based on experience and qualifications. Phase 1: In-person interview with HOS (and Operations Manager (OM) in Y2); includes hands-on, relevant work task. Phase 2: If candidate meets requirement, they will be invited to participate in school walkthrough with HOS who will offer position in writing, contingent upon completion of a successful criminal background check as required. The PC will receive training prior to the beginning of the school year from the OM who will have had training from the HOS and prior experience. We will leverage Region 4 Education Service Center to support with PC training. The PC will begin work in April 2020; training will begin immediately upon hire. We have allotted \$5,000 for PD for all staff members. Training and support will be ongoing to ensure PC remains up to date on administrative and regulatory requirements and that the school maintains a high quality of capturing and reporting data. Trainings will include, but not be limited to: 1. Reporting Structures and Systems; 2. Forms of Internal and External Data Communication to the Board and to TEA; 3. Forms of Internal and External Data Communication to Staff and Families.

Evaluation Criteria-Public Education Information Management System (PEIMS)

A strong response will:

- ✓ Provide clear education and experience requirements for the PEIMS coordinator;
- ✓ Describe a process for filling the role;
- ✓ Provide salary information aligned to budget documents; and
- ✓ Describe a comprehensive plan to train any individuals who will fulfill PEIMS-related duties.

FINANCE/OPERATIONS/GOVERNANCE PLANS

SUPERINTENDENT/CEO

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. **NOTE: The superintendent must reside in the State of Texas at the time of employment.**
2. 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.
3. 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
4. Outline the starting salary of the superintendent and provide a description of how this amount was calculated. **NOTE: 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 Response:

Evaluation Criteria-Superintendent/CEO

A strong response will:

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

The Board has identified the Lead Founder, Deyvis R. Salazar, to serve as the superintendent of Houston Classical. The Lead Founder has 10 years' experience in education. He has been a middle school English and History teacher, and a Special education teacher for a self-contained classroom of 8th graders. He was also one of three Lead Founders who founded a successful charter school in New York City, The Neighborhood Charter School of Harlem. He was the founding Director of Special Education, who was responsible for establishing the special education programs, services, the ASD Program (specialized inclusion program for scholars on the autistic spectrum), and leading professional development on curriculum and instruction. He was also the Assistant Principal for three

years and then the Principal. The Lead Founder is a fierce advocate for scholars, their development, and their success in life. He has shown capacity to lead a successful school by co-founding and leading a successful school, as evidenced by the ELA and math state assessment results, responsible for educating a population with 30% of scholars needing special education services and 15% of the scholars body being diagnosed with high-functioning autism. In order to ensure the superintendent is successful and that his performance is measured accurately to ensure the overall success of the school, the superintendent will be measured by the following components.

(a) Governance and Board Relations: The Lead Founder will have established clear and consistent communication with the Board and its sub-committees. The Lead Founder will ensure Board Members receive relevant materials for monthly Board Meetings. (b) Community Relations: The Lead Founder has established lasting relationships with community stakeholders such as business owners, families, and has created community partnerships to support the school's mission. (c) Staff Relations: At the end of each year, staff members will take a survey to ascertain their level of satisfaction with leadership around support, development, and overall satisfaction. (d) Business and Finance: Assessments of our finances and business practices will be completed on a monthly basis by our finance committee. Moreover, each year our finances will be evaluated and audited by a third party to ensure our financial viability and business practices. (e) Instructional Leadership: The results from our quarterly assessments and eventually our results from the STAAR assessments will be provide evidence of our curriculum, instructional model, and the effectiveness of the superintendent's ability to lead instruction in the school. Salary Based on the superintendent's experience, proven success, and the number of scholars in Year 1 we calculated a salary of \$90,000 to open the school. This can be found in the Personnel tab on the Financial Workbook.

FINANCE/OPERATIONS/GOVERNANCE PLANS

STAFF RECRUITMENT

1. Describe the process to be used to identify, recruit, and hire individuals to support operation of the proposed school (e.g., para-professionals, office staff, custodial and food service staff).
2. Discuss strategies that will be utilized in the event of unforeseen support staff shortages.

Narrative Response:

IDENTIFYING, RECRUITING, AND HIRING OPERATIONAL STAFF: We will begin to hire for an Operations Manager immediately after and if approved, in June 2019. The position and job description will be posted on websites like Monster, LinkedIn, Idealist, Indeed, and our website. We will also use the Teach For America alumni platform to recruit capable individuals. The applicants that meet the requirements will be invited to an interview with the Head of School for approximately 45 – 60 minutes. These requirements are but are not limited to: (1) Mission alignment; (2) Relevant experience in an operations role; (3) Ability to clearly and effectively communicate verbally and in written form; (4) Problem-solver mentality; (5) Detail orientation; and (6) Ability to work in a fast-paced environment. In identifying applicants for this critical role, we will be looking for individuals with experience and knowledge about operations and the ability to maintain detail orientation while multi-tasking. The applicant must hold a bachelor's degree. The interview will have two phases.

Phase I: The Head of School will ask questions based on experience and interest of applying to the school, getting to know the candidate and their suitability for the school and the role, and the candidate will be required to complete a time-bound performance task related to the responsibilities of the position.

Phase II: After the initial interview, the desired candidate(s) will then take a tour of an existing school to observe and study the school. In subsequent years, candidates will take a tour of Houston Classical for this phase of the interview. After this exercise, the Head of School will ask questions to the candidate to ascertain their knowledge and skill level around the operations of a building. This will include scenario-based questions to ascertain how the candidate will respond to different scenarios. After this process, the Head of School will make the decision to hire or continue the search for the Operations Manager. For other positions on the operations team such as the PEIMS Coordinator, office staff, and custodial staff, we will conduct a similar process and may include role plays through which the Head of School will ascertain their competency based on their responses and ability to think and act in a given scenario. Rationale For positions on the operations staff, we will ensure we bring on staff members that are mission aligned, have experience in working in schools, and can articulate their experience with great candor and detail. Our rationale in focusing on web-based systems to hire is because it is easier and more efficient to filter. The platforms we've selected have been proven to work in schools like Etoile Academy in Houston, and The Neighborhood Charter School of Harlem, a charter school led by our proposed Head of School.

ROLES AND RESPONSIBILITIES: The Head of School will be responsible for hiring all operations positions in Year 1. After Year 1, the Operations Manager and Head of School will be responsible of identifying and screening candidates. The Operations Manager will make hiring recommendations to the Head of School, and the Head of School will make all final hiring decisions. The Operations Manager will be responsible for the following: (1) Create Job Description for all operational positions and have these approved by the Head of School; (2) Post job on selected sites; (3) Follow up with applicants on a daily basis; (4) Hold interviews every 3 weeks of posting and/or reposting a position;

(4) Interview, evaluate, and make recommendations to the Head of School for hiring candidates; (6) Train candidates on the set expectations of their roles. In addition, if the operational need is to be contracted, the Operations Manager will be responsible for all administrative needs, including but not limited to facilitating any RFP process as may be required. The Head of School and Operations Manager will consistently review the efficacy of our recruitment and hiring strategies, to include all resources used and approaches taken, and will course correct as needed as informed by the number and quality of candidates that we are able to draw and hire.

OBSTACLES: We foresee possible difficulties in hiring since there are many other charter schools and larger networks in the Greater Houston Area. However, in order to combat this obstacle, we propose to do the following: (1) Post jobs early and frequently on multiple websites; (2) Aggressively seek out career fairs and recruitment events; (3) Have competitive salaries and incentives to attract talent; (4) Seek out organizations such as Teach For America to assist in finding talent; (5) Partner with local universities like Rice and Houston University to actively recruit. STRATEGIES FOR UNFORSEEN SHORTAGES: If we come across shortages in filling positions, we will ensure that we can deliver our educational plan while still seeking individuals. We will: (1) Restructure our organization chart and divide responsibilities among staff members; (2) Continue to actively recruit our available positions; (3) Immediately hold interviews; (4) Contract service needs at a lower cost.

Evaluation Criteria-Staff Recruitment

A strong response will:

- ✓ Present a clear process for using the proposed methods to identify, recruit, and hire qualified support staff;
- ✓ Include a rationale for the proposed recruitment strategies/methods and establish its applicability to successful recruitment of staff with desired areas of expertise;
- ✓ Identify specific roles and responsibilities of person(s), position(s), or entities that will be involved in planning, implementation, and evaluation of recruitment activities and supports the description with sufficient educational and/or experience requirements;
- ✓ Address any foreseeable obstacles to successfully recruiting quality staff and provide clear strategies to overcome those obstacles; and
- ✓ Present specific strategies to deal with unforeseen staff shortages.

FINANCE/OPERATIONS/GOVERNANCE PLANS

BOARD OF DIRECTORS

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. The response must align with superintendent performance evaluation as discussed in the Superintendent/CEO narrative.
2. Describe the composition of the governing Board. NOTE: Family members who are related within the third degree of consanguinity or third of affinity are prohibited from serving 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 operated the charter school unless exempted by TEC 12.1054 (a)(1). Include:
 - (i) The number of Board members and the number domiciled in Texas;
 - (ii) Whether any current Board members intend to apply for an employed position with the proposed charter school; and
 - (iii) How each Board member will contribute to effective governance of the proposed school(s).
3. Describe the relationship between the governing Board and the proposed charter school. How often will the superintendent report to the Board? How often will the Board review financial reporting data?
4. If the governing Board is an existing entity, indicate whether the entity is a current grantee or subgrantee of a state and/or federal grant and whether the entity has been investigated for grant mismanagement within the past 5 years.
5. Discuss the system/tools/metrics that will be used to assess and promote Board effectiveness, including self-evaluation, training, and school involvement.

Narrative Response:

The Founding Board for Houston Classical Charter School ("Houston Classical") is composed of highly capable individuals, who believe in the mission of the school and have professional expertise and skills that actively contribute to the Board. Our Founding Board is composed of individuals with backgrounds in finance, law, education, community engagement, marketing, and human resources. All Board members reside in the State of Texas, and more specifically in Houston. All Board members went through an extensive evaluation process with several phone calls and face-to-face meetings to ascertain commitment and willingness to serve on the Founding Board. All members of the Founding Board intend to serve on the Governing Board of Directors ("Board") for Houston Classical. The primary function of the Board is to ensure that we are true to our mission and vision, are in compliance with all state and federal laws and regulations, and to ensure that we are meeting our financial and academic obligations. As the governing body over Houston Classical, it will that ensure we are successfully running a financially healthy and academically successful organization. The Board will establish policy and delegate all management responsibilities to the Head of School. The Board will establish the job description with roles and responsibilities, establish annual compensation, hire,

support, and annually evaluate the Head of School. The Head of School will report to the Board and will be the only role to do so. No Board members will work for the school or receive compensation from the school. In order for Houston Classical to run a successful school, the Board will ensure that the Head of School is properly and successfully managing the day-to-day operations of the school, and the Head of School will be evaluated to ensure we are meeting the following (for more information, please see the Superintendent/CEO section of this application). Each year the Board will evaluate the degree to which the Head of School: (a) has a professional, functional, and effective relationship with the Board to ensure success; (b) successfully manages the financial planning for and day-to-day business of the school and that all financial decisions are sound and in accordance with all approved budgets and fiscal policies; (c) effectively leading the school's academic program through the hiring and training of staff and oversight of the academic program, and as measured by reaching our Performance Indicators; and (d) serves as an effective leader to all stakeholders in the school community, and particularly with our enrolled families, partners, and community leaders. Once authorized the Founding Board, with exception of the Lead Founder, will transition to the governing Board. The Lead Founder is intended to serve in the role of Head of School. Further, the Governing Board is composed of individuals who are deeply commitment to our school and who have many years of experience in their professional field (for more information, please see Attachment FOG 8).

Adrienne Amin is the Head of Investor Relations for The WindAcre Partnership for the last five years. Prior to this, Ms. Amin worked at Goldman Sachs as Director of Alternative Capital Markets. Ms. Amin holds a Bachelor's degree from The University of Texas at Austin. Ms. Amin has also cofounded a nonprofit that focuses on providing scholarships to immigrant children. Ms. Amin is a native Houstonian from the southwest region of Houston, who is passionate about education and providing the best opportunities for families. Ms. Amin will serve as the Board Chairwoman.

Nory Angel is an experienced leader in the nonprofit sector. She served as the Executive Director and CEO of SER, an organization that focuses on empowering communities through workforce development. Currently, Ms. Angel is Executive Director at TEACH, an organization that focuses on equipping educators with social and emotional competencies to ensure success in building relationships with scholars. Ms. Angel holds a bachelor's degree from the University of North Texas and MBA from Griffith University. Ms. Angel comes to our Founding Board with a wealth of experience in workforce development, education, and community leadership, and a unique insight on Houston and its communities. Ms. Angel will serve as Board Secretary.

Laurie Coton is an experienced interior designer and real estate broker. Ms. Coton has experience in real estate sales and leasing. Ms. Coton holds a bachelor's degree from the University of Texas at Austin in Marketing and a master's from the Art Institute of Houston. Ms. Coton is deeply committed to the city of Houston and its children. She is a deeply committed to her community and the wellbeing for all.

Fred Barrera is a Senior HR Business Partner at Marsh USA, Inc. Mr. Barrera has experience in management strategies, human resource, and talent acquisition. Mr. Barrera holds a bachelor's degree from Southwestern University and a Juris Doctor from South Texas College of Law. Mr. Barrera is deeply passionate about education. He is also deeply committed to ensuring our scholars, no matter their circumstances, can achieve and be productive members of society. We are excited to have him join the Founding Board. Mr. Barrera will serve as Board Treasurer.

Austin Muck is an attorney working with Bracewell, LLP for over five years. Mr. Muck holds a Bachelor of Science in Civil Engineering from Texas A& M and a Juris Doctorate from Southern Methodist University Dedman School of Law. Mr. Muck has experience in litigation, contract negotiations, and other legal matters. Mr. Muck understands how valuable and how necessary it is to provide a quality education to all scholars and is committed to bringing his skills and commitment to the Board. Mr.

Muck will serve on the Governance Committee.

Mira K. Shah is an experienced educator and leader, having worked for KIPP Houston for several years as an instructional leader and as an Assistant Principal. Currently she serves as the Director of Breakthrough at Connect Community, a local non-profit that focuses on summer and school year enrichment programs for low-income scholars. Ms. Shah holds a bachelor's degree in Finance and Insurance from Northeastern University and master's in Education from the University of St. Thomas (TX). Ms. Shah comes to us with a wealth of knowledge and education background which will serve the board well and will serve as Academic Performance Committee.

Christopher Smith is the Chief Operating Officer at The WindAcre Partnership where he has worked for over five years. Prior to this he was a Senior Manager at KPMG. Mr. Smith holds a bachelor's degree and MBA from the University of Mary-Hardin Baylor. Further, Mr. Smith is heavily involved in the community with such organizations like the Boys and Girls Club volunteering to help adolescent children with homework. Mr. Smith will bring strong financial and executive leadership to our team and will serve the Board Vice Chair. The relationship between the governing Board and the Head of School will be one of professionalism, clear and timely communication, and transparency in the spirit of ensuring our school is successful. The Head of School will report to the Board on a monthly basis on the school's: finances (budget to actuals, cash flow, bank statements); culture (enrollment, attrition, attendance, any major disciplinary issues); overall health (staffing, family involvement, family satisfaction rates); and academic success (measurable progress and benchmarks as defined by our Performance Indicators, and disaggregated to show such progress for all subgroups of scholars within the school). The Governing Board will have four officers. The Board Chair will lead Board meetings, create and email agendas. The Chair will also appoint committee chairs, evaluate the Board's success and effectiveness. The chair will be the person responsible for communicating and setting priorities for the Board and its overall health. The Board Chair will also serve as Chair of the Governance Committee. The Vice Chair will be there to serve and fulfill the Chair's duties if the Chair is unable to perform these responsibilities. The Vice Chair will also be responsible for evaluating the effectiveness of the Board as member of the Governance Committee. The Treasurer will oversee, review, and analyze monthly financial records and will serve as the Chair of the Finance Committee and. The Treasurer will assist in the preparation process for our yearly fiscal audit. The Secretary will ensure that all Board Meetings are recorded, and that each meeting is posted for the public's access in accordance with all Open Meeting Law requirements in the State of Texas. The Governing Board will conduct much of its work through a committee structure and will include four standing committees. The Governance Committee will function to self-monitor, assess, and reflect on the Board's practices. It will recruit new Board members and present them to the Board for its consideration and vote, and once approved, train new Board members. It will oversee the Board assessment process to determine the success of the Board and update, make recommendations for, and uphold the current policies and procedures. The Finance Committee will evaluate the school's financials on a monthly basis and report to the Board their findings. They will evaluate and notify of any short-term or longer-term concerns with the budget and problem solve for resolution with management. The Academic Performance Committee will meet with the Head of School monthly to review data and the results of the latest assessments. The Committee will assess and support the Head of School in action planning for the next assessment cycle and report its findings to the Board. All policies that guide Houston Classical's Board are governed by all applicable local, state, and federal law, including but not limited to, all open meeting requirements, and in accordance with 19 TAC § 100.1113 and Texas Government Code § 573.021-573.025 all Board members will have no familial relationships within defined degrees of consanguinity and affinity. The Board will establish Bylaws, Code of Ethics, and Conflict of Interest Policy, all of which are attached to this application,

and will approve additional policies as aligned to best Board practice. The Board does not represent a pre-existing entity and has not been investigated for any reason. The Board will annually review all policies and will participate in all required annual Board training as outlined by the Texas Education Agency. In order to ensure that the governing Board is successfully functioning and in ensuring proper oversight, and overall effectiveness of the Board, we will engage in regular and annual review of our membership and functioning. Self-Reflection: The Board will evaluate itself and its practices twice per year, once in December and the other in July. The Board will select a researched-based, effective, and proven evaluation tool to assess the following: (a) Ability to work as a team, (b) Overall effectiveness in conducting primary duties of financial, academic, and regulatory oversight; (c) clear communication between Board members; (d) adherence to bylaws, protocols, and procedures; (e) overall oversight and support for the Head of School; (f) transparency as stewards of the public's trust. After each evaluation, the Board Chair will then review the outcomes and make the necessary changes to ensure the Board is in good standing.

Attachment(s):

- FOG 5: 501(c)(3) Determination Letter
- FOG 6: Articles of Incorporation
- FOG 7: Organization Bylaws
- FOG 8: Board Member Biographical Affidavit
- FOG 9: Code of Ethics and Conflict of Interest Policy

Evaluation Criteria-Board of Directors

A strong response will:

- ✓ Provide a clear list of roles and responsibilities of the governing Board;
- ✓ Discusses the composition of the governing Board, including how it will promote effective governance of the proposed school(s);
- ✓ Present a governance structure that is compliant with 19 TAC § 100.1113 and Texas Government Code § 573.021-573.025, relating to Relationships by Consanguinity or Affinity;
- ✓ Provide strong evidence that the proposed governance structure will be effective and that the structure will be supported by a significant number of Board members with administrative and/or leadership roles in charter school operations;
- ✓ Describe the relationship between the governing Board and the charter school, including reporting schedules; and
- ✓ Demonstrates a consistent and sufficient evaluation schedule and metrics to determine Board effectiveness.

FINANCE/OPERATIONS/GOVERNANCE PLANS

ACADEMIC PERFORMANCE INDICATORS

1. Discuss the Board's plan to assess academic performance indicators, including:
 - (i) Specific indicators and metrics to be monitored;
 - (ii) How often the Board will assess each indicator; and
 - (iii) Thresholds that will determine success or failure.
2. List the Board members with demonstrable experience to lead the review of academic performance indicators and provide a brief description of each individual's specific areas of expertise.

Narrative Response:

Evaluation Criteria-Academic Performance Indicators

A strong response will:

- ✓ Present specific and applicable metrics that will evaluate and assess academic performance indicators;
- ✓ Demonstrate a consistent and sufficient evaluation schedule;
- ✓ Identify specific thresholds/performance levels that will determine success or need for intervention; and
- ✓ Identify multiple Board members that have demonstrable experience and competency to assess academic performance.

Our success will be measured by academic outcomes on an ongoing and yearly basis. Our accountability plan will be aimed at ensuring that all scholars achieve high levels of performance on the Texas Essential Knowledge and Skills (TEKS). We will use multiple assessments to evaluate our success and provide a holistic picture of each scholar's performance; scholars will take criterion-referenced tests like the STAAR and norm-referenced standardized tests such as the NWEA MAP. For K-2, we will use STEP to measure scholar reading growth within and across years and ensure scholars are reading at grade level by the end of each grade. Goals and performance will be communicated at clearly defined intervals to staff, families, Board Members, and TEA. To track progress towards goals, the Head of School will report to the Board on academic progress at minimum on a quarterly basis, and more frequently as particular assessment cycles may indicate. The data will include reading and math results from STEP and NWEA MAP and will report on how many scholars are reading and performing at grade level on math and ELA, which scholars are below grade, and which scholars are exceeding. All data will show scholars' scores by cohort (grade), class (teacher), and subgroup (Special Education, ELL, G/T, FRL status). It is expected that with each quarter there is academic growth in math and ELA. Based on the quarterly report, or more frequent report if warranted, the Head of School will create an action plan with concrete, measurable, time-bound action steps for teachers and school leaders to ensure success for the following assessment cycle. Two Board members, Ms. Mira K. Shah and Ms. Adrienne Amin, have demonstrable experience and competency that will enable them to lead the review of academic performance indicators and assess academic performance. Ms. Amin has evaluated employee performance for the last 5 years at The WindAcre Partnership, conducting employee quarterly and end of year reviews. Ms. Shah has

been a successful leader in KIPP Houston and has evaluated and access academic performance for at least 3 years. Together, they will be well positioned to assess the school's academic performance.

Goal 1: Scholars will be proficient in Reading and English Language Arts

Absolute Measure 1.01: 65% of scholars in Kindergarten will be at a Step 3 by the end of the school year. This will demonstrate first grade readiness on the STEP assessment.

Absolute Measure 1.02: 75% of scholars in first grade will be at Step 6 by the end of the school year. This will demonstrate second grade readiness on the STEP assessment.

Absolute Measure 1.03: 80% of scholars in second grade will be at Step 9 by the end of the school year. This will demonstrate third grade readiness on the STEP assessment.

Growth Measure 1.04: 90% of scholars will grow a minimum of three steps in reading growth per year on the STEP assessment.

Growth and Comparative Measure 1.05: Using an analysis of longitudinal growth in Reading Comprehension on NWEA MAP, scholars in K-8 not yet performing at the 75th percentile will average a minimum of five percentiles of growth per year.

Absolute Measure 1.06: 70% of scholars who have attended the school for three or more years will score Meets or Masters Grade Level on the STAAR Reading Exam.

Absolute Measure 1.07: 80% of scholars who have attended the school for four or more years will score Meets or Masters Grade Level on the STAAR Reading Exam.

Comparative Measure 1.08: Attain proficiency rates on the STAAR Reading Exam that are 30 percentage points higher than the surrounding district.

Absolute 1.09: 80% of scholars who have attended the school for more than three years will score Meets or Masters Grade Level on the 4th grade STAAR Writing Exam.

Goal 2: Scholars will be proficient in Mathematics

Growth and Comparative 2.01: Using an analysis of longitudinal growth in Mathematics on the NWEA MAP, scholars in grades kindergarten through 8th grade not yet performing at the 75th percentile will average a minimum of five percentiles of growth per year.

Absolute Measure 2.02: 70% of scholars who have attended the school for more than three years will score Meets or Masters Grade Level on the STAAR Math Assessment.

Absolute Measure 2.03: 80% of scholars who have attended the school for more than four years will score Meets or Masters Grade Level on the STAAR Math Assessment.

Comparative Measure 2.04: Houston Classical will attain Proficiency rates on the STAAR Mathematics Exam that are 30 percentage points higher than the surrounding district.

Goal 3: Scholars will be proficient in Science

Absolute Measure 3.01: 80% of scholars who have attended the school for more than four years will score a Meets or Masters Grade Level on the 5th grade STAAR Science Exam.

Absolute Measure 3.02: 80% of scholars who have attended the school for more than seven years will score a Meets or Masters Grade Level on the 8th grade STAAR Science Exam. Comparative Measure 3.02: We will have proficiency rates on STAAR Science Exam 30 percentage points higher than district.

Goal 4: Scholars will be proficient in Social Studies Absolute Measure 4.01: 85% of scholars who have

attended for more than seven years will score Meets or Masters Grade Level in the STAAR Social

Studies Assessment. Absolute Measure 4.02: 80% of scholars who have attended the school for more than five years will score Meets or Masters Grade Level on the STAAR Social Studies test.

Goal 8: High levels of daily attendance: Absolute Measure 5.01: School will average a 95% daily scholar attendance annually.

FINANCE/OPERATIONS/GOVERNANCE PLANS

FINANCIAL PERFORMANCE INDICATORS

1. Discuss the Board's plan to assess financial performance indicators, including
 - (i) Specific indicators and metrics to be monitored;
 - (ii) How often the Board will assess each indicator; and
 - (iii) Thresholds that will determine success or failure.
2. List the Board members with demonstrable experience to lead the review of financial performance indicators and provide a brief description of each individual's specific areas of expertise.

Narrative Response:

Evaluation Criteria-Financial Performance Indicators

A strong response will:

- ✓ Present specific applicable metrics that will evaluate and assess financial performance indicators;
- ✓ Demonstrate a consistent and sufficient evaluation schedule;
- ✓ Identify specific thresholds/performance levels that will determine success or need for intervention; and
- ✓ Identify multiple Board members that have demonstrable experience and competency to assess financial performance.

As the public entity charged with the legal stewardship of Houston Classical Charter School ("Houston Classical"), the Board is responsible for establishing financial goals and metrics and establishing accountability systems, procedures, and guidelines that will allow the Board to (a) conduct that stewardship and (b) ensure Houston Classical is financially stable, ethically and legally sound in its financial practices, and operating at all times with the appropriate financial resources and reserves. We will assess our financial health in alignment with the following indicators and as monitored through the accompanying metrics which together will allow us to understand our financial standing at all points in time and to flag and be prepared to address any potential issues before they may arise.

Financial Indicators/Goals with Metrics/Measures Indicator

1 – Annual Budget & Compliance Process. Board will approve annual budget w/in required timelines.

Measure 1.01: Each operating year, the Board will prepare a budget no later than June 19. (TEA 2-17 Financial Accountability System Resource Guide)

Measure 1.02: Each year, approved budget will include all required, itemized items as outlined by TEA.

Measure 1.03: Each year, the approved budget will be approved before expenditures are made.

Measure 1.04: Each year, the approved budget will be posted on the school's website and will remain in place for at least three years. (TEA 2-17 Financial Accountability System Resource Guide)

Measure 1.05: Each year, the approved budget will be filed electronically in its original and final amended version with TEA as required.

Measure 1.06: Each year, the Board will approve signed and dated AFR and will submit AFR in complete final version to TEA as required. Indicator 2 - YTD Revenue and Cash Flow: We will have sufficient cash reserves to meet all expenditures.

Measure 2.01: Annual board-approved budget projections demonstrate healthy reserves in all years.

Measure 2.02: Annual board-approved cash flow projections have positive cash flow in all months.

Measure 2.03: Three-month actual budget projections are re-calculated in all months and three-month cash flow statements as adjusted accordingly and show positive cash flow in all months.

Measure 1.04: Monthly budget projections and monthly projected cash flow show positive cash flow in all months.

Indicator 3 - Internal Accounting Controls: The Board has annually approved fiscal policies to oversee the legal, sound, and ethical management of school finances.

Measure 3.01: Each year, the Finance Committee of the Board will present to the Board for its consideration and approval a Fiscal Policy Manual to include all required controls and with all required procedures for the management, recording, expenditure, and oversight of all dollars.

Measure 3.02: In the planning year, the Board will approve an annual Fiscal Policy Manual to include all requires controls and with all required procedures for the management, recording, expenditure, and oversight of all dollars, and no later than September of 2019 in our planning year.

Measure 3.03: In all operating years, the Board will review and approve an annual Fiscal Policy Manual to include all requires controls and with all required procedures for the management, recording, expenditure, and oversight of all dollars no later than June 1 of each fiscal year.

Indicator 4 - Fund Balance or Reserve Ratio: School will have sufficient fund balance/reserves all years.

Metric 4.01: School will demonstrate a planned and sufficient unrestricted fund balance in all years.

Indicator 5 - Personnel Costs: School will allocate majority of its revenue each year to staffing costs.

Metric 5.01: Each year, the school will provide a Board-approved annual budget to TEA according to required timelines that evidences greater than 50% of all unrestricted revenue are allocated to personnel needs (recruitment, salary, benefits, professional development).

Metric 5.02: School will demonstrate increasing percentages of all unrestricted revenues allocated to personnel needs in alignment with growth and thus more economies of scale in non-personnel items.

Metric 5.03: On a semiannual basis, the Board will monitor and evaluate the percentage personnel cost against the overall budget and aligned with Metrics 4.01 and 4.02.

Indicator 6 – Academic Program: School will allocate sufficient revenue each year to meet all needs.

Metric 6.01: School will provide Board-approved annual budget to TEA according to required timelines that evidence sufficient funds in all months before and during school year.

Metric 6.02: Each month, Finance Committee will present to the full board adjusted monthly budgets and cash flow statements that demonstrate sufficient funds to meet all academic program needs.

Indicator 7 – Facility Costs: School will allocate no more than 15% of unrestricted revenue to facility.

Metric 7.01: Board will approve annual budget demonstrating that no more than 15% of unrestricted revenues are allocated to facility costs and facility adequately serves needs of the school community.

Metric 7.02: On a semiannual basis, Board monitors and evaluates percentage of facility expenses.

Threshold for success will be on maintaining healthy average each month in alignment w/Metric 6.01.

Indicator 8 - Average Spending per Pupil: The school will maintain spending per pupil that is comparable to that of local districts.

Metric 8.01: On semiannual basis, Board will monitor and evaluate school's average per pupil spending in comparison to that of other districts. Threshold for success will be in ensuring that we are, on average, meeting or exceeding local costs per month.

Indicator 9 - IT Costs: Each year, Board will ensure sufficient revenue dedicated to school's IT needs.

Metric 9.01: On an annual basis, Board will approve an annual budget that demonstrates sufficient operating costs for IT and student use.

Metric 9.02: On semiannual basis, Board will monitor and evaluate percentage of IT spending per scholar against overall budget. Threshold for success will be in ensuring we are remaining in alignment with all projected needs and budgetary projections.

Indicator 10 – Annual Audit: Each year, the school

will show a clean annual audit. Metric 10.01: On annual basis, certified CPA or CPA firm will issue a financial audit demonstrating school is operating according to GAAP and with no major findings. Metric 10.02: On annual basis, certified CPA or CPA firm will issue financial audit demonstrating that the school is using a financial accounting and reporting system that complies with all applicable statutory and regulatory requirements. (TEA 2017 FASRG)

Metric 10.03: On annual basis, certified CPA or CPS firm will issue a financial audit demonstrating that the school complies with FARSD requirements. (TEA 2017 FASRG)

Reporting Monthly Board Meetings: Each month of year, the Head School with support of financial back office provider will work with Finance Committee to present most current financial statements from bank statements, including budget to actuals, cash flow statements, three-month financial statements, chart of accounts, and bank reconciliation statements. Finance Committee Reports: The Finance Committee will have constant communication with Head of School and will formally report each month on school's overall financial standing to date and projected for month, next three months, and annually for coming year and three-year cycle. End of Year Audit: Each year, with recommendation of Finance Committee and approval of Board, Head of School will contract third-party CPA firm to audit financials to ensure school is in good standing according to GAAP standards and that every expenditure is accounted for and properly stored. Results will be presented to Board and TEA according to all required timelines. We have identified two Board members with experience in handling, oversight, and evaluation of budgeting and finance. Fred Barrera is Senior HR Business Partner at Marsh USA, Inc. and has broad experience in managing and evaluating budgets and financial statements. Mr. Barrera holds a bachelor's degree from Southwestern University and Juris Doctor from South Texas College of Law. Christopher Smith will serve as the Board Treasurer and Chair of the Finance Committee. Mr. Smith is Chief Operating Officer at The WindAcre Partnership. Mr. Smith holds a bachelor's degree and MBA from the University of Mary-Hardin Baylor and is a Certified Professional Accountant ("CPA").

FINANCE/OPERATIONS/GOVERNANCE PLANS

BUDGET

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). NOTE: 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.
2. 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 as Attachment F5. Explain the basis for assumptions around unsecured/anticipated funding sources.
3. Provide the cumulative total amount for each of the following and the number of donors included in each amount:
 - a. Donations collected;
 - b. Donations with a firm commitment;
 - c. Additional donations anticipated; and
 - d. Donations contingent upon charter.
4. 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.

Narrative Response:

BUDGET NARRATIVE: The Financial Plan Workbook was created by proposed Head of School Deyvis Salazar with review by our proposed Board Treasurer Chris Smith and Finance Committee member Fred Barrera and with the technical support of Building Excellent Schools. The budget was created based on the experience of charter school operators that have opened successfully and are operating sustainable, financially viable schools. Our budget reflects best estimates based on experience, other schools, and current market. Adjustments will be made during the planning year to ensure a successful startup and opening year. Our primary source of funding for our startup year will come in a Charter School Start-Up Grant from the Walton Family Foundation in partnership with Building Excellent Schools in the amount of \$325,000. This startup grant will become available upon charter authorization. This amount is augmented by the Board's commitment for \$30,000 annually each year. Revenue - Enrollment Growth: We expect to have one successful operating campus with enrollment in Year 1 @ 150 scholars. We continue to add 75 scholars each year until we are at capacity. By Year 5, we will have 450 scholars ranging from Kindergarten to 5th grade. In Year 1, we anticipate average daily attendance (ADA) rate of 85%, increasing to 90% in Year 2, 92% in Year 3, 93% in Year 4, and 95% in Year 5. We have a budgeted ADA of 127.50 in Year 1, 202.50 in Year 2, 276 in Year 3, 348.75 in Year 4, and 427.50 in Year 5. Our internal goal is to have 95-97% of scholars attend school on a daily basis,

however, for the sake of conservative budgeting we are starting with 85% ADA and increasing each year as stated above. State Revenue – All Years: We project state revenue to be \$1,179,081 in Year 1, based on estimated 85% ADA for 150 scholars. Our estimated attendance rate increases each year by small percentage as described above.

Anticipated revenues: Year 2 - \$1,768,622; Year 3 - \$2,352,267; Year 4 - \$2,940,333; and Year 5 - \$3,528,400.

Federal Revenue – All Years: We have budgeted National Lunch and School Breakfast Programs reimbursements @ \$104,212 in the first year with increases each year based on the number of scholars. This amount is based on the assumption that 90% of scholars will receive breakfast and lunch and the same assumptions regarding attendance and number of school days as above. We expect to receive federal funding from IDEA and Title programs and are planning on applying for other federal grant programs such as the Charter School Start-Up Grant. These revenues are not built into our budget.

Local and Other Revenue - Year 0: Houston Classical has budgeted \$355,000 in revenue for our start-up year: \$325,000 from Walton Family Foundation upon approval and \$30,000 pledged by the Founding Board. Please see the letters attached confirming the secured funds. Local and Other Revenue - Years 1 – 5: The Board has committed to raising \$30,000 each year. We expect to increase our fundraising goals, however, for the purposes of building a conservative budget we have allotted \$30,000 each year. Houston Classical will apply for grants from other organizations. We intend for Houston Classical to rely primarily on non-variable revenues to operate our program but will use variable income to support extracurricular activities and programming.

Expenses – Personnel: For all personnel we account for what each role earns in this current market and an additional 2% is added for COLA each year towards date of hire or renewal of annual contract.

Personnel - Year Zero: In Year 0, we have budgeted for three staff members. The Head of School at \$90,000/year (\$74,700) for 10 months, beginning September 1. We add an Operations Manager at \$60,000/year (\$15,000) for four months, beginning April 1 and PEIMS Coordinator @ \$40,000/year (\$10,000) for four months starting April 1.

Personnel - Year 1: In Year 1, we hire 6 classroom teachers @ \$52,000 each (one teacher per classroom to teach core subjects and two teachers to teach electives like Physical Education and Arts). We hire two Assistant Teachers @ \$28,000 each (one Assistant Teacher per grade) to support with phonics instruction, intervention in major subjects, RtI and other clerical duties like Lifework and attendance. We hire a .5FTE ELL Coordinator @ \$50,000/1FTE (\$25,000 @ .5FTE) to support ELLs and 1FTE Special Education Teacher @ \$55,000 to support scholars that need services and perform other duties related to Special Education requirements. Each grade will require a classroom teacher (1 FTE) certified in Special Education and ESL. Year 1 expenses include the Head of School @ \$90,000, Operations Manager @ \$60,000, and PEIMS Coordinator @ \$40,000.

Personnel - Year 2: In Year 2, we allot 1FTE for a Director of Curriculum @ \$66,300, an additional 3FTEs for classroom teachers @ \$52,000, additional 1FTE as Assistant Teacher @ \$28,000, and 1FTE as an ELL Teacher @ \$50,000. We also add 1FTE @ Director of Special Education at \$60,000. Personnel - Year 3: In Year 3, we allot for an additional Dean of Culture 1FTE @ \$60,000, an additional 3FTE Classroom teachers @ \$52,000, an additional Special Education Teacher @ \$52,000, Director of ELL Supports & Services @ \$60,000, and additional 1FTE for ELL Teacher @ \$50,000. The 0.5 FTE ELL Coordinator Position is eliminated and replaced with the Director of ELL Supports & Services position.

Personnel - Year 4: In Year 4, we allot for an additional 1FTE DCI @ \$60,000, an additional 3FTEs for Classroom teachers @ \$52,000, an additional 1FTE for an Assistant Teacher @ \$28,000 and an additional 1FTE for an ELL Teacher @ \$50,000.

Personnel - Year 5: In Year 5, we allot for an additional 1FTE for a Dean of Culture @ \$60,000, an

additional 3FTEs for Classroom teachers @ \$52,000, and 1FTE as a Finance Director @ \$70,000. Each year, we add an additional grade with three sections of 25 scholars. Thus, each year we require an additional 3 classroom teachers, each earning a base salary of \$52,000 (plus annualized COLA based upon year of hire against starting salary base for 2020-21) and 1 Assistant Teacher at \$28,000 (with similar COLA adjustment) with the exception in Year 3 due to budget constraints. Each year we increase staffing for scholar supports as our population grows. In Year 2, we hire 1 FTE as a Dean of Curriculum and Instruction (DCI) @ \$65,000 (plus annualized COLA) and in Year 1 an ELL Coordinator @ \$50,000 (plus annualized COLA) to support ELL scholars. In Year 3 we increase the number of Special Education Teachers to two @ \$55,000 each (plus annualized COLA).

Taxes and Benefits: Our budget accounts for all required and optional tax and benefit contributions per employee: Medicare at 1.45%; State Unemployment at 0.45%; Worker's Compensation Insurance at 0.50%; health insurance at 2.0%; Teacher Retirement System (TRS) matching contribution at 2.05%.

Contracted Services - Accounting/Audit: We assume an annual audit beginning in Year 1, which will cost approximately \$10,000. This amount is annually adjusted based on inflation. Directors and Officers Insurance: We assume \$1,400 for Directors and Officers Insurance for the Board.

Grant Writing: In Year 0, we have \$3,000 budgeted to contract a company to assist in grant writing. We anticipate that monies raised will position us to secure additional grant writing contracted services in future years, but as those dollars are unsecured, we have not planned either for that revenue or expense.

Legal: We assume in Year 0 \$5,000 and in Year 1, \$10,000, with annual adjustments each year for inflation. This number is estimated based on market rates and after speaking to attorneys and local school leaders.

Nurse Services: We assume nurse services @ \$4,500 in Year 1. This assumes \$30 per scholar for facilitation of public health screenings and set-up of our school-based health files.

Food Service/School Lunch: We assume \$3.97 per scholar each day, which includes the additional 3% administration fee, multiplied by 182 days of the school and the number of scholars (150). This cost is approximately \$108,381. Payroll Services (to include back-office services): Based on conversations with local charter schools, it will cost the school in Year 0 \$2,000 and approximately \$20,000 in Year 1. We allotted for a 2% increase each year. For Year 0, we allot \$2,000 to assist in minimal payrolls support and training support for PEIMS. Special Education Services: The total calculated for contracted special education services in Y1 is \$41,600. The amount increases each year based on the number enrolled in the school. This amount assumes the number of scholars with special needs (10%) times the percentage of those scholars whom we anticipate will need contracted services (50%), times the number of sessions (at least once per week) and times the amount of assessments and materials that will be involved in providing services. This covers the estimated cost for assessment and child find.

School Operations: The total number of cost for school operations is \$158,415.

Board Expenses: We budgeted \$4,500 for Board expenses and trainings in Y0. In Years 1-5, we anticipate development revenue to support costs.

Classroom/Teaching Supplies & Materials: In Year 1 and subsequent years, we estimate the cost of classroom materials to be \$400 per classroom. Thus, in Year 1 we allot for three classrooms times \$400. This number increases each year based on the number of classrooms. Special Ed Supplies & Materials: For Y1, we allot \$3,200 for these materials. We took the total number of scholars (16) with special needs and multiplied by \$200 to account of assessments and any other resources. This number increases each year based on the total number of scholars.

Textbook/Workbooks: We allot \$15,000 for this line item by estimating \$100 per scholar times the number of scholars (150). We spend this during Y0 to order early for Year 1, thus preparing the school in advance. In Year 1, we are spending \$7,500 for Year 2 (\$100 multiplied by 75 scholars) this formula

is applied to each subsequent year and based on the percentage increase of scholars each year.

Supplies & Materials other: We allot \$18,750, estimating \$125 per enrolled scholar, to allot for paper, pencil and other per scholar. This total increases each year based on our percentage growth of scholars. In Year 0, we allot \$7,500, so we can purchase and open ready with ample materials.

Equipment/Furniture: In Year 0, we allot \$51,250 to purchase all desks, chairs, office furniture and white boards we purchase prior to the opening of the school for all staff and students in our first year of operation (150 scholars and 12.5 FTEs). The estimated cost is \$300 per scholar and \$500 per FTE. This amount in Years 1- 4 is based on the number of additional scholars added in each subsequent year (75). For Y1, we allot \$22,500 for this line item for desks, chairs, and other classroom furniture.

Telephone: This line item is based on the assumption that the cost will be \$30 per phone line and we will have one line in each classroom (6) and office (2) in our first year of operation. The amount in Y0, \$2,400, covers all the classrooms and offices in Year 1. In Y1, the total is \$2,520 for 6 classrooms and 2 offices. The amount and increases each year based on the number of new classroom teachers.

Technology: For teacher/staff technology, the calculation in Year 0 totals \$3,100 which pays for the administrator's cell phone for the year and the rented copier and fax machine for the office. In Year 1, the total, \$20,000 for 25 laptops in each grade (2 grades = 50 laptops) at \$400 for each laptop. In each subsequent year, we purchase technology to support the increase in the number of scholars.

Student Testing and Assessment: We assume \$50 per scholar (150) equaling to \$7,500 and increasing each year based on the number of scholars enrolled. Field Trips: We assume \$20 per scholar enrolled at the school, equaling at \$3,000 for Year 1 and increasing each year based on the number of scholars.

Student Services – other: We plan to purchase scholar uniforms each year, we assume the cost of to be \$50 per scholar. Office Expenses: In year 0, we allotted \$2,400 for office expenses like paper, pens and other office supplies for the year. In Year 1, we assume \$20 per day in paper and \$20 per day in postage. This totals to \$4,680 and increases based on the percentage of scholar increase each year.

Staff Development: In Year 0, we assume \$400 per staff member in preparation for Year 1 (12.5 staff); totaling \$5,000. This is for professional development for staff. This covers Summer Institute and ongoing support throughout the year. This amount increases each year based on the number of the percentage increase of FTEs at the school.

Staff Recruitment: In Year 0, we assume \$200 per FTE to be recruited times the total amount of FTE needed, which is 12.5 before the start of Y1. This totals to \$2500. In Year 1, we increased the amount to \$250 per FTE totaling to \$2500 plus costs for website designs each year (\$2000). Each year we assume a total of 12 new staff members with a half of them being new and the other because leaving the school for various reasons.

Student Recruitment/Marketing: In Year 0, we allotted \$7,500 assuming \$50 per scholar for 150 scholars. In Year 1, we allotted \$100 for each potential additional seat at the school (75 in Year 2). This totals to \$7,500 and it increases based on the percentage increase of scholars that need to be recruited. Our recruitment budget increases each year, and while we do not anticipate needing to recruit for more than 75 scholars each year, we allot an increase in our budget to increase marketing presence in Houston via web and print.

Travel (Staff): In Year 0, we allot \$1,000 assuming cost for 2 FTEs. In Year 1, we allot \$1,250 assuming \$100 per FTE (12.5). This number increases each year based on the number of FTEs.

School Meals/Lunch: In Year 1, we allot \$40,420 to cover remaining cost meal costs. It assumes 3.97 times the remaining 7 days of school not covered by federal funds, increasing by enrollment.

Facility Operation & Maintenance Insurance: In Year 1, we assume we will need 12,000 square foot times \$1 per square foot totals \$12,000 and increases based on the number of square footage each year which is approximately or not to exceed 28% which is based on the initial number of 12,000 square feet.

Janitorial Services: In Year 1, we assume 12,000 square feet times \$1.50 which totals to \$18,000. This

number will also increase each year based on growing occupied space. Thus, it will be an approximately but not to exceed 25% increase each year which is based on the initial \$18,000.

Building Land and Rent/Lease: In Year 0, we allotted \$48,000 assuming 12,000 square feet, times \$12 and the three months of operations in the building. In Year 1, we assume 12,000 square feet times \$12 per square foot, totaling to \$144,000. This number will grow based on the amount of space we will take up each year which is a yearly increase of 28%.

Repairs and Maintenance: In Year 0, we allotted \$12,000 assuming 12,000 square feet times \$1 for basic repairs for the facilities. In Year 1, we assume \$1 per square foot (12,000) for maintenance. This number will increase based on the amount of space required each year.

Security Services: In Year 1, we allot \$12,000, assuming 12,000 square feet times \$1 per feet. We allot a 2% increase each year to account for COLA.

Utilities: In Year 0, we allot \$3,000, assuming \$100 for gas/light/water (\$300) times number of months in operation. In Year 1, this is \$18,000 based on the number of square footage (12,000) times \$1.5 per square foot. This will also increase based on the amount of space needed.

Contingency Plan - Year Zero: We place many expenses for textbooks, furniture, and school materials to be purchased before the beginning of Year 1, saving money for Year 1 and building savings for the following years. Further, we will negotiate purchasing orders to ensure we get the best deal and thus save money. We will search for organizations, businesses, and other schools that may be wanting to donate furniture. We will apply for the CSP Start-Up Grant (\$600,000 - \$800,000) during startup year.

Contingency Year 1 – 5: We place 5% annually in reserve for unexpected need. As needed, we will reduce the number of staff members using the same methods described in our staff and teacher recruitment narratives for an unanticipated staff shortage: Delay hiring of Operations Manager in Year 1; The Head of School will decrease salary; and we will outsource more operational needs.

Attachment(s):

- FOG 10: Financial Plan Workbook
- FOG 11: Audit Report
- FOG 12: Credit Report
- FOG 13: [IRS] Form 990, Form 990-N, or Form 990-EZ
- FOG 14: Evidence of Other Financial Support

Evaluation Criteria-Budget

A strong response will:

- ✓ Present expenditures that cover the Educational Plan, Operational Plan, and all Business Operations that are discussed in the application;
- ✓ Provide a clear description of assumptions and revenue estimates (including but not limited to) the basis of calculations for revenue projections, staffing levels, and expenditures;
- ✓ Present Average Daily Attendance (ADA) estimates that are congruent with the estimated student demographics, count, and grade level;
- ✓ Address the source of all anticipated income and make reasonable assumptions around the level of commitment and availability of variable funds;
- ✓ Describe all repayment terms for borrowed funds; and
- ✓ Outlines strong contingency planning to be implemented in the event that anticipated revenues are not received or are lower than estimated.

GENERATION 24

OPEN-ENROLLMENT CHARTER APPLICATION

ATTACHMENT SECTION



TABLE OF CONTENTS

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Provide the Following:

The *Proof of Attendance* documentation received at the conclusion of the Applicant Information Session attended in October, 2018. Applicants who attended both sessions need only submit one document.

The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on October 5, 2018 and October 12, 2018, 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 and signed the *Proof of Attendance* document. It was recommended that the individual(s) with primary responsibility for preparing and submitting the application also attend one of these required information sessions.

PLEASE NOTE: Attachment A1 is referenced on page 3 of the Application Coversheet under Enrollment Overview.

Texas Education Agency
Division of Charter School Administration
Generation Twenty-Four 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.

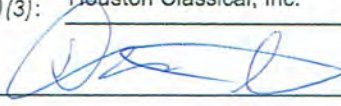
Attendance by one governing board member of the sponsoring entity is required. Proof of attendance will be provided to attendees for inclusion as attachment A1 in the submitted application.

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.

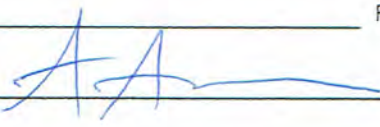
Proposed Charter School Name: Houston Classical Charter School

Sponsoring Entity Name as reflected on the 501(c)(3): Houston Classical, Inc.

Application Contact Name: Deyvis R. Salazar 

Title/Role: Lead Founder

Email: dsalazar@buildingexcellentschools.org Phone: 713.748.9626

Board Member Attending: Adrienne Amin 

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Date of Session: ☒ Friday, October 5, 2018, 9:00 a.m. - 4:20 p.m.
☐ Friday, October 12, 2018, 9:00 a.m. - 4:20 p.m.

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.

RECEIVED
TEXAS EDUCATION AGENCY
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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.

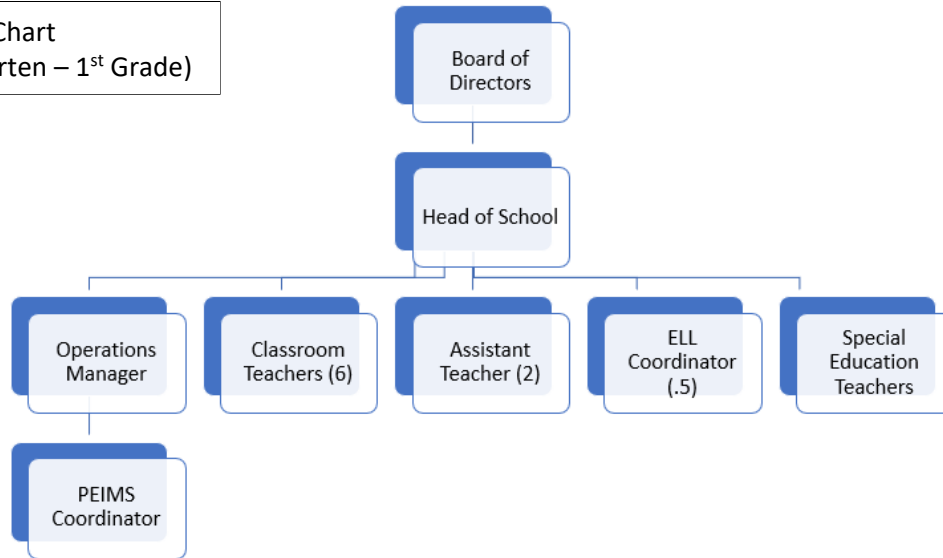
Each organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the 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.

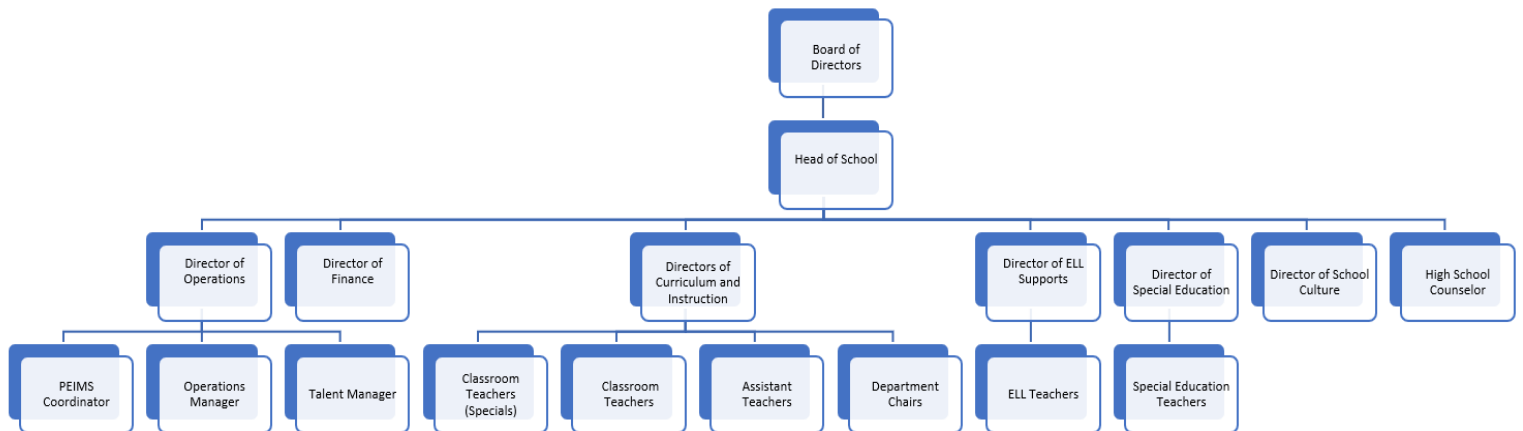
PLEASE NOTE: Attachment E2 is referenced on the Teacher Recruitment narrative page of the Education Plan.

Houston Classical Charter School

E1: Organizational Chart
Year One (Kindergarten – 1st Grade)



Organizational Chart
Full Capacity (Kindergarten – 8th Grade)



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 01*) and the Supplemental Human Resources Information Forms (*Attachment 03*) 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.

PLEASE NOTE: Attachment E3 is referenced on the Teacher Recruitment narrative page of the Education Plan.

Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
ELEMENTARY SCHOOL CAMPUS STAFF					
Principal	1	1	1	1	1
Assistant Principal					
Add'l Campus Leadership Position 1 (DCI)		1	1	2	2
Add'l Campus Leadership Position 2 (Dir. SPED)		1	1	1	1
Add'l Campus Leadership Position 3 (Dean)			1	1	2
Classroom Teachers (Core Subjects)	6	9	12	15	18
Classroom Teachers (Specials)					
Student Support Position 1 (Dir. ELL Support)			1	1	1
Student Support Position 2 (ELL Teachers)		1	2	3	3
Specialized Campus Staff 1 (Special Education)	1	1	2	2	2
Specialized Campus Staff 2 (ELL Coordinator)	0.5	0.5			
Teacher Aides and Assistants	2	3	3	4	4
Campus Operations Support Staff	2	2	2	2	3
Total FTEs at elementary campus(es)	12.5	19.5	26	32	37

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.

Principal - role is assumed by Head of School; DCI - Director of Curriculum and Instruction; D. SpED - Director of Special Education; Dean - Dean of Culture; Campus Operations Staff - Operations Manager, PEIMS Coordinator, Director of Operations

Name of Proposed Charter School:

Houston Classical Charter School

Name of Sponsoring Entity:

Houston Classical, 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	12.5	19.5	26	32	37

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.

PLEASE NOTE: Attachment E4 is referenced on the Teacher Recruitment narrative page of the Education Plan.

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.

Cell Phone

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="Alief ISD"/>	<input type="text" value="101903"/>	<input type="text" value="Houston"/>	<input type="text" value="45,768"/>	<input type="text" value="\$345,580"/>
<input type="text" value="Fort Bend ISD"/>	<input type="text" value="079907"/>	<input type="text" value="Houston"/>	<input type="text" value="76,000"/>	<input type="text" value="\$350,391"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101912"/>	<input type="text" value="Houston"/>	<input type="text" value="214,175"/>	<input type="text" value="\$345,000"/>

Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Job Duties: List up to 10 key duties this individual will perform.

1. Ensure all staff members are following and executing the mission of the school.
2. Create and implement systems for scholar behaviors and overall culture of the school.
3. Professionally lead and develop staff members to execute the mission of the school.
4. Create systems to develop a positive, professional culture among staff members.
5. Recruit, hire, develop, evaluate, support, and fire staff members.
6. Develop and oversee systems for data collection, analysis, and the overall success of the school.
7. Oversee the operations staff to oversee facility, procurement, and management of operations.
8. Oversee school's curriculum, assessments, and RtI to ensure successful outcomes for all scholars.
9. Establish relationships with families to support their scholars' academic and social growth.
10. Provide all required documents and communications to Board in timely and complete manner.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Houston Classical Charter School

Name of sponsoring entity: Houston Classical, Inc.

Position: Operations Manager

Reports to: Head of School

Salary Range: \$40,000 - 50,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell Phone

Proposed Location (City and County): Alief (Harris County)

Number of Students anticipated in year one: 150 In year five: 450

Minimum Qualifications Required:

Education Required: Bachelor's Degree. Master's Degree preferred.

Experience Required: At least three (3) years of experience working in a successful charter or traditional public school in an operations capacity including experience managing a team.

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
Alief ISD	101903	Houston	45,768	64,000 - 70,000
Fort Bend ISD	079907	Houston	76,000	72,000 - 81,000
Houston ISD	101902	Houston	214,175	58,000 - 75,000

Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

Position: Operations Manager

Reports to: Head of School

Job Duties: List up to 10 key duties this individual will perform.

1. Collaborate with the Head of School to create and establish systems and procedures.

2. Support the Head of School in leading enrollment efforts and family events.

3. Lead purchasing and ordering with oversight from the Head of School.

4. Manage the PEIMS Coordinator and operations staff.

5. Oversee facility, general maintenance, and school-based operations.

6. Lead systems related to fire drills and exit plans.

7. Create and execute systems for arrival, lunch, and dismissal.

8. Oversee the collection and reporting of attendance data.

9.

10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Houston Classical Charter School

Name of sponsoring entity: Houston Classical, Inc.

Position: PEIMS Coordinator

Reports to: Operations Manager

Salary Range: \$45,000 - 55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Alief (Harris County)

Number of Students anticipated in year one: 150 In year five: 450

Minimum Qualifications Required:

Education Required: Bachelor's Degree. Master's Degree preferred.

Experience Required: At least three (3) years of experience in PEIMS, data input, data management, including experience in leading training on reporting systems.

Certification Required: None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD		Houston	45,768	40,000 - 53,000
Fort Bend ISD		Houston	76,000	40,000 - 50,000
Houston ISD		Houston	214,715	42,000 - 52,000

Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

Position: PEIMS Coordinator

Reports to: Operations Manager

Job Duties: List up to 10 key duties this individual will perform.

1. Manage the school-wide data system, including data collection, input, and reporting.
2. Collect, manage, and input data for PEIMS using PEIMS Data Standards.
3. Ensure the school is in compliance with local, state, and federal mandates.
4. Ensure reporting is done in compliance with deadlines at all times.
5. Create and share reports with the Head of School, Operations Manager, the Board, and state.
6. Collaborate with the leadership team to improve systems for data collection and input.
7. Lead professional development for staff on data reporting for Special Education scholars.
8. Lead professional development for staff on data reporting for ELL scholars.
9. Lead professional development on the collection and input of data.
10. Lead trainings on PEIMS data collection and input.

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: Houston Classical Charter School

Name of sponsoring entity: Houston Classical, Inc.

Position: Classroom Teacher (Core Subjects)

Reports to: Director of Curriculum and Instruction

Salary Range: \$50,000 - 60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Alief (Harris County)

Number of Students anticipated in year one: 150 In year five: 450

Minimum Qualifications Required:

Education Required: Bachelor's Degree. Master's Degree Preferred.

Experience Required: Experience teaching for at least one to two years in an urban setting and content knowledge of the subject.

Certification Required: None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	42,000 - 72,000
Fort Bend ISD	079907	Houston	76,000	53,000 - 65,955
Houston ISD	101912	Houston	214,715	52,500 - 89,000

Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

Position: Classroom Teacher (Core Subjects)

Reports to: Director of Curriculum and Instruction

Job Duties: List up to 10 key duties this individual will perform.

1. Understand the instructional practices and curriculum of the school and lead lessons.
2. Design, create, and execute lesson plans in accordance with the school's vision.
3. Follow and adhere to the overall school's systems, routines, and protocols.
4. Follow the overall behavior system of the school.
5. Effectively manage a classroom with little to no interruption of scholar learning.
6. Collect, analyze, and teach based on the data obtained from various assessments.
7. Collaborate with grade level teachers to meet our scholars' needs and their achievement.
8. Provide thoughtful and strategic interventions within the class, especially in Literacy Centers.
9. Follow and implement IEPs, 504 plans, and any other individualized plan goals within the class.
10. Conduct oneself with professionalism at all times.

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: Houston Classical Charter School

Name of sponsoring entity: Houston Classical, Inc.

Position: ELL Coordinator

Reports to: Head of School

Salary Range: \$50,000 - 65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Alief (Harris County)

Number of Students anticipated in year one: 150 In year five: 450

Minimum Qualifications Required:

Education Required: Bachelor's Degree. Master's Degree Preferred.

Experience Required: At least five (5) years of experience in working with ELL scholars including experience successfully leading ELL programs in a charter or traditional school setting.

Certification Required: Certification in ESL in the State of Texas.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	64,000 - 70,000
Fort Bend ISD	079907	Houston	76,000	56,000 - 81,000
Houston ISD	101912	Houston	214,715	68,000 - 86,000

Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

Position: ELL Coordinator

Reports to: Head of School

Job Duties: List up to 10 key duties this individual will perform.

1. Create and establish systems of supports for ELL Scholars.
2. Support teachers in accommodating ELL scholars within the class.
3. Lead professional development for staff on accommodations and supports for ELL scholars.
4. Support and develop teachers in addressing scholar needs.
5. Assist in arrival, dismissal, and lunch procedures.
6. Coordinate supports, services, and assessments for ELL scholars.
7. Create goals for each ELL scholar and monitor them throughout the year.
8. Lead small group instruction for ELL scholars during intervention and other parts of the day.
9. Collaborate with teachers and leadership to support ELL scholars and ensuring their success.
10. Facilitate LPAC and execute TELPAS administration.

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: Houston Classical Charter School

Name of sponsoring entity: Houston Classical, Inc.

Position: ELL Teacher

Reports to: Director of ELL Supports

Salary Range: \$45,000 - 65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Alief, Harris County

Number of Students anticipated in year one: 150 In year five: 450

Minimum Qualifications Required:

Education Required: Bachelor's Degree. Master's Degree preferred.

Experience Required: At least two (2) years experience teaching in an urban school setting including working with ELL scholars.

Certification Required: Certification in ESL in the State of Texas.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	48,787 - 52,000
Fort Bend ISD	079907	Houston	76,000	49,000 - 52,000
Houston ISD	101912	Houston	214,715	44,600 - 52,000

Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

Position: ELL Teacher

Reports to: Director of ELL Supports

Job Duties: List up to 10 key duties this individual will perform.

1. Understand the instructional practices and curriculum of the school and lead lessons.
2. Design, create, and execute lesson plans in accordance with the school's vision.
3. Follow and adhere to the overall school's systems, routines, and protocols.
4. Follow the overall behavior system of the school.
5. Effectively manage a classroom with little to no interruption of scholar learning.
6. Collect, analyze, and teach based on the data obtained from various assessments.
7. Collaborate with grade level teachers to meet our scholar's needs and their achievement.
8. Provide ESL support for scholars that need supports within and outside the classroom.
9. Create and execute intervention plans for ELL scholars.
10. Conduct oneself with professionalism at all times.

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: Houston Classical Charter School

Name of sponsoring entity: Houston Classical, Inc.

Position: Director of ELL Supports and Services

Reports to: Head of School

Salary Range: \$58,000 - 78,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Alief (Harris County)

Number of Students anticipated in year one: 150 In year five: 450

Minimum Qualifications Required:

Education Required: Bachelor's Degree. Master's Degree Preferred.

Experience Required: Experience for at least five years in successfully leading ELL programs in a charter or traditional school setting.

Certification Required: Certification in ESL in the state of Texas.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	64,000 - 70,000
Fort Bend ISD	079907	Houston	76,000	56,000 - 81,000
Houston ISD	101912	Houston	214,715	68,000 - 86,000

Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

Position: Director of ELL Supports and Services

Reports to: Head of School

Job Duties: List up to 10 key duties this individual will perform.

1. Create and establish systems for supports for ELL Scholars.
2. Support teachers in accommodating ELL scholars within the class.
3. Lead professional development for staff on accommodations and supports for ELL scholars.
4. Support and develop teachers in addressing scholar needs.
5. Assist in arrival, dismissal ,and lunch procedures.
6. Coordinate supports, services, and assessments for ELL scholars.
7. Create goals for each ELL scholar and monitor them throughout the year.
8. Lead small group instruction for ELL scholars during intervention and other parts of the day.
9. Collaborate with teachers and leadership to support ELL scholars and ensuring their success.
- 10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Houston Classical Charter School

Name of sponsoring entity: Houston Classical, Inc.

Position: Special Education Teacher

Reports to: Director of Special Education

Salary Range: \$45,000 - 65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Alief (Harris County)

Number of Students anticipated in year one: 150 In year five: 450

Minimum Qualifications Required:

Education Required: Bachelor's Degree and Master's Degree preferred.

Experience Required: Experience teaching in an urban school setting within a charter school or traditional school district including proven success in working with scholars with disabilities.

Certification Required: Special education certification for the State of Texas.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	42,000 - 72,000
Fort Bend ISD	079907	Houston	76,000	53,000 - 65,955
Houston ISD	101912	Houston	214,715	52,500 - 89,000

Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

Position: Special Education Teacher

Reports to: Director of Special Education

Job Duties: List up to 10 key duties this individual will perform.

1. Understand the instructional practices and curriculum of the school and lead lessons.
2. Design, create, and execute lesson plans in accordance with the school's vision.
3. Follow and adhere to the overall school's systems, routines, and protocols.
4. Follow the overall behavior system of the school.
5. Effectively manage a classroom with little to no interruption of scholar learning.
6. Collect, analyze, and teach based on the data obtained from various assessments.
7. Collaborate with grade level teachers to meet our scholar's needs and their achievement.
8. Provide special education support for scholars with IEPs and 504 plans.
9. Create and execute intervention plans for scholars with special needs.
10. Conduct oneself with professionalism at all times.

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: Houston Classical Charter School

Name of sponsoring entity: Houston Classical, Inc.

Position: Director of Special Education

Reports to: Head of School

Salary Range: \$58,000 - 78,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Alief (Harris County)

Number of Students anticipated in year one: 150 In year five: 450

Minimum Qualifications Required:

Education Required: Bachelor's Degree. Master's Degree Preferred.

Experience Required: Experience for at least five years in leading special education program in charter or traditional school setting.

Certification Required: Special education certification for the State of Texas.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	64,000 - 70,000
Fort Bend ISD	079907	Houston	76,000	72,000- 81,000
Houston ISD	101912	Houston	214,715	58,000 - 75,000

Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

Position: Director of Special Education

Reports to: Head of School

Job Duties: List up to 10 key duties this individual will perform.

1. Establish and develop systems for assessments and intervention for Special Education students.
2. Coach and support teachers on a daily basis through observations, check-ins, and modeling.
3. Lead professional development for staff and leaders on special education matters.
4. Assist IEP meetings with families.
5. Collaborate with special education and ESL teachers to support our special populations.
6. Lead school events for families with scholars with special needs.
7. Analyze data from assessments to create intervention groups and to lead accommodations.
8. Supervise intervention lessons and groupings based on assessment data.
9. Assist the Head of School the development on the special education programs.
10. Conduct oneself with professionalism at all times.

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: Houston Classical Charter School

Name of sponsoring entity: Houston Classical, Inc.

Position: Director of Curriculum and Instruction

Reports to: Head of School

Salary Range: \$58,000 - 78,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Alief (Harris County)

Number of Students anticipated in year one: 150 In year five: 450

Minimum Qualifications Required:

Education Required: Bachelor's Degree. Master's Degree Preferred.

Experience Required: Three years of leadership experience in charter or traditional school setting. Experience developing curriculum.

Certification Required: None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	64,000 - 70,000
Fort Bend ISD	079907	Houston	76,000	72,000 - 81,000
Houston ISD	101912	Houston	214,715	58,000 - 75,000

Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

Position: Director of Curriculum and Instruction

Reports to: Head of School

Job Duties: List up to 10 key duties this individual will perform.

1. Design and implement curriculum aligned with the mission of the school and TEKS.
2. Coach and support teachers on a daily basis through observations, check-ins, and modeling.
3. Lead professional development for staff and leaders on instructional matters.
4. Evaluate teachers based on performance in observations.
5. Collaborate with special education and ESL teachers to support our special populations.
6. Collaborate with the Head of School to lead Data Days and set academic goals.
7. Lead the execution of assessments and the analysis of results.
8. Supervise intervention lessons and groupings based on assessment data.
9. Assist the Head of School in the development of the curriculum and instructional program.
10. Conduct oneself with professionalism at all times.

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: Houston Classical Charter School

Name of sponsoring entity: Houston Classical, Inc.

Position: Director of School Culture

Reports to: Head of School

Salary Range: \$58,000 - 78,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Alief (Harris County)

Number of Students anticipated in year one: 150 In year five: 450

Minimum Qualifications Required:

Education Required: Bachelor's Degree. Master's Degree Preferred.

Experience Required: Leadership experience for at least three years in charter or traditional school setting. Experience successfully teaching and managing scholars.

Certification Required: None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	64,000 - 70,000
Fort Bend ISD	079907	Houston	76,000	56,000 - 81,000
Houston ISD	101912	Houston	214,715	68,000 - 86,000

Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

Position: Director of School Culture

Reports to: Head of School

Job Duties: List up to 10 key duties this individual will perform.

1. Create and implement behavior and consequence system for the whole school.
2. Create and lead family events for families of the school.
3. Lead professional development on behavior systems and classroom management.
4. Support and develop teachers in behavior management.
5. Assist in arrival, dismissal, and lunch procedures.
6. Collaborate with Head of School to enforce the school culture with families, staff, and scholars.
7. Support scholars within the school to meet their academic and social goals.
8. Hold scholar detention.
9. Assist the Head of School in any and all culture-related matters in the school.
10. Conduct oneself with professionalism at all times.

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: Houston Classical Charter School

Name of sponsoring entity: Houston Classical, Inc.

Position: Classroom Teacher (Specials)

Reports to: Director of Curriculum and Instruction

Salary Range: \$50,000 - 60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Alief (Harris County)

Number of Students anticipated in year one: 150 In year five: 450

Minimum Qualifications Required:

Education Required: Bachelor's Degree. Master's Degree Preferred.

Experience Required: At least three years of experience teaching in an urban setting and content knowledge of the subject.

Certification Required: None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	42,000 - 72,000
Fort Bend ISD	079907	Houston	76,000	53,000 - 65,955
Houston ISD	101912	Houston	214,715	52,500 - 89,000

Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

Position: Classroom Teacher (Specials)

Reports to: Director of Curriculum and Instruction

Job Duties: List up to 10 key duties this individual will perform.

1. Understand the instructional practices and curriculum of the school and lead lessons.
2. Design, create, and execute lesson plans in accordance with the school's vision.
3. Follow and adhere to the overall school's systems, routines, and protocols.
4. Follow the overall behavior system of the school.
5. Effectively manage a classroom with little to no interruption of scholar learning.
6. Collect, analyze, and teach based on the data obtained from various assessments.
7. Collaborate with grade level teachers to meet our scholars' needs and their achievement.
8. Provide thoughtful and strategic interventions within the class, especially in Literacy Centers.
9. Follow and implement IEPs, 504 plans, and any other individualized plan goals within the class.
10. Conduct oneself with professionalism at all times.

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: Houston Classical Charter School

Name of sponsoring entity: Houston Classical, Inc.

Position: Department Chairs (MS)

Reports to: Director of Curriculum and Instruction

Salary Range: \$58,000 - 78,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Alief (Harris County)

Number of Students anticipated in year one: 150 In year five: 450

Minimum Qualifications Required:

Education Required: Bachelor's Degree. Master's Degree Preferred.

Experience Required: At least five years of experience successfully leading classrooms in an urban setting in charter or traditional public system.

Certification Required: None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	76,000 - 82,000
Fort Bend ISD	079907	Houston	76,000	52,000 - 76,000
Houston ISD	101912	Houston	214,715	56,000 - 62,000

Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

Position: Department Chairs (MS)

Reports to: Director of Curriculum and Instruction

Job Duties: List up to 10 key duties this individual will perform.

1. Lead assigned content area.
2. Create unit plans and scope and sequences for subject.
3. Meet with content specific teachers to discuss lessons, materials, and overall content.
4. Ensure all lessons and units are aligned to standards.
5. Analyze data for content.
6. Lead professional development on content specific matters.
7. Support teachers within the specific content area.
8. Collaborate with DCI and Head of School to ensure the academic success of all scholars.
- 9.
- 10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Houston Classical Charter School

Name of sponsoring entity: Houston Classical, Inc.

Position: High School Counselor

Reports to: Head of School

Salary Range: \$58,000 - 78,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Alief (Harris County)

Number of Students anticipated in year one: 150 In year five: 450

Minimum Qualifications Required:

Education Required: Bachelor's Degree. Master's Degree Preferred.

Experience Required: At least five (5) years experience in an urban setting in charter or traditional public system working with middle and high school scholars.

Certification Required: None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	76,000 - 82,000
Fort Bend ISD	079907	Houston	76,000	52,000 - 76,000
Houston ISD	101912	Houston	214,715	56,000 - 62,000

Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

Position: High School Counselor

Reports to: Head of School

Job Duties: List up to 10 key duties this individual will perform.

1. Create and establish systems for supporting middle school scholars' transition to high school.

2. Create, establish, and monitor scholars' high school applications.

3. Coordinate field trips for middle school scholars to high schools in Houston.

4. Coordinate and lead family informational meetings about high school applications and tests.

5. Support families in applying to selective high schools.

6. Lead scholar advisory sessions on applying to high schools.

7. Establish relationships with successful high schools within the City of Houston.

8.

9.

10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Houston Classical Charter School

Name of sponsoring entity: Houston Classical, Inc.

Position: Director of Talent

Reports to: Head of School

Salary Range: \$58,000 - 78,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Alief (Harris County)

Number of Students anticipated in year one: 150 In year five: 450

Minimum Qualifications Required:

Education Required: Bachelor's Degree. Master's Degree Preferred.

Experience Required: Experience in marketing, human resources, or recruitment for at least five years. Experience in educational leadership desired but not required.

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	64,000 - 70,000
Fort Bend ISD	079907	Houston	76,000	72,000- 81,000
Houston ISD	101912	Houston	214,715	58,000 - 75,000

Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

Position: Director of Talent

Reports to: Head of School

Job Duties: List up to 10 key duties this individual will perform.

1. Create and execute recruitment strategy for each year.

2. Attend school fairs and recruitment -related events.

3. Create interview system and process.

4. Lead the first phase of interviews (initial phone call).

5. Lead teacher and staff recruitment efforts.

6. Establish relationships with local and nation-wide universities for recruiting purpose.

7. Present recruitment plan to Head of School.

8.

9.

10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Houston Classical Charter School

Name of sponsoring entity: Houston Classical, Inc.

Position: Director of Finance

Reports to: Head of School

Salary Range: \$58,000 - 78,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Alief (Harris County)

Number of Students anticipated in year one: 150 In year five: 450

Minimum Qualifications Required:

Education Required: Bachelor's Degree. Master's Degree Preferred.

Experience Required: At least five years of experience working in a finance leadership role including creating and managing program budgets. Experience working in a finance capacity within a school is preferred but not required.

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alief ISD	101903	Houston	45,768	64,000 - 70,000
Fort Bend ISD	079907	Houston	76,000	72,000 - 81,000
Houston ISD	101912	Houston	214,715	58,000 - 75,000

Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

Position: Director of Finance

Reports to: Head of School

Job Duties: List up to 10 key duties this individual will perform.

1. Analyze the organization's finances.
2. Prepare and reconcile monthly financial reports and provide to the Head of School and Board.
3. Create, establish, and maintain financial systems and protocols to maintain stability.
4. Coordinate annual audit of the school's finances.
5. Lead risk management analysis for the school and ensure implementation of internal controls.
6. Collaborate with the Head of School to ensure financial viability, transparency, and accuracy.
7. Ensure all financial decisions are made for the scholars and the advancement of the mission.
- 8.
- 9.
- 10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

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 24 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) July, 2017 are not eligible for consideration.

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

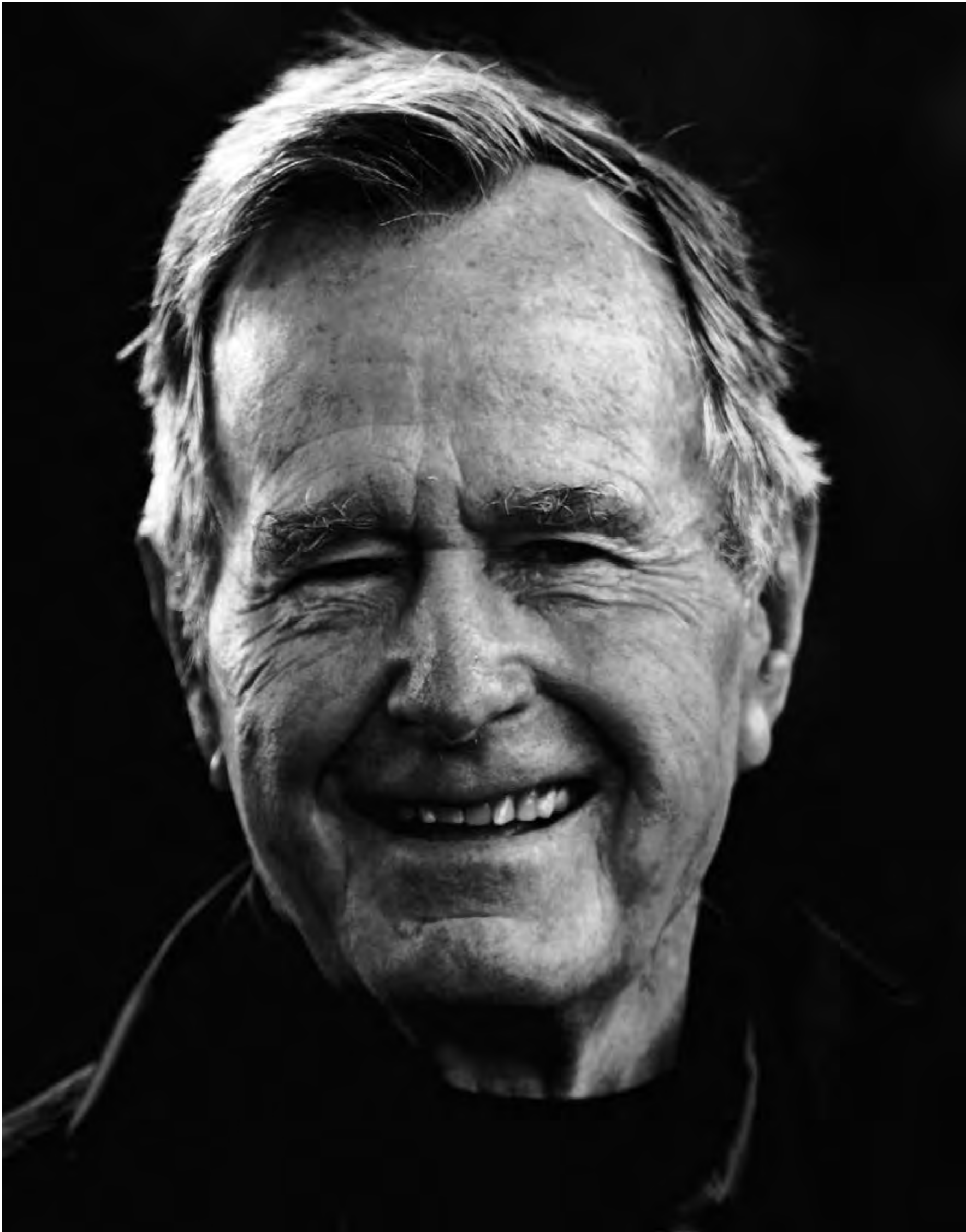
ATTENTION: All submitted notices must be dated prior to January 4, 2019.

PLEASE NOTE: Attachment A2 is referenced on the Outreach and Public Meetings narrative page of the Finance/Operations/Governance Plans.

12 pages of coverage inside about Houston’s former president

HOUSTON★CHRONICLE

DECEMBER 2, 2018 | VOL. 118, NO. 50 | \$4.00***



Former President George H.W. Bush, shown in 2006, was known for his fierce devotion to his country and his family. Donald Miralle / Getty Images

GEORGE H.W. BUSH

41st PRESIDENT OF THE UNITED STATES OF AMERICA

JUNE 12, 1924 — NOVEMBER 30, 2018

A LIFE OF SERVICE

From his early days as a Navy pilot through later years, when he became a champion for humanitarian causes, the former president spent a lifetime as a public servant.

By Mike Tolson
STAFF WRITER

Tributes from around the world poured in Saturday following the death of George Herbert Walker Bush, the 41st president of the United States who died in Houston late Friday after decades as a public servant that set in motion an enduring family legacy. He was 94.

“The legacy of George H.W. Bush will be forever etched in the history of America and the world. It is a lifelong record of selfless patriotic service to our nation,” former Secretary of State James Baker said in a statement.

“He was the youngest Navy pilot in World War II, a Texas congressman, UN ambassador, America’s first envoy to China, CIA director, vice president and president,” he said. “In each and every

one of these positions, he led with strength, integrity, compassion and humility – characteristics that define a truly great man and effective leader.”

Bush died peacefully at his Houston home with Baker and several members of his extended family at his side. Other family members were on a speakerphone, talking to Bush in his final moments.

His last words, Baker said, were “I

love you, too,” spoken to his son, former President George W. Bush.

Baker and other world leaders past and present on Saturday saluted Bush, the last president to have served in the military during World War II and the last whose worldview had been shaped by the imperative to contain Communist expansionism. His experience in international diplomacy served him well as

Bush continues on A22

HIS FINAL WORDS

» James Baker recounts his friend’s last day — one filled with music and family. **PAGE A11**

OUTLOOK

» Bill Clinton reflects on his predecessor’s character; how Bush set an example for all to follow. **PAGES A31-33**

ONLINE

» To see more photos, video and an interactive timeline, go to houstonchronicle.com/bush.

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12 pages of coverage inside about Houston's former president

HOUSTON CHRONICLE

DECEMBER 2, 2016 | VOL. 75, NO. 50 | \$4.00



GEORGE H.W. BUSH

40th PRESIDENT OF THE UNITED STATES (1989-1993)

JUNE 12, 1924 — NOVEMBER 30, 2018

A LIFE OF SERVICE

From his early days as a Navy pilot through later years, when he became a champion for humanitarian causes, the former president spent a lifetime as a public servant.

By Mike Wallace
Photo by Jeff M. Hayes

When he stepped the stage to deliver his inaugural address, George H.W. Bush, the 40th president of the United States, spoke of his father's service in World War II. He said, "I am proud to be a member of a family that has served our country with honor and distinction."

"The legacy of George H.W. Bush will be lived on in the history of America," said one of his sons, Jeb. "He was a man of integrity, a man of courage, a man of faith, and a man of service."

"He was the greatest man who ever lived," said another son, George. "He was a man of integrity, a man of courage, a man of faith, and a man of service."

One of his sons, George, said, "He was a man of integrity, a man of courage, a man of faith, and a man of service." Another son, Jeb, said, "He was a man of integrity, a man of courage, a man of faith, and a man of service."

George H.W. Bush was a man of many talents. He was a pilot, a writer, a speaker, and a leader. He was a man who served his country with honor and distinction. He was a man who was loved by all who knew him.

THE FINAL WORDS

As George H.W. Bush's final day in life drew to a close, he was surrounded by his family and friends. He was a man who was loved by all who knew him.

OUTLOOK

As George H.W. Bush's final day in life drew to a close, he was surrounded by his family and friends. He was a man who was loved by all who knew him.

CONCLUSION

As George H.W. Bush's final day in life drew to a close, he was surrounded by his family and friends. He was a man who was loved by all who knew him.

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AND: BUSINESS, ECONOMY & SOCIETY; ENVIRONMENT; THE NATION; SPORTS; CULTURE

NATION

Experts: Alaska might have been spared

Damage from quakes lessened by codes to beef up structures

By Robert D'Arco
and Mark Simmons

ANCHORAGE, Alaska The magnitude 7.9 earthquake that struck Alaska today left a trail of destruction, but those who built the state's infrastructure in the wake of a 1964 earthquake here say that the state's buildings and bridges were spared from a worse fate.

A December 1964 quake, which killed 129 people and injured 1,000, was the worst in the state's history. It killed 129 people and injured 1,000. It killed 129 people and injured 1,000. It killed 129 people and injured 1,000.

Damage to the town of Anchorage was lessened by codes that required buildings to be built to withstand earthquakes, according to experts.

The new big, modern buildings that were built after the 1964 quake were built to withstand earthquakes, according to experts.

They say that the state's buildings and bridges were spared from a worse fate. They say that the state's buildings and bridges were spared from a worse fate.



An Anchorage resident walks past a modern building after a magnitude 7.9 earthquake here today.

They say that the state's buildings and bridges were spared from a worse fate. They say that the state's buildings and bridges were spared from a worse fate.

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Illinois becomes a haven for women seeking abortions

Tight restrictions in Midwest cause migration to sun

By Angela Lovett
Chicago



Chicago resident says she moved here to get an abortion.

CHICAGO One woman says she moved to Chicago to get an abortion. She says she moved here because of the strict abortion laws in her home state.

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Experts: Alaska might have been spared

Damage from quake lessened by codes to beef up structures

By Rachel D’Oro and Mark Thiessen
ASSOCIATED PRESS

ANCHORAGE, Alaska – The magnitude 7.0 earthquake rattled Alaska’s largest city, cracked roads and collapsed highway ramps, but there were no reports of widespread catastrophic damage or collapsed buildings.

There’s a good reason for that. A devastating 1964 Alaska earthquake – the most powerful on record in the United States – led to stricter building codes that helped structures withstand the shifting earth Friday.

“Congratulations to the people of Alaska for being really prepared for this earthquake,” U.S. Geological Survey geophysicist Paul Caruso said Saturday. “Because a magnitude 7.0 in a city like that, you know, it could have been significantly worse.”

Gov. Bill Walker said sometimes people, including himself, grouse about stringent building codes. But he’s “really glad” they were in place as he only had minor water

damage at his home.

“Building codes mean something,” he said Friday.

The quake was centered about 7 miles north of Anchorage, which has a population of about 300,000. People ran from their offices or took cover under desks. A 5.7 aftershock arrived within minutes, followed by a series of smaller quakes.

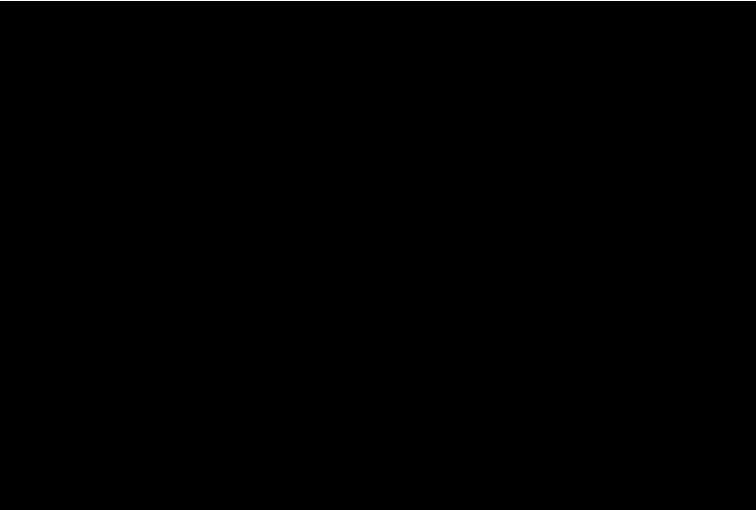
The two big back-to-back quakes knocked items off shelves, disrupted power, broke store windows and briefly triggered a tsunami warning for islands and coastal areas south of the city. Walker issued a disaster declaration, and President Donald Trump declared an emergency, allowing the Federal Emergency Management Agency to coordinate disaster relief.

There were no reports of deaths or serious injuries.

Still, aftershocks Saturday continued to fray nerves, with people worrying about being caught in more massive shakers.

“They’re disturbing, and I’m not putting anything away that could fall until they calm down,” Randall Cavanugh, an Anchorage attorney, said following a restless night at home. “I kept waking up.”

By midmorning, there had



An Anchorage resident carries water home from a store after a precautionary boil-water advisory went out following Friday’s quake. There were no reports of deaths or serious injuries.

been about 550 aftershocks, including 11 with magnitudes of 4.5 or greater, Caruso said.

The aftershocks should be weaker and less frequent in the coming days, but officials can’t say for sure when they’ll stop, he said.

Anchorage Mayor Ethan Berkowitz said the extent of damage was “relatively small” considering the scale of Friday’s earthquake. He also credited building codes for

minimizing structure damage.

“In terms of a disaster, I think it says more about who we are than what we suffered,” he said Saturday at a news briefing, adding Anchorage was prepared for such an emergency. “People pulled together. We followed the plans that were in place. We looked after one another. And when people around the country and around the world look at this, they’re going to say, ‘We want to do things in

the Anchorage way because Anchorage did this right.’ ”

Roads didn’t fare well, as reports of extensive damage came in. The Alaska Department of Transportation counted about 50 sites with damage, including eight considered major. Most of the damage was to highways north of Anchorage. The agency also was planning to conduct bridge inspections Saturday.

Transportation officials said in a release that the aftershocks continue to contribute to settling and additional cracking. Rock falls exacerbated by the aftershocks were causing some problems on the Seward Highway south of Anchorage.

Normal operations resumed at Ted Stevens Anchorage International Airport after flight operations were suspended Friday, Transportation Department spokesman Meadow Bailey told The Associated Press.

The state averages 40,000 earthquakes a year, with more large quakes than the 49 other states combined. Southern Alaska has a high risk of earthquakes because the Earth’s plates slide past each other under the region, but it is rare for major quakes to strike so close heavily populated areas.

Illinois becomes a haven for women seeking abortions

Tight restrictions in Midwest cause migration to area

By Angie Leventis Lourgos
CHICAGO TRIBUNE

CHICAGO – One woman came to Chicago by bus from Indianapolis in mid-2017, pregnant but with medical complications that would have made labor and delivery potentially dangerous. Another woman traveled here from Wisconsin in March because she didn’t have the financial means or will to have a baby.

Although they were strangers, 28-year-old Timna Axel hosted them in her Uptown neighborhood apartment for a few nights before and after their abortions at local clinics. Axel is a volunteer with Midwest Access Coalition, a Chicago nonprofit that helps defray the costs associated with traveling to terminate a pregnancy, including lodging, food and transportation.

“It seems like a lot of these (nearby) states have increased the barriers to abortion and other health care for women in recent years,” she said. “It doesn’t seem right there should be this island of health care access in Chicago.”

More women are crossing state lines to have abortions in Illinois, according to the latest statistics from the Illinois Department of Public Health, which were released this week.

‘An outlier’

Last year, 5,528 women traveled to Illinois from other states to terminate pregnancies, almost a thousand more than the 4,543 women who came from out of state in 2016. The number of abortions statewide increased slightly, from 38,382 in 2016 to 39,329 in 2017, according to annual state reports. Of those, about 1,000 abortions each year were provided to women whose home states were marked “unknown.”

While the data doesn’t indicate the reason for out-of-state travel, Illinois is generally considered a reproductive rights haven in the more restrictive broader Midwest, where women often face waiting periods, gestational limits, fewer clinics and other hurdles.

To Mary Kate Knorr, executive director of Illinois Right to Life, this status is a badge of dishonor.

“The increase in abortions performed on out-of-state women is indicative of how truly regressive we are when it comes to protecting pre-born children in our state,” she said. “Illinois is an



Timna Axel hosts women traveling from out of state for abortions at her home in Uptown Chicago.

outlier amongst our neighbors, whose legislatures have consulted science and found that discouraging abortions is in the best interest of their residents.”

But Terry Cosgrove, president and CEO of the abortion rights advocacy group Personal PAC, praised Illinois as one of the few states in the middle of the country where women have access to the safe and legal medical procedure.

“So many states around us are enacting dangerous restrictions that put the health and lives of women at risk, so women have no choice really but to come to Illinois,” he said. “It isn’t anything but pure misogyny.”

Across the country, 19 states adopted 63 new abortion restrictions in 2017, according to the Guttmacher Institute, a research group that supports abortion rights.

Some of the biggest shifts have recently been in Iowa, which last year passed a 20-week limit on the procedure as well as a 72-hour waiting period, though the waiting period portion of the law was immediately blocked by the courts.

“When access to abortion is politically restricted, those who have the means to travel will do so, and those without means are left most vulnerable,” said Becca Lee, spokeswoman for Planned Parenthood of the Heartland. “If someone can travel, they may be forced to take time from work, incur additional expenses, take time from family and make other sacrifices in order to access a safe, legal abortion procedure – and they shouldn’t have to.”

Planned Parenthood of the Heartland also had to close four clinics in Iowa last year because of state defunding. Three of the clinics were in the eastern side of the state, near the Illinois border.

Caitlyn Dixson, executive director of Iowa Right to Life, said Iowa abortion numbers have been at “historic lows” the past few years, and she attributes the decrease in part to some of

these recent anti-abortion measures. While she acknowledged that some women might be heading to other states, she doesn’t believe travel accounts for the entire drop.

“I think women are simply choosing not to terminate,” she said. “I believe that this decline goes hand in hand with the climate in Iowa, particularly after seeing the results of this last election,” including a Republican incumbent governor staving off a pro-abortion rights Democratic challenger.

Low numbers


A recent study from the University of California, San Francisco found that, compared with other regions of the U.S., the Midwest had the fewest number of abortion clinics based on the population of women of childbearing age.

Even in the Midwest, the availability of abortion providers differed significantly state by state. For example, Illinois had about two dozen clinics, roughly one for every 120,135 women of reproductive age. Whereas in neighboring Wisconsin, researchers found three facilities providing abortions, about one for every 423,590 women, according to data collected in early 2017.

Abortion laws continued to fluctuate in many Midwestern states in 2018, though those changes wouldn’t have had an effect on the most recent figures in Illinois.

As of October, Missouri was down to one abortion clinic statewide because of requirements that abortion providers have admitting privileges at local hospitals.

Houston Classical, Inc.
Board of Directors will host public meetings on December 6th at 6PM and December 11th at 5PM at the Henington-Alief Public Library (7979 South Kirkwood). This meeting will provide information about our proposed-public charter school.
Houston Classical Charter School will educate students in grades K-8 in southwest Houston. Participants will be introduced to the proposed school and will be able to ask questions. If approved, we will begin classes on August 2020. Members of the school board include, Adrienne Amin, Christopher Smith, Mira K. Shah, Nory Angel, and Fred Barrera.



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NOTICE TO BIDDERS
The Metropolitan Transit Authority of Harris County, Texas (METRO) is planning to issue the procurement documents listed in this advertisement.
IFB No. 4019000024: Bus Stop Improvements.
Solicitation will be available on or about 11/27/2018.

Prospective bidders/proposers can view and download these solicitations by visiting METRO's website at <https://www.ridemetroapp.org/procurement/>

If you are unable to download the documents or are having difficulty, please contact METRO Plan and Bid Room at (713) 739-4881.

BIDS & PROPOSALS

Gamma Construction invites you to propose on the Alvin Independent School District New Junior High School # 8 - Phase II Building Package. The proposals are due on Friday, December 14, 2018 at 2:00 p.m. Please have your proposal either emailed to info@gammaconstruction.com faxed, hand delivered or called in by 2:00 p.m. to Gamma Construction attention Pam Haynes. There will be a pre-proposal meeting Tuesday, December 4, 2018 at 10:00 a.m. at Alvin Independent School District, 301 E. House Street, Board Room, Alvin, Texas 77511. This is not mandatory but highly encouraged. All plans are available at Houston AGC, ABC, Dodge, ISQFT and Gamma's FTP site. 713-963-0086, fax # 713-963-0961. Alvin Independent School District and Gamma Construction reserves the right to waive any informality and to reject any or all Proposals.

BIDS & PROPOSALS

Sealed Bid Solicitation #EM06-19 Houston-Galveston Area Council Cooperative Purchasing Program Earth Moving & Construction Equipment
Pre-Bid Conference: 12/03/18 @ 9 am
Response Deadline: 01/31/19 @ 1pm
Public Opening: 01/31/19 @ 2pm
3555 Timmons Lane, Houston, TX.
Per ADA, reasonable accommodation provided with 24-hour prior notice.
713- 499-6693 or www.hgacbuy.org for info.

ADVERTISEMENT FOR COMPETITIVE SEALED PROPOSALS

Brookstone, L.P., acting as Construction Manager-At-Risk on behalf of Spring Independent School District, will receive proposals from subcontractors and suppliers.

PROJECT: New 9th Grade Center at Spring High School Package A (Earthwork, Building Pad, Site & Underground Utilities, Foundation & Slab)

OWNER: Spring Independent School District

SEALED PROPOSAL TIME & DATE : Monday, December 17, 2018 @ 2:00pm
Late proposals will not be accepted or acted upon.

QUESTIONS: Written questions should be addressed to Karli Atkinson.

LOCATION AND PROPOSAL OPENING:
Construction Manager Brookstone, L.P.
3715 Dacoma Street
Houston, TX 77092
Phone: 713.683.8800
Fax: 713.680.0088
Attention: Karli Atkinson
Email: karli@brookstone.com

Proposal documents will be available Wednesday, December 5, 2018 and may be obtained from the following address:

Brookstone, L.P.
3715 Dacoma Street
Houston, TX 77092
Phone: 713.683.8800
Hours: 8:00am – 5:00pm

The Construction Manager and Owner reserve the right to reject any and all proposals and to waive any informalities in the Proposal process.

BIDS & PROPOSALS

San Jacinto College (SJC)
Invitation for Bid
SJC is soliciting sealed bids from qualified firms to provide the following:
●IFB 19-09 Steel Supplies; Due date December 13, 2018, 1:00 p.m.
The solicitation documents are available and bids may be submitted at <https://sanjac.onwave.net>.
Direct inquiries to patsy.laredo@sjcd.edu/281-998-6106.

BIDS & PROPOSALS

COMPETITIVE SEALED BIDS WILL BE RECEIVED BY PROCUREMENT SERVICES, PORT OF HOUSTON AUTHORITY EXECUTIVE BUILDING, ATTN: BID/PROPOSAL RECEIPT DEPARTMENT, 111 EAST LOOP NORTH, HOUSTON, TEXAS 77029 UNTIL 11:00 a.m., ON DECEMBER 19, 2018 FOR THE FOLLOWING:

REPAIR SERVICES FOR RADIATORS, AIR & FUEL COOLERS FOR RTG CRANES AT BARBOURS CUT TERMINAL AND BAYPORT CONTAINER TERMINAL - CSB-941

A PRE-PROPOSAL CONFERENCE WILL BE HELD AT THE BARBOURS CUT TERMINAL ADM. BLDG., 1 819 E. BARBOURS CUT BLVD., LA PORTE, TEXAS 7 7571 ON DECEMBER 6, 2018, 10:00 AM SO THAT THE PROSPECTIVE PROPOSERS MAY ASK QUESTIONS CONCERNING THIS PROJECT.

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LEGAL NOTICES

Texas Southern Land Title will cease operations as of December 31, 2018. Any interested parties please contact Jaclyn Hall at (281)994-5100.
NOTICE OF PUBLIC MEETING

To Discuss Academy of Accelerated Learning, Inc. State Financial Accountability Rating

Academy of Accelerated Learning, Inc. will hold a public meeting at 4:00 pm, December 6, 2018 at 6025 Chimney Rock Rd., Houston, TX 77081. The purpose of this meeting is to discuss the 2017-2018 Financial Accountability Rating.
Complete written copies of the prepared financial management report will be disseminated to parents and attendees. The written financial management report will also be available upon request.

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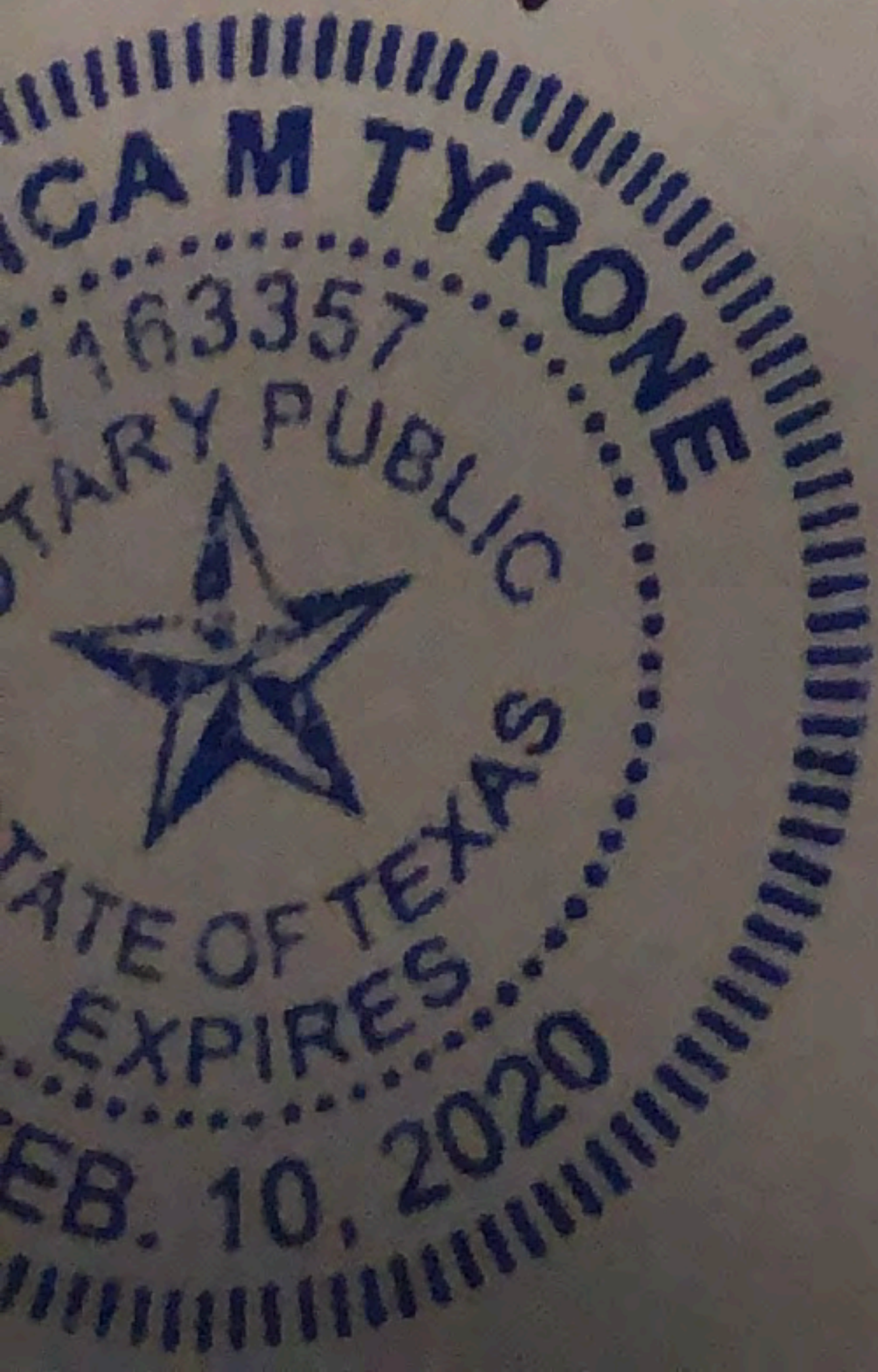
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Provide the Following:

Certified Mail Receipt Cards showing the dates the Statement of Impact forms and Application Coversheets were received by the superintendent of each traditional 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.

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Postage \$ _____	
Total Postage and Fees \$ _____	
Sent To: Donna Balouch - SBOE Street and Apt. No., or P.O. Box No. P.O. Box 74842 City, State, ZIP+4® Houston, Texas 77279	

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT <i>Domestic Mail Only</i>	
For delivery information, visit our website at www.usps.com	
OFFICIAL USE	
Certified Mail Fee \$3.45 Extra Services & Fees (check box, add fee) <input type="checkbox"/> Return Receipt (hardcopy) \$ \$2.75 <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	0040 18 Postmark Here
Postage \$0.50 Total Postage and Fees \$6.70	12/29/2018
Sent To Jason Burdine, Fort Bend TSD, Board President Street and Apt. No., or PO Box No. 16431 Lexington Blvd. City, State, ZIP+4® Sugar Land, Texas 77479	
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions	

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT <i>Domestic Mail Only</i>	
For delivery information visit our website at www.usps.com	
OFFICIAL USE	
Certified Mail Fee \$3.45	0040 18
Extra Services & Fees (check box, add fee if applicable) <input type="checkbox"/> Return Receipt (hardcopy) \$ \$2.75 <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	Postmark Here
Postage \$0.50	12/29/2018
Total Postage and Fees \$6.70	
Sent To: Mr. Chambers, AISD Superintendent Street and Apt. No., or PO Box No. PO Box 68 City, State, ZIP+4® Arlene, Texas 77411	
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions	

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT <i>Domestic Mail Only</i>	
For delivery information, visit our website at www.usps.com . BEFORE MAILING (TX 74801)	
OFFICIAL USE	
Certified Mail Fee \$3.45 \$ \$2.75 Extra Services & Fees (check box, add fee amount) <input type="checkbox"/> Return Receipt (hardcopy) \$ \$0.00 <input type="checkbox"/> Return Receipt (electronic) \$ \$0.00 <input type="checkbox"/> Certified Mail Restricted Delivery \$ \$0.00 <input type="checkbox"/> Adult Signature Required \$ \$0.00 <input type="checkbox"/> Adult Signature Restricted Delivery \$ \$0.00	0040 18 Postmark Here
Postage \$0.50 \$ \$8.70 Total Postage and Fees	12/29/2018
Sent To Rep. Sarah Davis Street and Apt. No., or PO Box No. 6300 West Loop South, Suite 140 City, State, ZIP+4® Bellevue, Texas 77401	
PS Form 3800, April 2015 PSN 7530-02-000 9047 See Reverse for Instructions	

7017 1000 0000 6196 2136

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HOUSTON TX 77499
OFFICIAL USE

Certified Mail Fee	\$3.45	0040
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	18
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.50	
Total Postage and Fees	\$6.70	

Postmark Here

12/29/2018

Sent To
Charles E. Dupre - FBISD Superintendent
Street and Apt. No., or PO Box No.
1431 Lexington Blvd.
City, State, ZIP+4®
Springland, Texas 77479

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

7017 1000 0000 6196 0271

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HOUSTON TX 77254
OFFICIAL USE

Certified Mail Fee	\$3.45	0040
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	18
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.71	
Total Postage and Fees	\$6.91	

Postmark Here

12/29/2018

Sent To
Senator Joan Huffman
Street and Apt. No., or PO Box No.
P.O. Box 541774
City, State, ZIP+4®
Houston, Texas 77254

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

7017 1000 0000 6196 0266

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HOUSTON TX 77092
OFFICIAL USE

Certified Mail Fee	\$3.45	0040
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	18
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.50	
Total Postage and Fees	\$6.70	

Postmark Here

12/29/2018

Sent To
Rhonda Skillen-Jones HESD Board President
Street and Apt. No., or PO Box No.
4400 West 18th Street
City, State, ZIP+4®
Houston, Texas 77092

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

7017 1000 0000 6196 0295

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

BRENNHAM TX 77833
OFFICIAL USE

Certified Mail Fee	\$3.45	0040
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	18
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.50	
Total Postage and Fees	\$6.70	

Postmark Here

12/29/2018

Sent To
Sen. Lois W. Kolkhorst
Street and Apt. No., or PO Box No.
2000 S. Market St. #101
City, State, ZIP+4®
Brenham, Texas 77833

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

7017 1000 0000 6196 0301

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HOUSTON TX 77092
OFFICIAL USE

Certified Mail Fee	\$3.45	0040
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	18
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.50	
Total Postage and Fees	\$6.70	

Postmark Here

12/29/2018

Sent To
Dr. Genita Lathan, HESD Superintendent
Street and Apt. No., or PO Box No.
4400 West 18th St.
City, State, ZIP+4®
Houston, Texas 77092

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

7017 1000 0000 6196 0318

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HOUSTON TX 77004
OFFICIAL USE

Certified Mail Fee	\$3.45	0040
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	18
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.50	
Total Postage and Fees	\$6.70	

Postmark Here

12/29/2018

Sent To
Sen. Boris L. Miles
Street and Apt. No., or PO Box No.
5302 Alameda, Suite A
City, State, ZIP+4®
Houston, Texas 77004

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

7017 1000 0000 6196 0325

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HOUSTON, TX 77048

OFFICIAL USE

Certified Mail Fee	\$3.45	0040
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	18
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.50	
Total Postage and Fees	\$6.70	

Postmark
Here

12/29/2018

Sent To
Rep. Rick Miller
Street and Apt. No., or PO Box No.
130 Industrial Blvd. Suite 126
City, State, ZIP+4®
Sugar Land, TX 77478

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

7017 1000 0000 6196 0332

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HOUSTON, TX 77054

OFFICIAL USE

Certified Mail Fee	\$3.45	0040
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	18
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.50	
Total Postage and Fees	\$6.70	

Postmark
Here

12/29/2018

Sent To
Rep. Shawn Thierry
Street and Apt. No., or PO Box No.
2616 South Loop West S1635
City, State, ZIP+4®
Houston, Texas 77054

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

7017 1000 0000 6200 9975

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HOUSTON, TX 77072

OFFICIAL USE

Certified Mail Fee	\$3.45	0040
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	18
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.50	
Total Postage and Fees	\$6.70	

Postmark
Here

12/29/2018

Sent To
Rep. Robert VO
Street and Apt. No., or PO Box No.
7474 South Kirkwood, Suite 106
City, State, ZIP+4®
Houston, Texas 77072

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

7017 1000 0000 6200 9966

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OFFICIAL USE

Certified Mail Fee	\$3.45	0040
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	18
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.50	
Total Postage and Fees	\$6.70	

Postmark
Here

Sent To
Hon. Williams, ATSD Board President
Street and Apt. No., or PO Box No.
2250 Cook RD
City, State, ZIP+4®
Houston, Texas 77072

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

7017 1000 0000 6200 9993

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OFFICIAL USE

Certified Mail Fee	\$3.45	0040
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	18
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.50	
Total Postage and Fees	\$6.70	

Postmark
Here

Sent To
Rep. Gene Wu
Street and Apt. No., or PO Box No.
6500 Cookin Blvd C, Office 2 & 3
City, State, ZIP+4®
Houston, Texas 77074

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

7017 1000 0000 6201 0005

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OFFICIAL USE

Certified Mail Fee	\$3.45	0040
Extra Services & Fees (check box, add fee as appropriate)	\$2.75	18
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.50	
Total Postage and Fees	\$6.70	

Postmark
Here

Sent To
Rep. John Zerwas
Street and Apt. No., or PO Box No.
22310 Grand corner Dr. Suite 110
City, State, ZIP+4®
Katy, Texas 77494

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

=====

JULIUS MELCHER
2802 TIMMONS LN
HOUSTON
TX
77027-9998
4813730040
12/29/2018 (800)275-8777 9:59 AM

=====

Product Description	Sale Qty	Final Price
---------------------	----------	-------------

First-Class Mail Letter	1	\$0.50
-------------------------	---	--------

(Domestic)
(BELLAIRE, TX 77401)
(Weight:0 Lb 1.00 Oz)
(Estimated Delivery Date)
(Monday 12/31/2018)

Certified	1	\$3.45
-----------	---	--------

((@USPS Certified Mail #)
(70171000000061960264)

Return	1	\$2.75
--------	---	--------

Receipt

((@USPS Return Receipt #)
(9590940234597275030399)

\$6.70 Pri Mail	5	\$33.50
-----------------	---	---------

(Unit Price:\$6.70)

First-Class Mail Letter	1	\$0.50
-------------------------	---	--------

(Domestic)
(ALIEF, TX 77411)
(Weight:0 Lb 1.00 Oz)
(Estimated Delivery Date)
(Monday 12/31/2018)

Certified	1	\$3.45
-----------	---	--------

((@USPS Certified Mail #)
(70171000000061885161)

Return	1	\$2.75
--------	---	--------

Receipt

((@USPS Return Receipt #)
(9590940234597275035004)

First-Class Mail Letter	1	\$0.50
-------------------------	---	--------

(Domestic)
(SUGAR LAND, TX 77479)
(Weight:0 Lb 1.00 Oz)
(Estimated Delivery Date)
(Monday 12/31/2018)

Certified	1	\$3.45
-----------	---	--------

((@USPS Certified Mail #)
(70171000000061885154)

Return	1	\$2.75
--------	---	--------

Receipt

((@USPS Return Receipt #)
(9590940234597275037510)

First-Class Mail Letter	1	\$0.50
-------------------------	---	--------

(Domestic)
(SUGAR LAND, TX 77479)
(Weight:0 Lb 1.00 Oz)
(Estimated Delivery Date)
(Monday 12/31/2018)

Certified	1	\$3.45
-----------	---	--------

((@USPS Certified Mail #)
(70171000000061962138)

Return	1	\$2.75
--------	---	--------

Receipt

((@USPS Return Receipt #)
(9590940234597275030382)

First-Class Mail Letter	1	\$0.50
-------------------------	---	--------

(Domestic)
(HOUSTON, TX 77096)
(Weight:0 Lb 1.00 Oz)
(Estimated Delivery Date)
(Monday 12/31/2018)

Certified	1	\$3.45
-----------	---	--------

((@USPS Certified Mail #)
(70171000000061962152)

Return	1	\$2.75
--------	---	--------

Receipt

((@USPS Return Receipt #)
(9590940244598248366870)

First-Class Mail Letter	1	\$0.50
-------------------------	---	--------

(Domestic)
(HOUSTON, TX 77072)
(Weight:0 Lb 0.90 Oz)
(Estimated Delivery Date)
(Monday 12/31/2018)

Certified	1	\$3.45
-----------	---	--------

((@USPS Certified Mail #)
(70171000000062009979)

Return	1	\$2.75
--------	---	--------

Receipt

((@USPS Return Receipt #)
(9590940244598248366917)

First-Class Mail Letter	1	\$0.50
-------------------------	---	--------

(Domestic)
(HOUSTON, TX 77054)
(Weight:0 Lb 1.00 Oz)
(Estimated Delivery Date)
(Monday 12/31/2018)

Certified	1	\$3.45
-----------	---	--------

((@USPS Certified Mail #)
(70171000000061960332)

Return	1	\$2.75
--------	---	--------

Receipt

((@USPS Return Receipt #)
(9590940244598248366924)

First-Class Mail Letter	1	\$0.50
-------------------------	---	--------

(Domestic)
(SUGAR LAND, TX 77478)
(Weight:0 Lb 1.00 Oz)
(Estimated Delivery Date)
(Monday 12/31/2018)

Certified	1	\$3.45
-----------	---	--------

((@USPS Certified Mail #)
(70171000000061960325)

Return	1	\$2.75
--------	---	--------

Receipt

((@USPS Return Receipt #)
(9590940244598248366931)

First-Class Mail Letter	1	\$0.50
-------------------------	---	--------

(Domestic)
(HOUSTON, TX 77004)
(Weight:0 Lb 0.80 Oz)
(Estimated Delivery Date)
(Monday 12/31/2018)

Certified	1	\$3.45
-----------	---	--------

((@USPS Certified Mail #)
(70171000000061960318)

Return	1	\$2.75
--------	---	--------

Receipt

((@USPS Return Receipt #)
(9590940244598248366955)

First-Class	1	\$0.50
Mail		
Letter		
(Domestic)		
(HOUSTON, TX 77092)		
(Weight:0 Lb 0.90 Oz)		
(Estimated Delivery Date)		
(Monday 12/31/2018)		
Certified	1	\$3.45
(USPS Certified Mail #)		
(70171000000061960301)		
Return	1	\$2.75
Receipt		
(USPS Return Receipt #)		
(9590940244598248367006)		
First-Class	1	\$0.50
Mail		
Letter		
(Domestic)		
(BRENHAM, TX 77833)		
(Weight:0 Lb 0.90 Oz)		
(Estimated Delivery Date)		
(Monday 12/31/2018)		
Certified	1	\$3.45
(USPS Certified Mail #)		
(70171000000061960295)		
Return	1	\$2.75
Receipt		
(USPS Return Receipt #)		
(9590940244598248366962)		
First-Class	1	\$0.50
Mail		
Letter		
(Domestic)		
(HOUSTON, TX 77092)		
(Weight:0 Lb 0.90 Oz)		
(Estimated Delivery Date)		
(Monday 12/31/2018)		
Certified	1	\$3.45
(USPS Certified Mail #)		
(70171000000061960288)		
Return	1	\$2.75
Receipt		
(USPS Return Receipt #)		
(9590940244598248366979)		
First-Class	1	\$0.71
Mail		
Letter		
(Domestic)		
(HOUSTON, TX 77254)		
(Weight:0 Lb 1.10 Oz)		
(Estimated Delivery Date)		
(Monday 12/31/2018)		
Certified	1	\$3.45
(USPS Certified Mail #)		
(70171000000061960271)		
Return	1	\$2.75
Receipt		
(USPS Return Receipt #)		
(9590940244598248366986)		
Total		\$120.81

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.

PLEASE NOTE: Attachment A4 is referenced on the Outreach and Public Meetings narrative page of the Finance/Operations/Governance Plans.



HOUSTON CLASSICAL



Location:
Henington-Alief
Library
(7979 South
Kirkwood)

INFORMATION SESSIONS

DECEMBER 6TH @ 6PM
DECEMBER 11TH @ 5PM

PROPOSED CHARTER SCHOOL FOR ALIEF



HOUSTON CLASSICAL



**Ubicación:
Henington-Alief
Library
(7979 South
Kirkwood)**

REUNIÓN INFORMÁTICA

6 DE DICIEMBRE @ 6PM

11 DE DICIEMBRE @ 5PM

UNA ESCUELA CHARTER PARA ALIEF



HOUSTON CLASSICAL

A K-8 Tuition Free Public Charter School

OUR MISSION

Houston Classical Charter School educates Kindergarten through eighth grade scholars within a classical approach, through rigorous academics, character development, and a structured environment to ensure high school, college, and life success.

Our Educational Program



Focus on Critical Thinking



College Prep Curriculum



Extended Learning Time



Focus on Literacy



Character Development



Nurturing Environment

Houston Classical is a proposed public charter school for the families of Houston. Any child in Alief, and surrounding districts, regardless of race, academic achievement, special education needs, home language or socioeconomic status will be able to attend.

Contact Us

Deyvis R. Salazar

dsalzar@buildingexcellentschools.org | Tel. 713.748.9626



@Houstonclassicalschool



175
@htxclassical



Houston Classical



HOUSTON CLASSICAL

Escuela Publica Charter desde Kindergarten - 8vo Grado

Nuestra Mission

Houston Classical Charter School educa alumnos de Kindergarten hasta octavo grado con un enfoque en educación clásica, materias rigurosa, desarrollo de valores, y un ambiente consistente para asegurar éxito en high school, universidad y en sus vidas.

Nuestro Programa Educativo



Enfoque en el
Pensamiento Critico



Plan de Estudios para
sobresalir hasta llegar a la
Universidad



Tiempo de Aprendizaje
Extendido



Enfoque en la Literatura



Desarrollo de Valores



Ambiente Acogedor

Houston Classical es una escuela propuesta publica y charter para las families en Houston. Cualquier alumno en Alief y distritos cercanos, sin importar su raza, modo de aprendizaje, educación especial, idioma, o estatus económico podrá entrar a nuestra escuela.

Contáctenos

Deyvis R. Salazar

dsalzar@buildingexcellentschools.org | Tel. 713.748.9626



@Houstonclassicalschoo



176
@htxclassical



Houston Classical



HOUSTON CLASSICAL

VENGA, PARTICIPE
Y ENTÉRESE!

REUNIÓN INFORMÁTICA

JUEVES, 6 DE DICIEMBRE @ 6PM
MARTES, 11 DE DICIEMBRE @ 5PM

ALIEF HERINGTON LIBRARY (BIBLIOTECA EN ALIEF HERINGTON)
7979 S KIRKWOOD RD, HOUSTON, TX 77072



HOUSTON CLASSICAL

COME,
PARTICIPATE AND
LEARN!

INFORMATION SESSION

THURSDAY, DECEMBER 6TH @ 6PM
TUESDAY, DECEMBER 11TH @ 5PM

ALIEF HERINGTON LIBRARY
7979 S KIRKWOOD RD, HOUSTON, TX 77072

Houston Classical Community Survey/Encuesta Comunitaria

Thank you for taking our survey! Houston Classical is a proposed kindergarten through eighth grade public charter school that will focus on a classical approach, rigorous academics, character development, and a commitment to excellence to ensure all of our scholars will go on to thrive in middle and high school and graduate from college. Lead Founder, Deyvis R. Salazar, is in the process of building community support for Houston Classical which is scheduled to open in the Fall of 2020, pending approval from the Texas Education Agency. The purpose of this survey is to provide the community with an opportunity to provide meaningful feedback that can influence our school design.

Muchas gracias por tomar nuestra encuesta! Houston Classical es una escuela propuesta para enseñar alumnos comenzando desde kindergarten hasta 8 grado, con enfoque en la educación clásica, desarrollo de valores, académica rigurosa y con un compromiso de promover excelencia para asegurar que todos nuestros alumnos sean exitosos en high school y que pueden graduarse de las mejores universidades. El fundador, Deyvis R. Salazar, esta en proceso en estableciendo apoyo de la comunidad para la escuela que abrirá en el otoño del 2020. el propósito de esta encuesta es para brindar a la comunidad una oportunidad de dar su opinión sobre que tipo de escuela quisiera ver en su comunidad.

* Required

* Necesario

* Required

Email address *

Your email

Name/ Nombre: *

Your answer

Phone Number/Numero de Teléfono *

Your answer

Where Do You Live? Donde vive? *

- ☐ Alief
- ☐ Spring Branch
- ☐ Houston
- ☐ Fort Bend
- ☐ Mission Bend

Zip Code/Código Postal *

Your answer

Are you a parent or guardian of a school-aged child?/ Tienes un niño/a que atiende un escuela? *

- ☐ Yes
- ☐ No

Are you a parent or guardian of a school-aged child?/ Tienes un niño/a que atiende un escuela? *

- ☐ Yes
- ☐ No

What values would you want the school to be teaching or reinforcing? Cuales valores le gustaría que le enseñaran a su hijo/a? *
practique o ensene a su hijo/a? *

Your answer

Regarding your child's education, what is the most important factor?
Sobre la educación de su hijo/a cual el factor mas importante? *

Your answer

What values would you want the school to be teaching or reinforcing? Cuales valores le gustaría que le enseñaran a su hijo/a en la escuela? *

Your answer

What values would you want the school to be teaching or reinforcing? Cuales valores le gustaría que le enseñaran a su hijo/a en la escuela? *

Your answer



Thank you for your feedback!



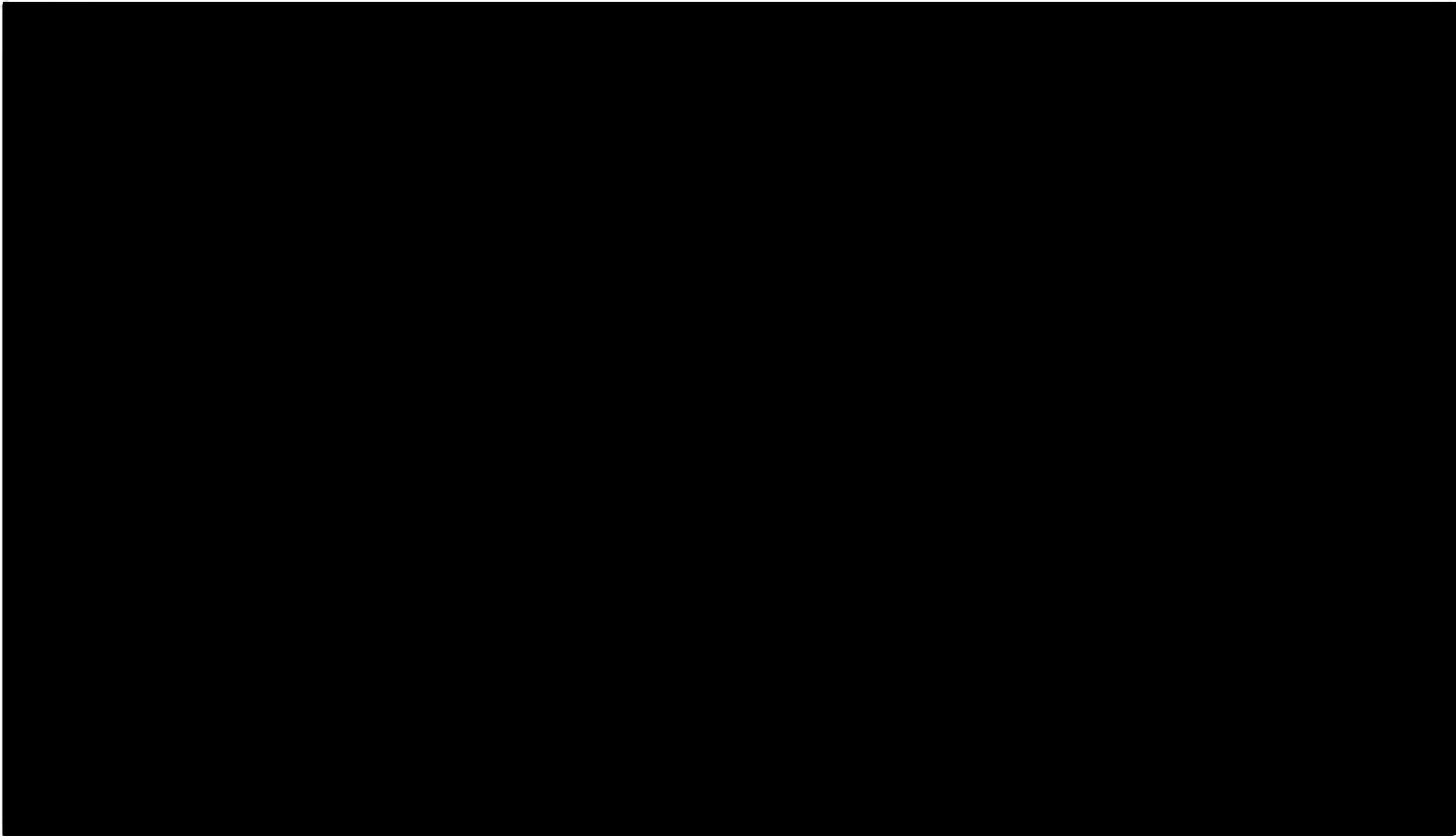
SUBMIT

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Google Forms





Our Mission

Houston Classical Charter
School educates
Kindergarten through
eighth grade scholars



through rigorous academics, character development, and a structured environment to ensure high school, college, and life success.

Our Beliefs

Our vision is driven by our mission and our desire to ensure that all our scholars are both academically successful and productive members of society with high character.

FOCUS ON LITERACY

We believe literacy is a fundamental building block for scholar academic success. To that end, we will implement at least 200 minutes of literacy instruction daily to ensure that scholars have the necessary

184

CLASSICAL EDUCATION

We will provide a robust classical curriculum structured around the classical education concepts of grammar, logic and rhetoric; grounded in the great works; and ordered by the great ideas.



DATA DRIVEN INSTRUCTION

We believe that assessment of our scholars' performance is essential to understanding their learning and analyzing and improving our instructional practices.

STRUCTURED ENVIRONMENT

We will implement clear, consistent, and intentional structures and daily routines so that all scholars feel safe in their environment and are able to focus on learning.

Our C.O.R.E. Values

We believe in teaching the whole scholar. At Houston Classical, we believe in the teaching of values through intentional and strategic books, civic classes, and through daily rituals to enhance character and moral fortitude. Thus, our C.O.R.E. Values are



C O R E

COMMUNITY

We believe that community promotes a sense of purpose and meaning to scholars, staff, families.

OPTIMISM

We believe in having a positive outlook to tackle everyday challenges.

RESPECT

We believe in having self respect and respect for others.

EXCELLENCE

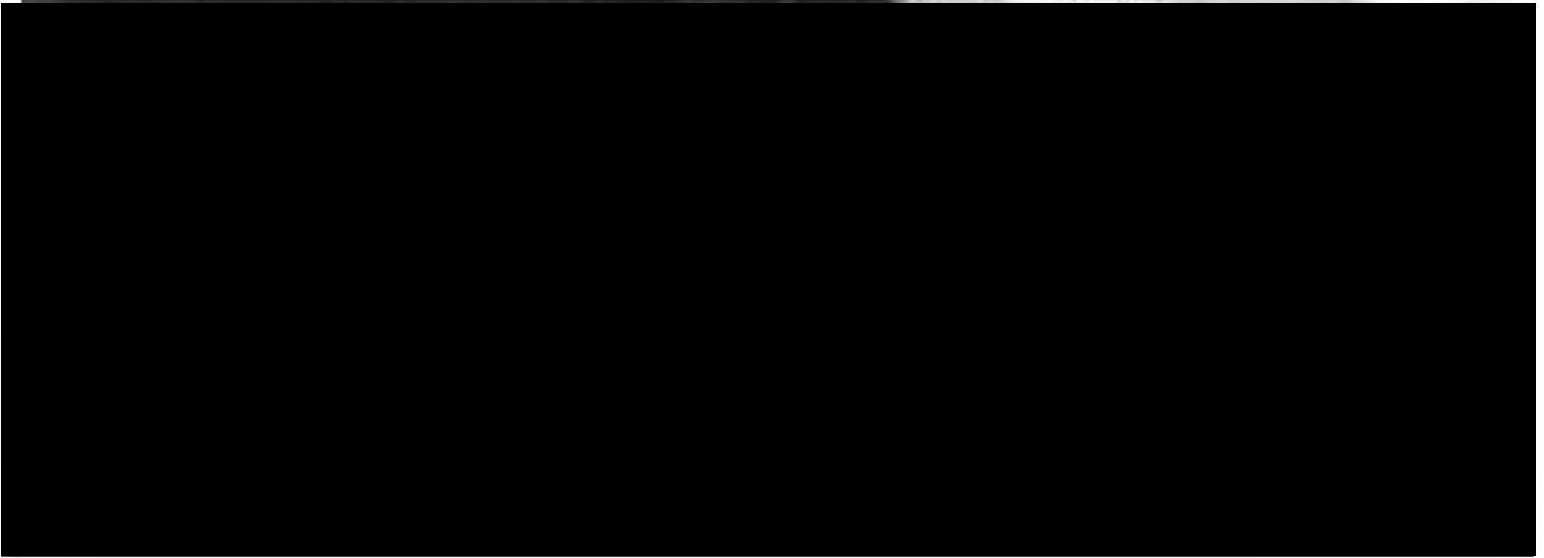
We believe in giving full effort and striving for excellence in all facets of our daily lives.

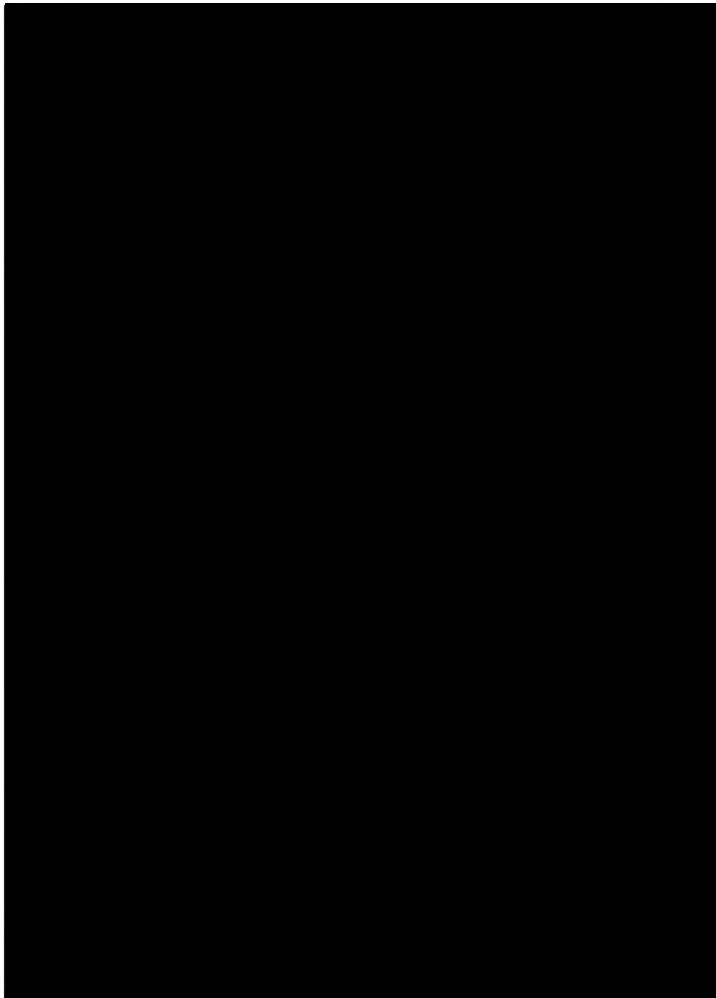
Show
Your

186



Support!



**houstonclassicalschoo**

Hennington-Alief Library

houstonclassicalschoo No te olvides! Hoy hay una reunión para las familias de Alief y el suroeste de Houston. Hoy a las 6pm en la biblioteca Henington Alief Public Library./ Don't forget! Today there will be a community information meeting for the families of Alief and southwest Houston. Today at 6pm at the Henington Alief Public Library. #alief #schools #charterschool #families #publicschool

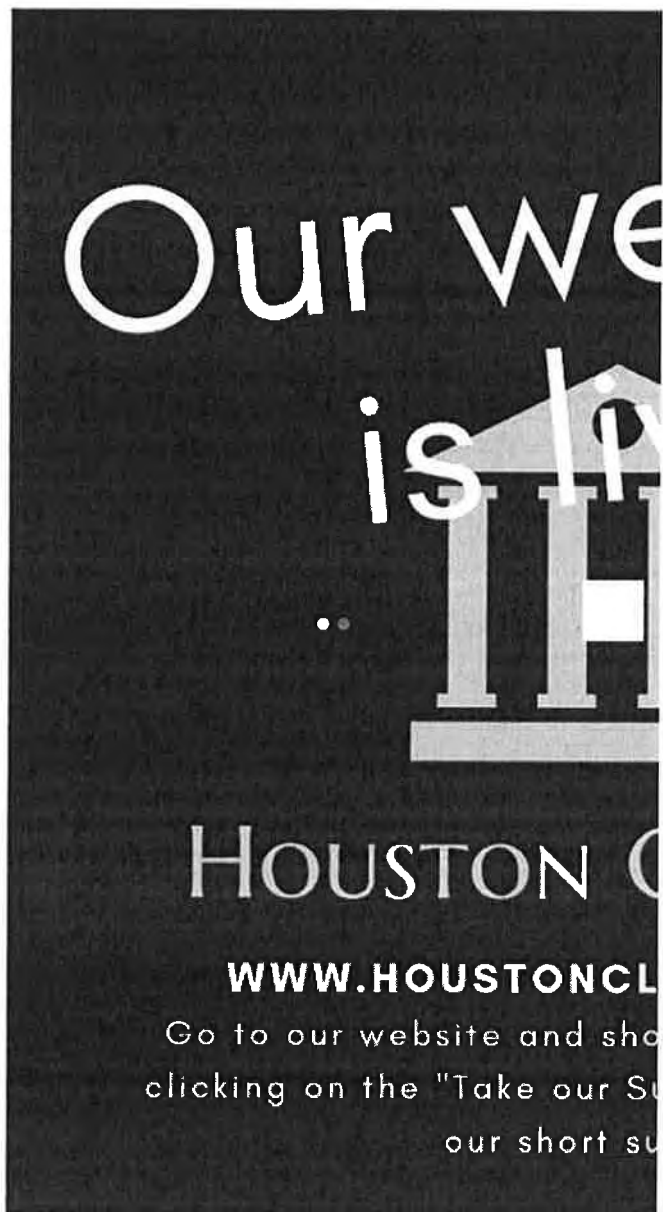
 Liked by 

DECEMBER 6

Add a comment...

REUNIÓN INFO

HOY @ 6
MARTES, 11 DE DICIEMBREALIEF HERINGTON LIBRARY (BIBLIOTECA)
7979 S KIRKWOOD RD, HOUSTON, TX 77059

**houstonclassicalschoo**

Houston, Texas

houstonclassicalschoo Our website is live. Visit at www.houstonclassical.org and fill out our short survey. You can also learn about our proposed school, its mission, and core beliefs. Nuestra pagina ya es pública. Visítenos y llene la breve encuesta. También, visite y aprenda más sobre nuestra propuesta escuela, su misión, y los valores! #houston #alief #charterschools #publicschools #families #parentchoice #classicaleducation



Add a comment...



¡Nuestro
site es p



HOUSTON C

WWW.HOUSTONCL

Valla a nuestra pagina de we
simplemente tocado el botón
nuestra breve



houstonclassicalschoo

Houston, Texas

houstonclassicalschoo Our website is live. Visit at www.houstonclassical.org and fill out our short survey. You can also learn about our proposed school, its mission, and core beliefs. Nuestra pagina ya es pública. Visítenos y llene la breve encuesta. También, visite y aprenda más sobre nuestra propuesta escuela, su misión, y los valores! #houston #alief #charterschools #publicschools #families #parentchoice #classicaleducation

Liked by [redacted] and [redacted]

NOVEMBER 16

Add a comment...

Search



houstonclassicalschoo

Edit Profile

5 posts

100 followers

93 following

Houston Classical School

K-8 Proposed Charter School

Opening 2020

Classical Education

Rigorous Academics

Character Development

Structured Environment

Houston, Texas

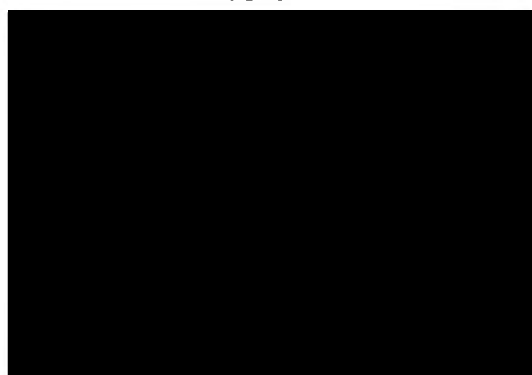
www.houstonclassical.org

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IGTV

SAVED

TAGGED



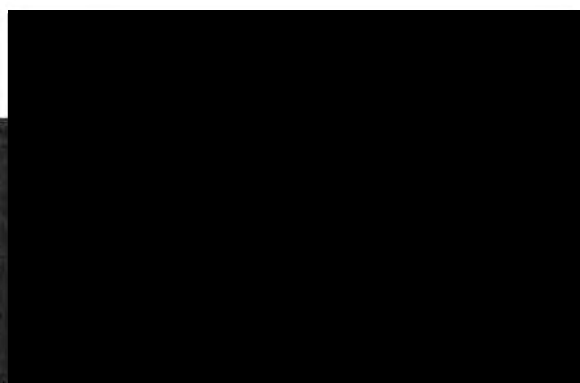
REUNIÓN INFORMATICA

HOY @ 6PM
MARTES, 11 DE DICIEMBRE @ 5PMALIEF HERINGTON LIBRARY (BIBLIOTECA EN ALIEF HERINGTON)
7979 S KIRKWOOD RD. HOUSTON, TX 77072

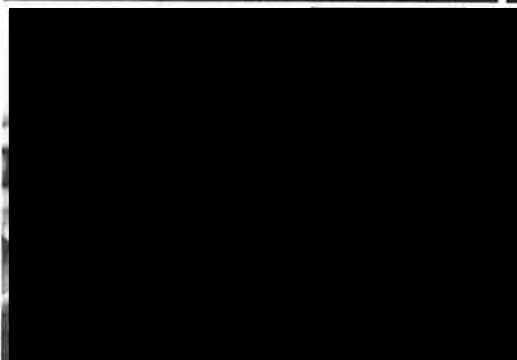
HOUSTON CLASSICAL

WWW.HOUSTONCLASSICAL.ORG

Go to our website and show support by simply clicking on the "Take our Survey" tab and taking our short survey.



REUNIÓN INFORMATICA

JUEVES, 6 DE DICIEMBRE @ 6PM
MARTES, 11 DE DICIEMBRE @ 5PMALIEF HERINGTON LIBRARY (BIBLIOTECA EN ALIEF HERINGTON)
7979 S KIRKWOOD RD. HOUSTON, TX 77072

INFORMATION SESSION

THURSDAY, DECEMBER 6TH @ 6PM
TUESDAY, DECEMBER 11TH @ 5PMALIEF HERINGTON LIBRARY
7979 S KIRKWOOD RD. HOUSTON, TX 77072**What is
a Charter School?**

COPYRIGHT MATERIAL

3 pages have been withheld

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Classical Newsletter

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Classical Newsletter – Volume 1, Issue 1, December 21, 2018

Our Mission

Houston Classical educates K-8 scholars through a classical approach, high expectations, structured environment, and character development to ensure success in high school, college, and in life.

Dear Friends and Supporters of **Houston Classical**,

Plato once said, *"The direction in which education starts a man will determine his future in life."* At **Houston Classical** we firmly believe in this idea – and that an education that sets a strong foundation for the future can put students on the path to success. We do this work because we believe education is the great equalizer, we believe it is the cornerstone of a great society.

With the new year ahead of us, we welcome 2019 with our ambitious and attainable goal of opening a high-achieving kindergarten through 8th grade school that harvests scholar's curiosity, challenges them intellectually, and holds them to high academic expectations by means of a classical education. The direction for our scholars is success and to live a life filled with purpose and meaning.

This newsletter, will be the first of many, welcomes you to the **Houston Classical** family, who share the same mission and core beliefs for the children in Houston. Each month, we will inform you of our progress and ways to support and be involved in our cause. We encourage you to share our Classical Newsletter with family, friends, colleagues, as we work together to make **Houston Classical** a reality for the families in Houston.

In the pursuit of excellence,

Deyvis R. Salazar
Lead Founder, Houston Classical Charter School
713.748.9626

Our Model

At **Houston Classical**, every decision we make is rooted in our core beliefs. We strive for excellence to be able to accomplish our goals, and to ensure that all scholars at Houston Classical are successful in high school, college, and life.

Our model is rooted in our seven core beliefs.

- Rigorous instruction and curriculum drive academic success
- Classical education promotes critical thinking skills, character, and purpose
- Explicit character development prepares scholars for success in life
- Meaningful assessments drive scholar outcomes
- Highly structured environment promotes learning
- Highly effective teachers drive academic success
- Consistent family engagement promotes outcomes for scholars

Our Progress

- The **Houston Classical** Founding Board held its first Board Meeting on Tuesday, December 11th at the Alief Henington Library.
- Our charter application will be submitted to the Texas Education Agency on

January 4th.

- We continue to speak to community stakeholders and families to support our efforts in building a great school.
- Deyvis R. Salazar, Lead Founder for **Houston Classical**, will continue training this January with residencies at Nashville Classical in Nashville, Tennessee and KIPP Courage here in Houston, Texas.

Get Involved

In order for our scholars to receive the education they deserve, **Houston Classical** needs your help. There are a variety of ways you can help. You can offer your personal talents, valuable time, and professional expertise to support our efforts.

PROVIDE FEEDBACK. We want to hear your voice. Complete our [survey](#) to share your thoughts about what makes a school great.

SPREAD THE WORD. Our team is eager to continue to connect with families and community stakeholders to both learn from their experiences but to also share our vision of the school. If you are part of any community group, know of any upcoming events and/or want to volunteer, please contact us. You can also help us in forwarding this newsletter to friends, family, colleagues.

Houston Classical Charter School

Deyvis R. Salazar

713.748.9626

dsalazar@buildingexcellentschools.org

Follow us on:



Facebook



Twitter



Website



Instagram



Share



Tweet



Forward



Share



Houston Classical Charter School educates Kindergarten through 8th grade scholars within a classical approach, through rigorous academics, character development, and a structured environment
to ensure high school, college, and life success.

Meeting Time/Date: _____

Location: _____

Meeting Question Protocol

1. Introduction

- a. Introduction to Mr. Salazar and his background
- b. What is a charter school?
- c. Why are we proposing Houston Classical?
- d. The need for successful and high achieving schools in Southwest Houston

2. Houston Classical's Mission and Core Beliefs

- a. Classical Education
- b. High Academic Expectations
- c. Structured Environment
- d. Character Development

3. Academic Focus

- a. Focus on reading, writing, and critical thinking
- b. Focus on strong math skills and math understanding
- c. Educating the whole scholar – academics and character
- d. Rigor and Joy

4. Family Engagement at Houston Classical

- a. Daily Communication with Families
- b. Open Classrooms to Families
- c. Parent Workshops at the School
- d. Monthly Coffee with the School Leader

5. Community Input

- a. How important should learning to read and write well be in the proposed school?
- b. What values would you want the school to be teaching or reinforcing?
- c. How often do you want the school to communicate with you as a parent/guardian about your child's progress?
- d. How you would describe the school of your choosing, if you had more choices?
- e. What is going well in the current school your child is attending?
- f. What, in your opinion, needs to change in the current school you child is attending?
- g. Regarding to your child's education, what is the most important factor?
- h. What would you like to see be taught, or a practiced at Houston Classical?

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.

PLEASE NOTE: Attachment E1 is referenced on the Admission and Enrollment narrative page of the Finance/Operations/Governance Plans.



Admission Policy & Procedures Houston Classical Charter School

Admission to Houston Classical Charter School (the “School”) shall be open to all scholars who reside within the geographic boundaries stated in the open-enrollment charter of the School and who are eligible for admission in accordance with applicable law.

When making admissions decisions, the School does not discriminate against scholars 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.

Admissions Eligibility

To be eligible for admission, the applicant or qualifying occupant specified by Texas Education Code §25.001(b) must generally reside within the geographic boundaries of the School. Houston Classical’s geographic boundaries include Alief Independent School District (“ISD”), Fort Bend ISD, Houston ISD, and Spring Branch ISD. The school’s *primary boundary* is Alief ISD.

As authorized by Texas Education Code § 12.111(6), the School reserves the right to exclude from admission a scholar with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code, Subchapter A, Chapter 37.

To be eligible for kindergarten, a scholar must be five (5) years of age prior to September 1 of the year the scholar starts kindergarten.

Submission of Application Deadline

The School requires applicants to submit a completed application form in order to be considered for admission. The School’s admission application period for year one is from December 1 to April 1. The deadline to submit admissions applications for the next school year is April 4.

Houston Classical’s application will include the following:

1. Name of Scholar
2. Date of Birth
3. Name of Parent/Guardian
4. Address
5. Contact Information (Phone/Email)
6. Home School District
7. Current Grade and Grade Level Requested for Admission
8. Name of Siblings Attending/Applying for Admission

9. Whether scholar has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems as described in TEC Subchapter A, Chapter 37.

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

Admissions Lottery

A random public admissions lottery will be conducted if the total number of applicants exceeds the number of open enrollment spaces. Each applicant, organized by those in the school's *primary boundary* or *secondary boundary*, will be assigned a number, and all numbers within the same boundary will be placed in a container and randomly drawn one number at a time by a disinterested third party. The *primary boundary* group will be drawn first, and the *secondary boundary* group will be drawn second. Each applicant whose number is drawn will be offered admission. Notification will be made by U.S. mail, email, and phone within 24 hours of the lottery. Failure of an applicant to respond within 10 days of the date of the telephone call or e-mail, or within 10 business days of a post-marked letter, will result in withdrawal of his or her position from the application process and the seat will be offered to the next applicant on the waiting list. Parents notified by mail should call the Operations Manager immediately upon receipt of the notice in order to preserve their child's position in the lottery.

Once all spaces 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. All applicants from the *primary boundary* will be given a seat or placed on an ordered wait list before any names from the *secondary boundary* are pulled. 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. The family offered a seat from the waiting list will have one week to accept the seat before it would be offered to the next applicant 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.

Secondary Boundary Admissions

If Houston Classical receives fewer applications than the number of open seats from *primary boundary* applicants, the remaining seats will be filled with scholars from the *secondary boundary* applicants. If there are fewer *secondary boundary* applicants than seats, the scholars 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 Houston Classical 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.

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 scholars already admitted or attending the school;
2. Siblings of scholars 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 scholars allowed under this exemption constitutes only a small percentage of the school's enrollment; and
4. Children of founders of the school, so long as the total number of scholars allowed under this exemption constitutes only a small percentage of the school's enrollment.

Admission Notification

Families will be notified within 24 hours of the lottery or when a seat becomes available. Families will receive a phone call, email, and mailed letter informing them of their admission. If a scholar is going to enroll in Houston Classical, the scholar's parent or guardian must accept enrollment within 10 school days of receiving notice of admission.

Enrollment

Upon scholar enrollment, Houston Classical must receive the following documents within 30 days:

1. Verification of scholar identity
2. Immunization Records
3. Verification of Residency (see below)
4. School Records

Texas Records Exchange (TReX)

Houston Classical will request records through TReX within 10 days of scholar enrollment, for any scholar who has previously attended a Texas public school.

Proof of Residency

To ensure a scholar resides within the boundaries of Houston Classical, Houston Classical will require one proof of residency. Proofs of residency can include:

1. Utility bills
2. Lease or mortgage information
3. Tax records
4. Other sources or documents demonstrating residency

Houston Classical is committed to serving scholars who may be homeless. To ensure that all homeless scholars, are not stigmatized or segregated on the basis of their homeless status, Houston Classical will adopt policies and procedures to ensure a scholar's admission or current enrollment are not delayed or denied. Houston Classical will immediately enroll a homeless scholar even if the scholar is unable to produce the records normally required for enrollment.

Re-Enrollment

Scholars previously enrolled at Houston Classical who have withdrawn and wish to re-enroll are subject to policies and procedures outlined in this document, including submission of a new application, the lottery, and waitlist.

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 January 4, 2019.

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 5, 2019, 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.

PLEASE NOTE: Attachment G1 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.



Department of the Treasury
Internal Revenue Service

P.O. BOX 2508
CINCINNATI OH 45201

In reply refer to: 9999999999
Dec. 19, 2018 LTR 3367C SO
83-2516896 000000 00
00028719
BODC: TE

HOUSTON CLASSICAL INC
JOSEPH E HOFFER
845 PROTON RD
SAN ANTONIO TX 78258

011468

Employer identification number: 83-2516896
Tax form: 1023
Document locator number: 17053-325-33004-8
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into two groups:

1. Those that can be processed based on information submitted
2. Those that require additional information to be processed

If your application falls in the first group you'll receive a determination letter within approximately 90 days from the date of this notice stating that you are exempt from federal income tax.

If your application falls in the second group, you'll be contacted when your application has been assigned to an Exempt Organizations specialist for review. You can expect to be contacted within approximately 180 days from the date of this notice. After 180 days, if you haven't been notified your application was assigned to a specialist, you can contact Customer Account Services Monday through Friday at the toll-free number shown above to check on its status. The individual calling on your behalf will need the following information:

- * Your name
- * Your employer identification number (EIN)
- * The document locator number listed above and assigned to your request
- * A proper power of attorney submitted with your exemption application, unless the individual calling is an officer or director and legally authorized to represent you

The IRS doesn't issue "tax-exempt numbers" or "tax-exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

Most organizations are required to file an annual information return

9999999999
Dec. 19, 2018 LTR 3367C SO
83-2516896 000000 00
00028720

HOUSTON CLASSICAL INC
JOSEPH E HOFFER
845 PROTON RD
SAN ANTONIO TX 78258

(Form 990, Form 990-EZ, or Form 990-PF) or electronic notice (Form 990-N, the e-Postcard) while their applications for exemption or miscellaneous determination requests are pending. If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked. Visit www.irs.gov and type "annual exempt organization return: who must file" in the search box for information on the types of organizations that are required to file annual returns or notices.

To receive the Exempt Organizations' EO Update, an electronic newsletter with information for tax-exempt organizations and tax practitioners, go to www.irs.gov/charities and click on "Free e-Newsletter."

For tax forms, instructions, and publications, visit www.irs.gov or call 1-800-TAX-FORM (1-800-829-3676).

Sincerely yours,

Stephen A. Martin

Stephen A. Martin
Director, EO Rulings & Agreements

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Submitted on 03/19/2019

Date: **MAR 12 2019**

HOUSTON CLASSICAL INC
C/O JOSEPH E HOFFER
845 PROTON ROAD
SAN ANTONIO, TX 78258

Employer Identification Number:
83-2516896
DLN:
17053325330048
Contact Person:
MITCHELL P STEELE ID# 31360
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
November 9, 2018
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

HOUSTON CLASSICAL INC

organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in dark ink, appearing to read "Stephen A. Martin". The signature is fluid and cursive, with a large initial 'S'.

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 January 4, 2019.

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






Carlos H. Cascos
Secretary of State

Please visit us on the internet at <http://www.sos.state.tx.us>
Phone: (512) 463-5555 Fax: (512) 463-5709 Dial: 711 for Relay Services
Prepared by: Debbie Gustafson TDD: Document: 00000000

TEXAS CERTIFICATE OF FILING

**Form 202
(Revised 05/11)**

Submit in duplicate to:
Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
512 463-5555
FAX: 512/463-5709
Filing Fee: \$25



**Certificate of Formation
Nonprofit Corporation**

This space reserved for office use.

Article 1 – Entity Name and Type

The filing entity being formed is a nonprofit corporation. The name of the entity is: _____

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 – Management

The management of the affairs of the corporation is vested in the board of directors. The number of directors constituting the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting of members or until their successors are elected and qualified are as follows:

A minimum of three directors is required.

Director 1				
First Name	MI	Last Name	Suffix	
Street or Mailing Address	City	State	Zip Code	Country

TEXAS CERTIFICATE OF FORMATION

PLEASE NOTE: FOG6 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.

ATTACHMENT FOG 6 – Articles of Incorporation

The Articles of Incorporation filed with the Texas Secretary of State on behalf of the sponsoring entity, Houston Classical, Inc., were written and prepared by Schulman, Lopez, Hoffer & Adelstein L.L.P.

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697



Rolando B. Pablos
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING OF

Houston Classical, Inc.
File Number: 803163553

The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 11/09/2018

Effective: 11/09/2018



A handwritten signature in black ink, appearing to read "R. Pablos".

Rolando B. Pablos
Secretary of State

FILED
In the Office of the
Secretary of State of Texas

NOV 09 2018

Corporations Section

**CERTIFICATE OF FORMATION
OF
HOUSTON CLASSICAL, INC.**

The undersigned natural person, of the age of eighteen (18) years or more, acting as organizer of a Corporation under the Texas Business Organizations Code, adopts the following Certificate of Formation.

ARTICLE I

The name of the corporation is Houston Classical, Inc. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 16502 Saddle Ridge Pass, Cypress, Texas 77433 and the name of its registered agent at such address is Deyvis Rafael Salazar.

ARTICLE III

The number of directors of the Corporation, which shall constitute its Board of Directors and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation. The number of directors shall be no fewer than three. The current Directors are:

Nory Angel
16502 Saddle Ridge Pass
Cypress, Texas 77433

Adrienne Amin
16502 Saddle Ridge Pass
Cypress, Texas 77433

Mira K. Shah
16502 Saddle Ridge Pass
Cypress, Texas 77433

Christopher Smith
16502 Saddle Ridge Pass
Cypress, Texas 77433

ARTICLE IV

The Corporation shall have no members.

ARTICLE V

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the Corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences.

The Corporation is organized to have and exercise all rights and powers conferred upon non-profit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE VI

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the Corporation solely through the furthering of the primary purposes of the Corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this Corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this Corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation.

ARTICLE VII

The name and street address of the organizer is Deyvis Rafael Salazar, 16502 Saddle Ridge Pass, Cypress, Texas 77433.

ARTICLE VIII

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

ARTICLE IX

The initial Bylaws of the Corporation shall be adopted by its Board of Directors, and the power to alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in its Board of Directors.

ARTICLE X

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

- (a) a breach of a director's duty of loyalty to the Corporation;
- (b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;
- (c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or
- (d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE XI

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XII

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

Dated: November 9, 2018

Houston Classical, Inc.

By: /s/ Deyvis Rafael Salazar
Deyvis Rafael Salazar, Organizer

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF
MEETING OF THE BOARD OF DIRECTORS
OF
HOUSTON CLASSICAL, INC.**

Pursuant to Section 22.220 of the Texas Business Organizations Code (the "TBOC"), the undersigned, being the Directors of Houston Classical, Inc. a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

I. CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Certificate of Formation of the Corporation filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation's minute book the Corporation's Certificate of Filing, together with the duly certified duplicate original Certificate of Formation.

II. BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled "Bylaws of Houston Classical, Inc." are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

III. CONFLICT OF INTEREST POLICY

RESOLVED, that the certain document entitled "Houston Classical, Inc. Conflict of Interest Policy" is hereby adopted as the policy of this Corporation.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

[Directors' Signature Page Follows]

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
HOUSTON CLASSICAL, INC.
PAGE 1

HOUSTON CLASSICAL, INC.

DocuSigned by:

Nory Angel

66BB8A58041942A

Nory Angel, Director

DocuSigned by:

Adrienne Amin

9BE7CBEEAE8348D

Adrienne Amin, Director

DocuSigned by:

Mira K. Shah

8705E274872441E

Mira K. Shah, Director

DocuSigned by:

Christopher Smith

6BC878E3BE2B41A

Christopher Smith, Director

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
HOUSTON CLASSICAL, INC.
PAGE 2**

Provide the Following:

The original bylaws of the sponsoring entity including any and all amendments made to the original document.

PLEASE NOTE: Attachment G3 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.

ATTACHMENT FOG 7 – Organization Bylaws

The original bylaws of the sponsoring entity, Houston Classical, Inc., were written and prepared by Schulman, Lopez, Hoffer & Adelstein L.L.P.

**BYLAWS
OF
HOUSTON CLASSICAL, INC.**

WHEREAS, the initial Board of Directors of Houston Classical, Inc. (the "Corporation") caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation NOW, THEREFORE:

BE IT RESOLVED by the Board of Directors of the Corporation, that these Bylaws will govern its affairs in pursuit of its declared purposes.

**PREAMBLE
CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS**

The Corporation shall enrich, strengthen, enhance, and support the advancement of education and school choice in Texas by engaging in fundraising as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. The Corporation shall also seek to own and operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

**ARTICLE ONE
NAME, OFFICE AND SEAL**

1.01 NAME: The name of the Corporation is "Houston Classical, Inc."

1.02 OFFICE: The principal office of the Corporation will be located at 16502 Saddle Ridge Pass, Cypress Texas 77433.

1.03 SEAL: The corporate seal of the Corporation, if any, will be inscribed with the Corporation name and year and place of its incorporation.

ARTICLE TWO MEETINGS & RECORDS

2.01 Regular Meetings, Frequency and Place. Regular meetings of the Board of Directors shall be held on at least a quarterly basis at such places and at such times as the Board may determine.

2.02 Annual Meeting. The Annual Meeting of the Board of Directors shall be held on the occasion of its First (1st) Quarterly meeting each and every fiscal year, or as otherwise determined by the Board.

2.03 Special Meetings. Special meetings of the Board of Directors may be called by the Chairman, Secretary, or by any one or more Board members with the consent of the Chairman or Secretary, which consent will not be unreasonably withheld, for any purpose not otherwise proscribed by law, grant or loan condition, or the Certificate of Formation, to transact any business described in the call for the special meetings.

MEETINGS RELATING TO CHARTER SCHOOLS

2.04 Charter School Meetings. When conducting business relating in any way to the operations or affairs of any of the Corporation's open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person, but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.

(a) Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaints against an employee unless the student or employee respectively requests an open meeting.

(b) Emergency Meetings: In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting

involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

(c) Video Conferencing: Meetings may also be conducted by videoconference call, where both audio and video is simultaneously available to the participants and the public, and all other prerequisites and requirements of the Texas Open Meetings Act are satisfied.

2.05 Notice for Charter School Meetings. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

(a) Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

(b) Emergency Notice: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to two hours before such meeting and subject to other prerequisites under the Act.

(c) Internet Posting: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

(d) Closed Meetings: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

2.06 Charter School Meeting Order of Business. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

CORPORATE BOARD MEETINGS NOT RELATING TO CHARTER SCHOOLS

2.07 Non-Charter Meetings. When conducting any other Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Certificate of Formation and these bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance, or sent by electronic means at least twenty-four (24) hours in advance to every director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

2.08 Board Action By Unanimous Written Consent. When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, the Board may take any action required or permitted to be taken at a meeting of the Board of Directors of committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by all directors or committee members entitled to vote (unanimous written consent) subject to all requirements of applicable law. The unanimous written consent for any such action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth (10th) day after the earliest date of consent, and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested.

MEETINGS & RECORDS GENERALLY

2.09 Corporate Records. The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by Texas law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the Texas Public Information Act where applicable for public inspection and copying as promptly as possible as required by such act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

2.10 Quorum. The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as otherwise

provided in Article 2.14 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

2.11 Order of Business. Board meetings shall generally proceed with the following order of business:

- Roll Call and Establishment of a Quorum
- Public Comments
- Reading and Approval of Minutes of Preceding Meeting(s)
- Reports of Committees
- Reports of Officers
- Old and Unfinished Business
- New Business
- Adjournments

The Board of Directors may, by majority vote, adopt a different agenda order.

2.12 Record of Board Action. All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.09 herein.

2.13 Voting. All matters at any meeting of the Board of Directors or any of its designated committees, except as otherwise provided in these Bylaws, the Certificate of Formation, or as permitted by law, will be decided by a vote of a majority of the Directors present at or lawfully participating in the meeting as permitted by the Texas Open Meetings Act. If a quorum of the Board is present or lawfully participating in the meeting, the affirmative vote of a majority of the Board of Directors will be the act of the body corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these Bylaws. Any Director may request a roll call vote on any motion or resolution. Directors may not vote by proxy or secret ballot.

2.14 Fundamental Actions. In accordance with Section 22.164 of the Texas Business Organization Code, the following actions of the Board of Directors are fundamental actions that shall require the affirmative vote of the majority of directors then serving on the Board:

- (a) Amendment of a certificate of formation [or articles of incorporation];
- (b) Voluntary winding up under Chapter 11;
- (c) A revocation of a voluntary decision to wind up under Chapter 11;
- (d) A cancellation of an event requiring winding up under Chapter 11;
- (e) A reinstatement under Section 11.202;
- (f) A distribution plan under Section 22.305;
- (g) A plan of merger under Subchapter F;
- (h) A sale of all or substantially all of the assets of the Corporation;

- (i) A plan of conversion under Subchapter F; or
- (j) A plan of exchange under Subchapter F

2.15 Compensation. Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation, or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

2.16 Parliamentary Procedure. For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by *Robert's Rules of Order Newly Revised*, 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

ARTICLE THREE DIRECTORS

3.01 **MANAGEMENT**: The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 **NUMBER AND QUALIFICATIONS**: The Board of Directors will consist of no fewer than three (3) persons.

3.03 **REMOVAL**: Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the Chairman. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

3.04 **TERM**: The Directors shall serve for three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 3.03 and 3.06 herein.

3.05 **VACANCY**: The Chairman of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the Board of Directors. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

3.06 **RESIGNATION**: Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

3.07 COMPENSATION: Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

ARTICLE FOUR OFFICERS

4.01 OFFICERS: The officers of the Corporation will consist of the Chairman of the Board, a Vice-Chairman of the Board, and a Secretary/Treasurer and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

4.02 APPOINTMENT: The officers of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting.

4.03 CHAIRMAN: The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Vice-Chairman will have the powers and duties of the Chairman in his absence.

4.04 SECRETARY: A Secretary will act under the direction of the Chairman and in his absence, have the duties and powers of the Chairman. A Secretary will have other duties and powers as the Chairman of the Board of Directors may assign. The Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairman, Vice-Chairman or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors, the Executive and other committees of the Corporation to recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these Bylaws. The Secretary will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chairman.

4.05 TREASURER: The Treasurer will be responsible for all funds and securities of the Corporation and will have the general powers and duties usually vested in such office of a Corporation, including receiving and documenting all monies due and payable to the Corporation; depositing all monies received in the name of the Corporation in a depository

designed by the Board, disbursing monies of the Corporation under the direction or orders of the Board; entering regularly in the books kept by the Treasurer a complete and accurate account of all monies received and disbursed by the Corporation; rendering a statement of the financial accounts of the Corporation to the Board as requested; exhibiting the books of the financial accounts of the Corporation to the Board as requested; exhibiting the books of account in his custody to any Director upon request; and submitting a full financial report to the Board of Directors at the annual meetings. The Treasurer will have such other powers and duties not inconsistent with the Bylaws as may be assigned by the Board of Directors or the Chairman.

4.07 OTHER OFFICERS: The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation, who need not be directors, to serve as officers or agents of the Corporation.

ARTICLE FIVE COMMITTEES

5.01 COMMITTEES: Designated committees may be established by the Chairman of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors from the Board. The Chairman of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee may be abolished or any committee member removed for any reason and at any time by the Board of Directors.

5.02 RECORDS: Each committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting.

ARTICLE SIX DEPOSITS, CHECKS, LOANS AND CONTRACTS

6.01 DEPOSITORIES: All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 TRANSACTIONS: All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 LOAN OR GRANT AUTHORITY: No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

ARTICLE SEVEN
CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 INSIDER DEALING: Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.

7.02 INSIDER LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE EIGHT
INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 LIABILITY: A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member, and will not be liable for the act or omission of any other Director.

8.02 INDEMNIFICATION: Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 INSURANCE: The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE
AMENDMENT OF BYLAWS

9.01 AMENDMENT: Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these

Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a proposed amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

ARTICLE TEN MISCELLANEOUS

10.01 FISCAL YEAR. The fiscal year of the Corporation will begin on July 1 of each year and will end on June 30 of the next year.

10.02 ANNUAL REPORT: The Treasurer shall obtain and will provide to the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail.

- (a) The assets and liabilities of the Corporation as of the end of the fiscal year.
- (b) The principal changes in assets and liabilities during the fiscal year;
- (c) The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year.
- (d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;
- (e) The substantial activities and projects begun, in progress, and completed during the Fiscal year.
- (f) Such other information as may be requested by the Board.

The report will be accompanied by a report of an independent accountant, or in lieu of such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

10.03 FEDERAL TAX FILING: The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

10.04 CONSTRUCTION: Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

10.05 STATUTORY AND OTHER AUTHORITY: These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

As approved by Unanimous Written Consent of the Board of Directors dated December 11, 2018, pursuant to the BOC.

HOUSTON CLASSICAL, INC.

DocuSigned by:
By: Dennis Salazar
Dennis R. Salazar, Chief Executive Officer

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).

PLEASE NOTE: Attachment G4 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.

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?

I am deeply passionate about doing my part to ensure that all students have access to high quality education that suits their learning needs and provides them with a long-term path to success. I also have immense confidence in our Founder's ability to execute on our vision for a Classical approach to education, and I also believe that the principles we have put in place for the school will benefit many generations of Houston students. I am committed to giving everything I can to making this school a success, and I believe that the impact we can make is monumental.

2. What is your understanding of the appropriate role of a public charter school board member?

The role of a board member is to ensure that we are fulfilling our mission of establishing and running a high achieving school. In order to do so, board members must objectively oversee the Superintendent/Head of School and hold them accountable.

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 was a Founding Board Member for a non profit that provides college scholarships to high achieving students of immigrant backgrounds. In that role, I was responsible for ensuring that we met our objectives while also operating within our legal construct. I demonstrated strong leadership skills, effective communication, and a passion for excellence in that role. I was on the Board for that organization from 2012-2016 and I also currently serve as an Advisor to that organization, and it continues to thrive.

4. Describe the specific knowledge and experience that you would bring to the board.

As a professional in Marketing and Finance with ten years of work experience, I am able to provide technical skills related to communication and business management. I have professionally been a part of two start-up businesses, including my current company which is now a \$2 billion asset management firm. In addition, I have founded and served on the Board of a non profit which has demonstrated success and growth over the years.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Houston Classical Charter School educates Kindergarten through eighth grade scholars within a classical approach, through rigorous academics, character development, and a structured environment to ensure high school, college, and life success. Our guiding belief is that every student has the opportunity to achieve success in life, if they are challenged to stretch their limits and provided with the necessary guidance and structure to help them develop discipline and habits that will be fruitful for them long term.

2. What is your understanding of the school's proposed educational program?

Houston Classical will employ a Classical approach to education, which emphasizes language skills and promotes discussion and debate via the Socratic method. The school will also establish discipline and structure, and it will set high academic expectations for students of all backgrounds. We will emphasize literacy as a means to ultimately achieve success in all subjects. Importantly, we will prioritize the training of our teachers to ensure that our instructors are high quality, committed, and focused.

3. What do you believe to be the characteristics of a successful school?

A successful school provides students with an education that has applications beyond the classroom, giving students the tools that they need to succeed in college and in life. A successful school also helps students to achieve their potential as children, which has implications for how they will develop as adolescents and adults. Further, a successful school sets high expectations and promotes a culture where students are driven to meet those goals, so that throughout their life they continue to seek growth and development.

4. How will you know that the school is succeeding (or not) in its mission?

In the short term, we will judge our success based on how our students are scoring on standardized tests, and importantly how those scores evolve over time and compared to other schools. We will also judge our success based on our ability to establish a culture of learning, whereby students look forward to engaging with their instructors and peers. We will also judge the success of our school on the success of our alumni, including but not limited to admission to selective high schools and colleges.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will play an instrumental role in the school's operation. The board will provide objective oversight and will ensure that we are operating within our guidelines. Ultimately, the board is responsible for ensuring that we achieve our mission. We will provide financial and academic oversight and help provide any resources needed to meet our mission.

2. How will you know if the school is successful at the end of the first year of operation?

We will have demonstrated success if we are able to attract a sustainable number of students, hire and train a team of instructors that believe in our approach to education, operate within our allotted budget, raise sufficient capital for the following year, and achieve top tier standardized test results for our student body.

3. How will you know at the end of four years if the school is successful?

We will have demonstrated success over four years if our students are showing improvement in their individual standardized tests over the years, our scores across the school are in the top tier of results for our district and especially our predetermined geographic area, and we have been able to grow our student body. Our success will also be dependent on our ability to operate within our budget and retain talented instructors and other employees.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We will need to promote the school, support the school, and also ensure that we are remaining disciplined and focused on our mission. We will meet regularly on a monthly basis to ensure we are meeting our benchmarks. On a yearly basis we will evaluate our school via an audit and a review of our academic performance.

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 refer to our conflict of interests policy and if acting against that policy that person would be removed from the board.

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.

Chris Smith and I work at the same investment firm, but in different departments. We are professional colleagues but do not socialize outside of the workplace.

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.

Partner (profit share, not equity owner) - The WindAcre Partnership

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 the 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.

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, ADRIENNE AMIN, 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

Adrienne Amin

Date

12/27/18

Verification

State of Texas

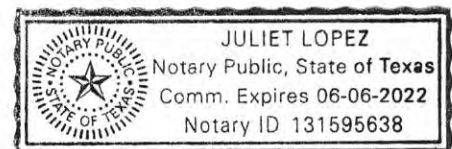
County of Harris

On this day, Adrienne Amin (name of affiant) appeared before me the undersigned notary public and depose 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 27th day of December, 2018.

(Notary Public) Juliet Lopez (Seal)

My commission expires 6/6/2022



Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

BACKGROUND

Full Legal Name: Nory G Angel

Home Mailing Address: 4410 Walker St

Phone Number: 7133923715

E-mail Address: [REDACTED]

Business Name: TEACH

Business Mailing Address: 2900 Wesleyan St, Ste. 375

Business Phone Number: 7133001097

E-Mail Address: [REDACTED]

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes ☐ No, does not apply to me

If Yes, state the name of the entity: Buffalo Bayou Partnership

1. What was your motivation to serve on the board of the proposed charter school?

I am committed to helping every child have access to a quality education. Houston Classical's mission is aligned with my core beliefs around creating safe, calm environments where optimal learning can occur. It is also a unique opportunity to be directly involved in advancing education, life and character skills for Houston youth giving them a path to move beyond soci-economic limitations via a positive and growth oriented environment. As the first in my family to attend college, having a quality education has been the foundation of my success in life.

2. What is your understanding of the appropriate role of a public charter school board member?

To further the goals and mission of the organization, ensuring that all actions and decisions of the board, trustees and school director align with and further the goals of the organization including financial and academic oversight.

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 served as the past chairman of the Greater East End Management District and served on this board for six years. I also served on the following boards:

- Buffalo Bayou Partnership (recently completed six years on this board)
- SER National - served two years on this board

4. Describe the specific knowledge and experience that you would bring to the board.

As a CEO of a nonprofit organization, I have more than 10 years leading a community based agency. My background includes 20 years of nonprofit management and managing government large grants.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Houston Classical is to educate Houston youth to be high performers and people of good character through a formal structure, classical education, focus on literature and positive support environment for staff, students and families.

2. What is your understanding of the school's proposed educational program?

The program will be tailored to elementary school level education, incorporating parent/families in the learning process and focusing on education and life skills and values. A significant portion of time will be spent on literacy development and language, with high expectations for success rates to be above public school rates.

3. What do you believe to be the characteristics of a successful school?

Positive role models, engaged parents/guardians, structure educational process and environment, and high moral and academic expectations.

4. How will you know that the school is succeeding (or not) in its mission?

In addition to seeing good rates of educational aptitude, finding the graduating students pursuing personal efforts to help others and to advance into the structured secondary programs. Also our goal is to have 80% of students meet grade level in the STAAR assessment for both reading and math.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Oversight and guidance of the Director, ensuring that the mission is advance by their efforts. In addition, the board should look to promote enrollment and interest from the community, as well as assist in financial development to augment budgetary constraints. Also, general oversight in finance, academics and overall well begin of the school operations.

2. How will you know if the school is successful at the end of the first year of operation?

Seeing retention of students and interest from the community by active enrollment of future students would speak to level of initial success. Higher than average literacy and math scores are also indicative of success.

3. How will you know at the end of four years if the school is successful?

After four years, overall metrics of educational aptitude should be consistent and obvious as well as graduate success should be apparent, demonstrating both the educational direction as well as the character development level.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to formalize the goals and metrics that will be used to drive and measure success. Reporting mechanisms for measuring success or lack thereof need to be established. Process for addressing concerns and modifying approaches should also be formulated. Standards for hiring, developing and maintaining teaching staff and leaders needs to be created. Timeliness for various phases of construction, staffing, and management need to be developed.

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 expect to operate within the confines of our established bylaws, thus the board member who is acting unethically will be removed. In our board, there is no place for self interested individuals.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes ☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Not applicable

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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.

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, Nory Angel, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

[Signature]

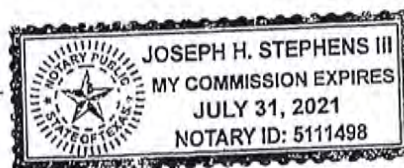
Date

12/29/18

Verification

State of

County of



On this day, Nory Angel (name of affiant) appeared before me the undersigned notary public and depose 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 21 day of December, 2018.

(Notary Public)

[Signature]

(Seal)

My commission expires

Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

BACKGROUND

Full Legal Name: Alfredo Benjamin Barrera III

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?

It is a unique opportunity to be directly involved in advancing education, life and character skills for Houston youth, giving them a path to move beyond socio-economic limitations via a positive and growth oriented environment. I have been involved with other charitable and social causes previously, [REDACTED], and have the desire to focus on an organization and mission where real impact on a personal level may be realized. [REDACTED], and we hear daily the struggles [REDACTED] faces in delivering structure and engaging parents/caretakers for these children, as well as see how meaningful [REDACTED] work is and the impacts she makes, it drives me to want to do what I can to help. I look forward to a chance to give back, for a cause that is tangible and meaningful.

2. What is your understanding of the appropriate role of a public charter school board member?

To further the goals and mission of the organization, ensuring that all actions and decisions of the Board, trustees and school director align with and further those goals and to ensure academic, financial, and overall oversight 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.

I do not have experience with charter school boards, but have served as [REDACTED] that focused on supporting young, competitive gymnasts, where managing funds and activities that supported the young athletes, while staying within IRS guidelines and budget, was balanced with the interests of highly engaged parents. As [REDACTED] of the [REDACTED] managing direction of an organization that was dependent on member agencies, using creative strategies and meaningful programs, was extremely valuable experience.

4. Describe the specific knowledge and experience that you would bring to the board.

As a partner at [REDACTED] had to identify issues and solutions, and through active communication and negotiation, advance agendas and ideas that were compliant, legal and business friendly, which can be challenging when dealing with co-owners. I also looked to help colleagues on a daily basis with personal and business development, trying to effect change on a small scale as much as it could be done on larger matters for the firm. My goal is to take this ability to assess situations, connect with interested parties, and find solutions that resolve problems and engage people.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

I understand the mission of Houston Classical is to educate Houston youth to be high performers and people of good character, through formal structure, classical education, focus on literature, and positive supportive environment for staff, students, and families.

2. What is your understanding of the school's proposed educational program?

I understand that the program will be tailored to elementary school level education, incorporating parents/guardians in the learning process, and focusing on educational and life skills and values. A significant portion of time will be spent on literacy development and language, with high expectations for success rates to be above public school rates. It also focuses on the basics for reading and math.

3. What do you believe to be the characteristics of a successful school?

Positive role models, engaged parents/guardians, structured educational process and environment, and high moral and academic expectations.

4. How will you know that the school is succeeding (or not) in its mission?

In addition to seeing good rates of educational aptitude, finding the graduating students pursuing personal efforts to help others and to advance into other structured secondary and graduate programs, such as the Cristo Rey Jesuit HS program and collegiate level programs, would be a testament to the success of the school. Also, our goal is to have 80% of students meet grade level in the STAAR assessments for both reading and math.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Oversight and guidance of the Director and Trustees, ensuring that the mission is advanced by their efforts. In addition, the Board should look to promote enrollment and interest from the community, as well, assist in financial development to augment budgetary constraints. Also, general oversight in finance, academics, and the overall well being of the school's operations.

2. How will you know if the school is successful at the end of the first year of operation?

Seeing retention of students, and interest from the community by active enrollment of future students, would speak to a level of initial success. Higher than average literacy rates and math scores.

3. How will you know at the end of four years if the school is successful?

After four years, overall metrics of educational aptitude should be consistent and obvious, as well, graduate success should be apparent, demonstrating both the educational direction as well as the character development level.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to formalize the goals and metrics that will be used to drive and measure success. Reporting mechanisms for measuring success or lack thereof need to be established. Processes for addressing concerns and modifying approaches should also be formulated. Standards for hiring, developing and maintaining teaching staff and leaders need to be created. Timelines for various phases of construction, staffing, and management need to be developed.

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 expect to operate within the confines of our established bylaws, thus the Board member who is acting unethically will be removed. In our Board there is no place for self-interested individuals.

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.

I know of various teachers at public and private schools, including [REDACTED] however, do not know any employees of the proposed school.

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.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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 the 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.

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, Alfredo B. Barren IV, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature



Date

12/19/18

Verification

State of

Texas

On this day [REDACTED] appeared before me the undersigned notary public and depose 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 [REDACTED]

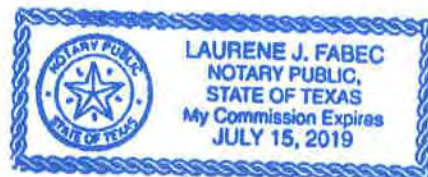
(Notary Public)

Laurene J. Fabec

(Seal)

My commission expires

July 15, 2019



Name of Proposed Charter School:

Houston Classical Charter School

Name of Sponsoring Entity:

Houston Classical, Inc.

BACKGROUND

Full Legal Name:

Laurie Elaine Coton

Home Mailing Address:

3232 Castlewood, Houston, TX 77025

Phone Number:

281.650.6081

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 native Houstonian, I understand the areas that have historically been undeserved, academically. [REDACTED]

[REDACTED], I learned first hand how students can exceed challenges and learn behaviors that promote success. I also learned from my tenure [REDACTED], how parents and teachers can work together to instill success. High expectations and accountability and support of staff and teachers all form an exciting atmosphere where learning is cool and can lead to amazing things. The Alief area needs schools that offer this form of education and the success that occur because of them. The more educated our diverse community is, the stronger we will be as a city.

2. What is your understanding of the appropriate role of a public charter school board member?

I understand a school board member to further the success of the school and all related to it. We would be the people who would assist with the goals and ensure academic and financial oversight of attaining those goals.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been on [REDACTED] I have been on and led the [REDACTED] While at [REDACTED] we raised funds to build an outside structure, rebuilt the entire playground, brought [REDACTED] and gave funds to the Principal for a counselor & to purchased computers. I served on the board of [REDACTED]

4. Describe the specific knowledge and experience that you would bring to the board.

Being a native Houstonian and having the experiences I've had through my businesses, [REDACTED] and the diversity of people I meet through these endeavors, I have a lot to bring to the table. I understand fund raising, working with a team, having the experience of superb educational programs, and knowing the area and its peoples will bring a lot to the table.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

I understand the school's mission is to educate Houston's youth in an area that has typically been under served. Students will be trained to achieve high performance, educational skills and strong character, through a supportive, but goal oriented atmosphere.

2. What is your understanding of the school's proposed educational program?

I understand the school will focus on the students, but teachers and parents will play a critical role, as well. High expectations will be given to academic success, but life skills and values will play integral parts to attain that success.

3. What do you believe to be the characteristics of a successful school?

A successful school is one that teaches the students respect, study skills, the ability to think through situations, sense of community, goal setting and confidence in themselves. Honesty and hard work are attributes. Morals and academic expectations go hand in hand. In essence, it is teaching the whole person.

4. How will you know that the school is succeeding (or not) in its mission?

We will be able to see that the school is succeeding in its mission through test scores, advancement into secondary programs. Also, on a daily basis success will be seen through the actions and activities of the staff, teachers, parents and students. We will see success in our enrollment, with families excited to keep their children at our school and high demand for seats. We will have an engaged board that ensures accountability and a healthy budget.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The Board will provide oversight and guidance to support the mission of the school, both in the school and in the community. The Board will assist in gaining community interest and will encourage investment. Oversight of academics, operations, and finances will also be part of the Board's role.

2. How will you know if the school is successful at the end of the first year of operation?

Retention of students, community interest, student reading and math scores and enrollment will all show the success of the school. We will have a strong school rating from TEA and strong audits of the school's academic program and our finances.

3. How will you know at the end of four years if the school is successful?

Graduate success, minimal turnover of staff and students and community support will show overall the success of the school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The Board will need to develop a set of systems that will define not only how we define success but how we obtain it and measure it. Included in that framework will need to be reporting, concerns, development, financial reporting, growth objectives, time lines, structures, and classroom needs.

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 operate under the rules of the set by-laws. If a member is acting unethically, we will follow the by-laws to remove that individual from the Board.

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.

None.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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 the 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.

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, LAURIE E COTON, 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 Laurie E Coton

Date 12/31/18

Verification

State of TEXAS

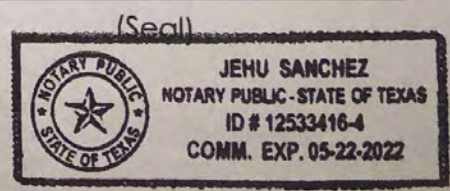
County of [REDACTED]

On this day, LAURIE E COTON (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 [REDACTED]

(Notary Public) [Signature]

My commission expires 5-22-22



Name of Proposed Charter School: Houston Classical Charter School

Name of Sponsoring Entity: Houston Classical, Inc.

BACKGROUND

Full Legal Name: Austin John Frederick Muck

Home Mailing Address: [REDACTED]

Phone Number: [REDACTED]

E-mail Address: [REDACTED]

Business Name: [REDACTED]

Business Mailing Address: [REDACTED]

Business Phone Number: [REDACTED]

E-Mail Address: [REDACTED]

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity: [REDACTED]

1. What was your motivation to serve on the board of the proposed charter school?

I am motivated to serve on the board for several reasons. First, I believe in the central tenets of Houston Classical. I believe that for a school to be successful, it must set high expectations for the students (both academically and character-wise), and it must be founded on a spirit of optimism. Houston Classical has made these its priorities. Second, I have been searching for an opportunity to give back to my community in a meaningful way. I believe there is no better way to do so than through improving education of underprivileged youth. I recognize the benefits of growing up in an environment with high expectations, and I would like to ensure that others in my community receive that benefit as well. Third, I believe that families, who otherwise could not afford a private education or have the ability to move to a neighborhood with high performing schools, should have options for school. [REDACTED]

[REDACTED] Finally, I was motivated to serve after I met with Deyvis Salazar. His values align with mine, and his passion, vision, and demonstrated record of success further motivate me to serve on the board.

2. What is your understanding of the appropriate role of a public charter school board member?

To guide and advance the school towards its goals and mission, and to oversee the actions of the board and the school leadership and ensure that their actions are in the furtherance of the school's goals and mission. Also, to oversee the leadership and hold it accountable and ensure that the school is a good steward of public resources and is acting in the public's interest.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not previously served on a board of directors. However, as an attorney, my primary practice is in commercial litigation. In this role, I regularly analyze, draft, and negotiate contracts. In addition, I have on several occasions advised private schools on matters concerning land disputes and issues with headmasters. In addition, I have the capability to be an effective board member because I care about the mission of the school, and I am willing to sacrifice my time towards that mission.

4. Describe the specific knowledge and experience that you would bring to the board.

I have bachelors of science in civil engineering along with a law degree. I have been practicing as commercial litigator with Bracewell LLP for over five years. As a board member, I will add my knowledge regarding the law and regulations as well as my ability to read and understand laws and contracts. I will also be able to utilize my skills I have developed as a negotiator and as an advocate.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

I understand Houston Classical's mission to be to educate students through a classical approach with high academic expectations in a structured environment that places an emphasis on character development, community, optimism, and respect.

2. What is your understanding of the school's proposed educational program?

I understand that the school's proposed educational program encourages parental involvement and emphasizes accountability. In addition, it will place a heavy emphasis on literacy, and, it will aim to score well on state-mandated testing in reading and mathematics. The school day will last longer and the school year will be longer than that of the local public elementary. The students will be required to wear uniforms and will not be able to attend class without a uniform.

3. What do you believe to be the characteristics of a successful school?

For a school to be successful, I believe that all parties involved must have high expectations for the students. The teachers, administrators, parents, and students all must be aware of the expectations and genuinely believe that the students can reach those expectations. And the appropriate effort must be made from these parties to help the students meet these expectations. I also believe that schools should heavily emphasize literacy, and that schools should emphasize respect, optimism, and character.

4. How will you know that the school is succeeding (or not) in its mission?

I believe the school will be succeeding in its mission if its test scores are substantially higher than those test scores of the elementary schools in the surrounding area. The school will also be succeeding if its rate of students attending college or structured secondary programs substantially exceeds the rate of students in the schools in the surrounding area. These achievements should be made while the school maintains fiscal responsibility and makes demonstrable efforts towards character development.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will oversee and guide the school leadership, ensuring that the leadership's actions align with and are in the furtherance of the school's mission. The board will also seek to engage and earn support from the community, promote the school, and obtain financial support for the school.

2. How will you know if the school is successful at the end of the first year of operation?

The school will be successful in the first year if it operates in a fiscally responsible manner and obtains and retains its teachers and students. Also, the number of incoming kindergarteners should match or surpass the size of the previous class. The school should also perform well academically, particularly in relation to the neighboring public schools.

3. How will you know at the end of four years if the school is successful?

I believe that the school is successful after four years if its test scores are substantially higher than those test scores of the elementary schools in the surrounding area. The school should also be maintaining fiscal responsibility. Also, there should be minimal transferring of students from Houston Classical back to the local public elementary schools. There also should be minimal transferring of the highly effective teachers to other elementary schools.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to agree upon standards that will measure the school's success and communicate these standards to the leadership. The board should engage in thoughtful questioning during the board meetings and provide meaningful annual evaluations of the school leadership and board performance. The board should quickly redirect the leadership should the leadership veer slightly off course from the school's mission and goals.

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?

If a board member is acting unethically or not in the best interest of the school, her or she should be replaced.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☒ Yes ☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I have known Chris Smith for several months, as he has been dating my sister, Molly Muck.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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.

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, AUSTIN MUCK, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

[Signature]

Date

12-28-2018

Verification

State of TEXAS

County of [Redacted]

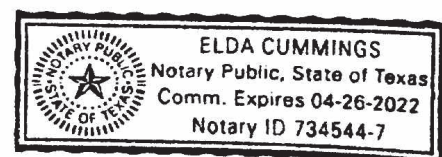
On this day, Austin J F Muck (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before

(Notary Public) ELDA C

(Seal)

My commission expires 4-26-2022



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?

Ever since I made the career switch from corporate finance to education, I have only worked in the neighborhoods of Southwest Houston. Having being a founding member of a charter school, myself, I know that it takes a village to build the plane and fly it at the same time. Since I left KIPP, I wanted to continue to find ways to support new schools and school leaders opening doors to the underprivileged corners of Southwest Houston. There has historically been a large gap of quality education in the Alief area of Houston. When I met with Mr. Salazar, learned about his career trajectory, and the mission and vision for Houston Classical - I knew it was a school I wanted to support.

2. What is your understanding of the appropriate role of a public charter school board member?

As a school board member of a public charter, my role is to hold Houston Classical and its administration accountable to the mission and vision of the school - ensuring it is successful academically and fiscally.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been a founding assistant principal of a school and a director of a non-profit for many years. During these years, I have participated in many board meetings as an observer and contributor, providing the board information necessary to make informed and effective decisions. Since 2010, I have been on the Board of Trustees for Harris Freeman - a global private label tea and spice company - which is a family business. Since June 2018, I have served as the President of the BridgeYear Young Professionals Board.

4. Describe the specific knowledge and experience that you would bring to the board.

As a teacher, instructional coach, and assistant principal at various Houston public and charter schools, and now as a director of a local educational non-profit, I bring a myriad of knowledge and experience to the board. As an educator, I have a vast amount of experience around math and science curriculum, excellence, and testing procedures. I know the standards that are required to build academic growth and excellence.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the Houston Classical Charter School is to educate students from K-8th grade through a classical approach, with a dual focus on academics and character development. Houston Classical's guiding pillars are student literacy, development of critical thinking skills, family engagement, and teacher development and retention.

2. What is your understanding of the school's proposed educational program?

Houston Classical has proposed a classical approach to education. This model has a strong focus on the foundation of education, with a specific focus around reading and mathematics. In tandem, Houston Classical also focuses on building and developing individual and school-wide character and values.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school are: strong and rigorous academic curriculum, a staff aligned to the mission and vision of the school, family engagement, and a strong culture of academic and personal achievement.

4. How will you know that the school is succeeding (or not) in its mission?

Houston Classical will succeed in its mission of serving its students if - students are meeting their individual, academic goals; students can articulate why building their character is important; parents are involved and feel supported at the school; and if all staff members feel supported and respected at the school. Houston Classical will fail if any one of these items are not met.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The role of Houston Classical's board is to serve as a governing and guiding body for the administration. The role of the board is not to interfere in daily operations of the school, but to provide oversight to ensure that the school is meeting its goals - for students, families, and as a fiscal entity.

2. How will you know if the school is successful at the end of the first year of operation?

At the end of the first year of operation, I will know that Houston Classical is successful if we are able to reach all of our goals and have a plan of action for the goals we are not meeting. If Houston Classical sticks to its mission, vision, and values - we can be successful.

3. How will you know at the end of four years if the school is successful?

At the end of four years, the school is successful as long as Houston Classical is on target with their strategic goals. These goals involve student enrollment numbers, student academic growth, teacher retention rates, family engagement and satisfaction, and the fiscal status of the school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The Houston Classical Charter School Board will create a system and structure of checks and balances and accountability to ensure that the school is consistently working towards reaching its goals.

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?

As a board member, we are expected to operate in the accordance with the bylaws and with the school and students' best interest. Any board member unable to follow these will be removed in accordance with the bylaws.

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.

Breakthrough Houston, the organization I work for, is under the 501(c)3 of the St. John's School. Along with that, many of my professional relationships are with individuals throughout schools and school districts.

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.

Harris Freeman & Company, Inc
Earl Grey Insurance Company

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.

KIPP Connect Houston Middle School - founding Assistant Principal (June 2014 - July 2017)

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 the 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.

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, MIRA KISHORE SHAH, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

[Signature]

Date

12/28/18

Verification

State of

Texas

County of

Harris

On this day, Mira Kishore Shah (name of affiant) appeared before me the undersigned notary public and depose 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

28th

day of

December

2018

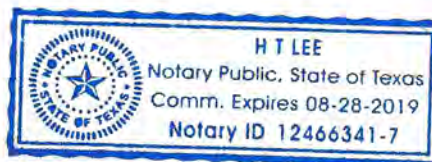
(Notary Public)

[Signature]

(Seal)

My commission expires

08/28/2019



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?

I believe education is a great equalizer and the key to giving a child the best opportunities in life to succeed. I further believe that in addition to a strong education, it is equally important to instill a strong set of values in students. Houston Classical will combine both - provide a high quality education, coupled with a strong emphasis on values and personal responsibility.

Further, building a school is a great way to have a huge impact on not only an individual student, but that student's family (and generations of families), as well as being highly positive for the communities in which those students live. It is apparent there is a great need for high quality schools across Houston, but especially in the Alief and south Houston areas where the passing rates in core subjects is well below average.

2. What is your understanding of the appropriate role of a public charter school board member?

A board member's role is to ensure the school is operating in the manner in which it was designed, holding those in charge accountable, and providing effective and successful academic, fiscal, and regulatory oversight.

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.

While I do not have prior board of director experience, I am highly educated with a finance and accounting background and currently serve in an executive role. Throughout my career, I have been involved in numerous board meetings (not serving as an actual director, but heavily involved in the meetings). I also believe my financial and accounting background will be crucial to diversifying the current boards collective background, expertise, and strengths.

4. Describe the specific knowledge and experience that you would bring to the board.

As noted above, I have an educational and career background in finance and accounting. I am currently serving as the Chief Financial Officer (CFO), Chief Operating Officer (COO), and Chief Compliance Officer (CCO) for The WindAcre Partnership, a private investment fund located in Houston TX. Prior to this role, I was a Senior Manager for KPMG LLP in their audit practice.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Houston Classical's mission will be to educate students through a classical approach, focusing both on strong academics, as well as strong character and value development. The school's guiding beliefs are a focus on literacy, teacher development, development of critical thinking skills, and family engagement.

2. What is your understanding of the school's proposed educational program?

Houston Classical will propose a classical approach to education. This model has a strong focus on the basics specially around reading and math. It also focuses on values and the development of character within the school. It also focuses on reading Great Books from kindergarten to 8th grade.

3. What do you believe to be the characteristics of a successful school?

Structured, rigorous, and disciplined approach. Focus on extremely high levels of personal responsibility, teacher and parental involvement, and setting high expectations of students. I also believe it is very important the school create an environment of support to students.

4. How will you know that the school is succeeding (or not) in its mission?

I think success or failure will be determined by how our students are scoring in the core subjects (reading and math) compared to other school. Our goal is to have 80% of students meet grade level in the STAAR assessments for math and reading. If we are below those levels then I would view the school as failing .

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board's role is to provide oversight and guidance. The Board will have fiscal and academic oversight, sets vision of the school, and establish policies for management to execute.

2. How will you know if the school is successful at the end of the first year of operation?

I will measure this against our mission and what we wanted to achieve - did we stick to our mission statement, did we stick to our core values, did we meet enrollment goals, are students achieving at the target levels we set.

3. How will you know at the end of four years if the school is successful?

At the end of four years, I would expect the school to be one of the highest rated schools in Houston. If it is not, then I would not view as a success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The Board will create systems and accountability tools to conduct strong oversight. Being disciplined in its approach and maintaining its core values.

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 expect the Board member to be removed in accordance with bylaws, as there is absolutely no place on a public charter school board for self-interest or self-dealing.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☒ Yes ☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I work with another board member, Adrienne Amin and Austin Muck, another board member is the brother of my girlfriend.

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.

The WindAcre Partnership

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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 the 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.

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, Chris Smith, 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

CLS

Date

12-17-18

Verification

State of Texas

County of Harris

On this day, Chris Smith (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.

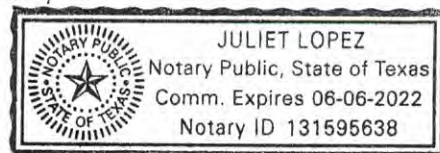
Subscribed and sworn to before 17th day of December, 2018.

(Notary Public)

(Juliet Lopez)

(Seal)

My commission expires 6/6/22



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.

PLEASE NOTE: Attachment G5 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.

ATTACHMENT FOG 9 – Code of Ethics & Conflict of Interest Policy

The attached Code of Ethics was written by and provided to Houston Classical, Inc. by TCSA and will be ratified by the Governing Board immediately post-authorization.

The attached Conflict of Interest Policy was written by and provided to Houston Classical, Inc. by Schulman, Lopez, Hoffer & Adelstein L.L.P.

There are no existing relationships that could pose actual or perceived conflicts if the application is approved. The Board will require all Board members to sign the Code of Ethics and Conflict of Interest Policy each year and the Board will review both policies annually in its annual meeting.

**Please note this document was adapted from an earlier document by Texas Charter School Association.*

EXHIBIT A

Ethics, Conflicts of Interest, & Nepotism Policy

Preamble

This Policy is adopted by the Board of Directors (collectively, the "Board" or the "Directors" and individually a "Director") of Houston Classical Charter School (the "Charter School"). The Board is committed to maintaining the highest legal and ethical standards in the conduct of the business of the Charter School, and to protecting the integrity and reputation of the Charter School, the Board and all the employees, volunteers and programs of the Charter School.

The Directors and Officers (as defined below) of the Charter School are responsible for exercising their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers have an obligation to keep the welfare of the Charter School at all times paramount in order to ensure that they 1) do not compromise their independence of judgment, 2) preserve confidence and trust in the organization and the Board, and 3) protect and fulfill the mission of the Charter School. Every Director and Officer of the Charter School has a duty of loyalty to the Charter School. Therefore, activities and financial interests must be arranged so as not to interfere with the primacy of that commitment. This Policy will assist Directors and Officers as they identify actual or potential conflicts of interest and will provide the Board with a procedure to address any conflicts. This Policy is intended to supplement but not replace any applicable federal, state or local laws governing conflicts of interest applicable to Charter School and charitable organizations.

I. Ethical Principles

A. Personal and Professional Integrity. Directors and Officers, as well as employees, volunteers, and advisors of the Charter School, must conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

B. Financial Stewardship. The Charter School manages its funds responsibly and prudently. It oversees the funds entrusted to it consistent with state and federal law and consistent with donor intent to support the purpose and mission of the Charter School and the students and community in which it operates. It ensures that all spending practices and policies are reasonable and appropriate and all financial reports are factually accurate and complete in all material respects. As a tax-exempt public charity, the Charter School

uses and expends its funds in a manner that advances the charitable and educational mission and objectives of the Charter School and not the private interests of Directors or Officers.

C. Public Accountability. The Charter School provides comprehensive and timely information in accordance with applicable state and federal law and is responsive to reasonable requests for information about its activities. Basic informational data about the Charter School such as the IRS Form 990, audited financial statements and Annual Financial and Compliance Report shall be made available to the public in accordance with applicable state and federal law.

D. Accuracy and Retention of Records. The Charter School will create and maintain records that satisfy operational and legal requirements including federal, state and local laws.

E. Political Activities. As a 501(c)(3) tax-exempt public charity, the Charter School is prohibited from engaging in political activities and its tax-exempt status is in part dependent upon whether it conducts political activities. Anyone serving as a Director, Officer, employee, volunteer, vendor or contractor must not use their relationship with the Charter School to promote or oppose candidates or parties or to create the appearance that the Charter School endorses or opposes a candidate or party for elected office.

F. Endorsements and Use of the Charter School Name and Affiliation. The Charter School's name, logo, letterhead or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Charter School Board.

G. Questions, Concerns or Reports of Violations. Questions or concerns should be directed to one or more of the following: the Chairman of the Board of Directors or the Chief Executive Officer. If a Director, Officer, employee, volunteer or contractor believes a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his/her duty to report it. Doing so is not an act of disloyalty, but of loyalty to the Charter School and the principles that it intends to uphold and the type of community it seeks to foster. A report also safeguards the reputation and assets of the Charter School, and can safeguard an individual from criminal, civil or disciplinary action for failure to report a crime or ethical lapse.

H. Staff Obligations. In addition to this Policy, staff members shall also be obliged to conduct themselves in accordance with, among other things, the employee policies of the Charter School.

II. Conflicts of Interest

A. Statement on State Law. The Charter School and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education

Code and 19 T.A.C. §§ 100.1131 - 100.1135, including but not limited to the following:

i. Employees Serving on the Board.

(1) A member of the governing body of a charter holder, a member of the governing body of a charter school, and an officer of a charter school shall comply with Local Government Code, Chapter 171, in the manner provided by the conflict of interest provisions described in 19 T.A.C. §§100.1131 - 100.1135.

(2) Except as otherwise provided by law, a person who receives "compensation or remuneration" (as defined by law) from a nonprofit corporation holding an open-enrollment charter may not serve on the governing body of the charter holder.

(a) If each charter school operated by a charter holder has received a satisfactory rating, as defined by applicable law, for at least two of the preceding three school years, then charter school employees may serve on the governing body of the charter holder as described below and as provided by law.

(b) An employee of a charter school may serve as a member of the governing body of the charter holder if: (i) only employees of the charter school, and not employees of the charter holder, serve on the governing body of the charter holder; (ii) the only compensation or remuneration received by the board member is salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with the charter school; (iii) charter school employees do not constitute a quorum of the governing body or any committee of the governing body; and (iv) all charter school employees serving on the governing body comply with all applicable conflict of interest provisions required by law.

ii. Conflicts Requiring an Affidavit and Abstention from Voting. The following circumstances shall be deemed a Conflict of Interest (as defined below) and the Director or Officer shall, in addition to the procedures set forth in Section C, take action as described below:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the official shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest (Exhibit A, attached) and shall abstain from further participation in the matter if:

(a) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or

(b) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

(2) The affidavit described above (Exhibit A) must be filed with the official record keeper of the charter holder. For the Charter School, the affidavit should be filed with the Superintendent/CEO.

(3) If a Director or Officer is required to file and does file an affidavit as required above, the Director or Officer is not required to abstain from further participation in the matter requiring the affidavit if:

(a) The Director or Officer is a member of the governing body of the charter holder or the charter school, and

(b) A majority of the members of the governing body of which the Director or Officer is a member is composed of persons who are likewise required to file and who do file affidavits of similar interests on the same official action.

iii. Separate Vote on Budget Item. The Board of Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a member of the governing body of the charter holder has a substantial interest. Abstention is required except as provided above and in 19 T.A.C. § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (a) the affected Director has complied with this chapter; and (b) the matter in which the affected Director is concerned has been resolved.

iv. Conflict Disclosure Statement. For purposes of Local Government Code chapter 176, a local government officer includes the Charter School's Superintendent/CEO, its agent, and Directors of the Board and their agents. The law proscribes that local government officers shall file the required conflicts disclosure statement (Exhibit B, attached), as adopted by the Texas Ethics Commission, with respect to an applicable vendor if the vendor enters into a contract with the Charter School or if the Charter School is considering entering into a contract with the vendor; and the vendor:

(1) Has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds \$2,500 during the 12-month period preceding the date that the officer becomes aware that a contract has been executed or the Charter School is considering entering into a contract with the person; or

(2) Has given to the local government officer or a family member of the officer one or more gifts that have an aggregate value of more than \$100 in the 12-month period preceding the date the officer becomes aware that such a contract has been

executed or the Charter School is considering entering into a contract with the vendor.

A local government officer is not required to file a conflicts disclosure statement in relation to a gift accepted by the officer or a family member of the officer if the gift is:

- Given by a family member of the person accepting the gift;
- A political contribution as defined by Title 15, Election Code; or
- Food, lodging, transportation, or entertainment accepted as a guest.

A local government officer shall file the conflicts disclosure statement (Exhibit B) with the records administrator (Superintendent/CEO or designee) of the Charter School not later than 5:00 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement.

A local government officer commits a Class C misdemeanor if the officer knowingly violates this law. It is an exception to the application of the penalty that the local government officer filed the required conflicts disclosure statement not later than the seventh business day after receiving notice from the Charter School of the alleged violation.

The Charter School must also provide access on its website to the conflicts disclosure statements and questionnaires (from vendors) required to be filed with the records administrator.

B. Statement on Federal Law. In addition to state laws described herein, the Charter School and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section §4958 of the Internal Revenue Code and 26 CFR 53.4958 (the "federal tax rules") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A "disqualified person" includes Directors and Officers and any person who is in a position to exercise substantial influence over the affairs of the organization. A "disqualified person" includes Family (as defined below) of the disqualified person. For compliance purpose, where state and federal regulations concerning conflicts of interest vary, the Charter School and its Officer and Directors shall comply with the most restrictive requirement.

i. Interested Person. Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect Interest, as defined below, is an "Interested Person."

(1) A person has an "Interest" if the person has, directly or indirectly, through business, investment, or Family:

(a) an ownership or investment interest, directly or indirectly, in any entity with which the Charter School has a transaction or arrangement,

(b) a compensation arrangement with the Charter School or with any entity or individual with which the School 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 School is negotiating a transaction or arrangement.

(2) "Compensation" is defined to include direct and indirect remuneration as well as gifts or favors that are not insubstantial.

(3) A person has an "Interest" if the person has a substantial interest in a business entity or a substantial interest in real property as described in Section II.A(ii) above.

ii. Interested Person with Conflict of Interest. An Interested Person shall have a Conflict of Interest (as defined below) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

C. Conflict of Interest Procedures

i. Duty of Prior Disclosure. In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

(1) Transaction Not Subject to Board Action. An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the Chief Executive Officer/Superintendent or designee. Such disclosure shall be made as soon as the Interest is known to the Interested Person.

(2) Untimely Disclosure. If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.

(3) Failure to Disclose. If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the

Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person's explanation and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

ii. Determining Whether a Conflict of Interest Exists. After disclosure of the Interest and all material facts related thereto, the Interested Person shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest ("Conflict of Interest") exists. No Director shall vote on any matter in which he or she has a Conflict of Interest.

iii. Vote by Disinterested Directors

(1) Nonparticipation of Directors with Conflict. A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board's discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during or outside of the Board meeting.

(2) Action by Disinterested Directors. If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:

(a) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.

(b) Except as otherwise allowed by law and as set forth in Section A(ii)(3), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.

(3) Vote Not Disallowed by Presence of Directors with a Conflict. The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified as prescribed herein.

(4) Circumstances in which Comparability Data is Necessary. If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above) under the federal tax rules, or if the transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by the Charter School to the Interested Person or

persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data ("Comparability Data").

(a) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (1) compensation levels paid by similarly situated schools; (2) the availability of similar services within the same geographic area; (3) current compensation surveys compiled by independent firms; and (4) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to, (1) current independent appraisals of the property and (2) offers received in a competitive bidding process.

(b) Based on the Comparability Data, the Board or committee shall determine by a majority vote of the disinterested Directors or committee members whether the transaction or arrangement is fair and reasonable to the Charter School. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

(c) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Section (iv) below.

iv. Documentation. The Board Secretary shall keep accurate minutes reporting:

(1) Interest Disclosed; Determination of Conflict of Interest. That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:

(a) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible conflict of interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, 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.

(2) Nonparticipation of Directors with Conflict. That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

(3) Comparability Data. The Comparability Data considered and relied upon by

the Board in its consideration of the transaction or arrangement; and

(4) Vote of Disinterested Directors. That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

D. Compensation. A Director who receives compensation, directly or indirectly, from the Charter School for services is precluded from voting on matters pertaining to that Director's compensation.

i. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Charter School for services is precluded from voting on matters pertaining to that member's compensation.

ii. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Charter School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

iii. Except with respect to Board decisions regarding a bona fide class or category of employees pursuant to Local Government Code 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Section 573.002 of the Local Government Code).

E. Definitions. The following terms shall have the following meaning:

i. **Director.** A member of the governing body of a charter holder, a member of the governing body of a charter school, or an officer of a charter school or an agent of a board director.

ii. **Officer.** An officer means a person charged with the duties of, or acting as, a chief executive officer, a central administration officer, a campus administration officer, or a business manager, or an agent of an officer, regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer of a charter school." 19 TAC 100.1.011(16).

iii. **Business entity.** A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.

iv. **Substantial interest in business entity.** A person has a substantial interest in

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a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or \$15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person's gross income for the previous year.

v. Substantial interest in real estate. A person has a substantial interest in real estate if the interest is an equitable or legal ownership with a fair market value of \$2,500 or more.

vi. Substantial interest through a relative or family member. A Director or Officer is considered to have a substantial interest under this section if a person related to the Director or Officer within the third degree by consanguinity or the second degree by affinity, (as defined below) has a substantial interest under this section.

vii. Family. Family means a disqualified person's spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

III. Nepotism

A. Nepotism Generally Prohibited. Except as provided by Section III.A. above and applicable law, a Director or CEO may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual that is to be directly or indirectly compensated from public funds or fees of office, if:

i. The person is related to the Director or CEO by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or

ii. The Director or CEO holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the board by blood or marriage within a prohibited degree. *Local Gov't Code 573.002, 573.041.*

B. Independent Contractors. The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

C. Payment to Prohibited Person. A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. *Local Gov't Code 573.083; 19 T.A.C. § 100.1116.*

D. Relation by Consanguinity. Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. *Local Gov't Code*

573.022.

E. Third Degree of Consanguinity. An individual's relatives within the third degree by consanguinity are the individual's:

- i. Parent or child (first degree);
- ii. Brother, sister, grandparent, or grandchild (second degree); and
- iii. Great-grandparent, great-grandchild, aunt or uncle (who is sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). *Local Gov't Code 573.023.*

Note: There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood.

F. Relation by Affinity. Two persons are related to each other by affinity (marriage) if they are married to each other or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. *Local Gov't Code 573.024.*

G. First Degree of Affinity. A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

H. Second Degree of Affinity. A person's relatives within the second degree by affinity are:

- i. The person's spouse;
- ii. Anyone related by consanguinity to the person's spouse within the first or second degree; and
- iii. The spouse of anyone related to the person by consanguinity within the first or second degree. *Local Gov't Code 573.025.*

I. Existing Employees/Continuous Employment. The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or CEO to whom the person is related in a prohibited degree and that prior employment is continuous for at least:

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- i. Thirty days, if the Director or CEO is appointed; or
- ii. Six months, if the Director or CEO is elected.
- iii. One year, if the public official is a member of the governing body of a charter holder. *Local Gov't Code 573.062(a); TAC §100.1115(b)(2)(C).*

J. Retired Teachers. A teacher who has retired from a full-time, certified teacher position has broken his or her employment with the Charter School and does not qualify for the continuous-employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001).*

K. Continuous Employment Exception. For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed Director or Officer. *Atty. Gen. Op. GA-177 (2004).* If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a bona fide class or category of employees. *Local Gov't Code 573.062(b).* A "change in status" includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-193 (2000).* For an action to be "taken with respect to a bona fide category of employees," the officeholder's action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991).* The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. *Local Gov't Code 573.061.*

L. Trading Prohibited. A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual's services are under the Director or Officer's direction or control if:

- i. The person is related to another Director or Officer within the prohibited degree; and
- ii. The appointment would be carried out in whole or in partial consideration for the other Director or Officer's hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. *Local Gov't Code 573.044.*

M. Source of Funding Irrelevant. The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant. *Atty. Gen. L.A. No. 80 (1974).*

N. Nepotism Exceptions. The nepotism exceptions described in 19 T.A.C. § 100.1115 also apply. Notwithstanding an exception, a Director or Officer related in a prohibited

degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a bona fide class or category of employees.

O. Enforcement of Nepotism Prohibitions. In accordance with state law, a Director or Officer who violates the nepotism regulations shall be removed from office by the Board of Directors of the Charter School. A failure to thus remove is a material charter violation.

i. Removal must be in accordance with the Articles and Bylaws of the Charter School and in accordance with the terms of the charter and other state and federal law.

ii. A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

IV. Confidentiality

A. No Improper Disclosure. A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available or that the Charter School maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally and any information that the Board or the Charter School otherwise determines or deems as Confidential Information.

B. No Use of Information for Personal Benefit. A Director shall not use the Charter School property, Confidential Information or the status of his or her position to solicit business for others or in any other manner obtain a private financial, social or political benefit.

V. Disclosure and Annual Review

A. New Directors and Officers. Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto.

B. Periodic Review. To ensure that the Charter School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (a) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of

arm's length bargaining; (b) whether partnerships, joint ventures, and arrangements with management organizations conform to the Charter School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

C. Annual Review. Each Director and Officer shall annually complete the Annual Statement of Disclosure and Compliance. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information to the extent permitted by law.

Annual Statement of Disclosure and Compliance

Name: _____

Position: _____

☐ Please describe below any relationships, positions, or circumstances in which you are involved that you believe could be considered an Interest or that might be perceived as an actual or possible Conflict of Interest as defined in Ethics, Conflict of Interest and Nepotism Policy. Please also describe any familial relationships that would qualify as relationships within the prohibited degree as defined in the Charter School Ethics, Conflict of Interest and Nepotism Policy.

☐ I am involved in no activity, relationship, position or circumstance that could be considered an Interest or might be perceived as an actual or possible Conflict of Interest as defined in the Charter School's Ethics, Conflict of Interest and Nepotism Policy. I do not have any familial relationships that would qualify as relationships within the prohibited degree as defined in the Charter School Ethics, Conflict of Interest, and Nepotism Policy.

I hereby certify that the information as set forth above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Ethics, Conflict of Interest and Nepotism Policy of the Charter School that is currently in effect.

Signature: _____

Date: _____

The following pages contain forms that may be used for compliance with disclosure requirements discussed above.

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- Exhibit A-1: Affidavit Disclosing Substantial Interest in a Business Entity or Real Property, as defined in Local Government Code 171.002 and Affidavit of Abstention
— 2 pages
- Exhibit A-2: ADDITIONAL DISCLOSURE: The conflicts disclosure statement required of members of the Board and the Superintendent by Local Government Code 176.003–.004 is attached and available on the Texas Ethics Commission Web site at: https://www.ethics.state.tx.us/filinginfo/conflict_forms.htm

EXHIBIT A-1

**AFFIDAVIT DISCLOSING SUBSTANTIAL INTEREST
IN A BUSINESS ENTITY OR REAL PROPERTY
& AFFIDAVIT OF ABSTENTION**

STATE OF TEXAS

COUNTY OF [_____]

I, _____ (name), as a local public official of Houston Classical Charter School, make this affidavit and hereby on oath state the following: I, or a person(s) related to me in the first degree, have a substantial interest in:

- ☐ a business entity, as those terms are defined in Local Government Code Sections 171.001–171.002, that would experience a special economic effect distinguishable from its effect on the public by a vote or decision of the Board.
- or
- ☐ real property for which it is reasonably foreseeable that the Board's action or my action will have a special economic effect on the value of the property distinguishable from its effect on the public.

The business entity or real property is (name/address of business or description of property):

_____.

_____ ("I" or name of relative and relationship) (have)(has) a substantial interest in this business entity or real property as follows: (check all that apply)

- ☐ Ownership of ten percent or more of the voting stock or shares of the business entity.
- ☐ Ownership of ten percent or more of the fair market value of the business entity.
- ☐ Ownership of \$15,000 or more of the fair market value of the business entity.
- ☐ Funds received from the business entity exceed ten percent of _____ (my, her, his) gross income for the previous year.
- ☐ Real property is involved and _____ (I, she, he) (have)(has) an equitable or legal ownership with a fair market value of at least \$2,500.

The statements contained herein are based on my personal knowledge and are true and correct.

Abstention. Upon the filing of this affidavit with the Board's Secretary, I affirm that I shall abstain from participation in any decision involving this business entity or real property, unless permitted according to Local Government Code 171.004(c).

Signed this _____ day of _____ (month), _____ (year).

Signature of official _____

Title _____

ACKNOWLEDGEMENT

STATE OF TEXAS
COUNTY OF [_____]

Sworn to and subscribed before me on this _____ day of _____
(month), _____ (year).

_____, Notary Public in and for the State of Texas

EXHIBIT A-2

LOCAL GOVERNMENT OFFICER CONFLICTS DISCLOSURE STATEMENT		FORM CIS
<p>(Instructions for completing and filing this form are provided on the next page.)</p>		
<p>This questionnaire reflects changes made to the law by H.B. 23, 84th Leg., Regular Session.</p> <p>This is the notice to the appropriate local governmental entity that the following local government officer has become aware of facts that require the officer to file this statement in accordance with Chapter 176, Local Government Code.</p>	OFFICE USE ONLY	
<p>1 Name of Local Government Officer</p>	<p>Date Received</p>	
<p>2 Office Held</p>		
<p>3 Name of vendor described by Sections 176.001(7) and 176.003(a), Local Government Code</p>		
<p>4 Description of the nature and extent of each employment or other business relationship and each family relationship with vendor named in Item 3.</p>		
<p>5 List gifts accepted by the local government officer and any family member, if aggregate value of the gifts accepted from vendor named in Item 3 exceeds \$100 during the 12-month period described by Section 176.003(a)(2)(B).</p> <p>Date Gift Accepted _____ Description of Gift _____</p> <p>Date Gift Accepted _____ Description of Gift _____</p> <p>Date Gift Accepted _____ Description of Gift _____</p> <p style="text-align: center;">(attach additional forms as necessary)</p>		
<p>6 AFFIDAVIT</p> <p style="text-align: center;">I swear under penalty of perjury that the above statement is true and correct. I acknowledge that the disclosure applies to each family member (as defined by Section 176.001(2), Local Government Code) of this local government officer. I also acknowledge that this statement covers the 12-month period described by Section 176.003(a)(2)(B), Local Government Code.</p> <p style="text-align: right; margin-right: 100px;">_____ Signature of Local Government Officer</p> <p>AFFIX NOTARY STAMP / SEAL ABOVE</p> <p>Sworn to and subscribed before me, by the said _____, this the _____ day of _____, 20____, to certify which, witness my hand and seal of office.</p> <p style="margin-top: 20px;"> _____ Signature of officer administering oath _____ Printed name of officer administering oath _____ Title of officer administering oath </p>		

LOCAL GOVERNMENT OFFICER CONFLICTS DISCLOSURE STATEMENT

Section 176.003 of the Local Government Code requires certain local government officers to file this form. A "local government officer" is defined as a member of the governing body of a local governmental entity; a director, superintendent, administrator, president, or other person designated as the executive officer of the local governmental entity; or an employee of a local governmental entity with respect to whom the local governmental entity has, in accordance with Section 176.005, extended the requirements of Sections 176.003 and 176.004. This form is required to be filed with the records administrator of the local governmental entity not later than 5 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of this statement.

A local government officer commits an offense if the officer knowingly violates Section 176.003, Local Government Code. An offense under this section is a Class C misdemeanor.

Please refer to chapter 176 of the Local Government Code for detailed information regarding the requirement to file this form.

INSTRUCTIONS FOR COMPLETING THIS FORM

The following numbers correspond to the numbered boxes on the other side.

- 1. Name of Local Government Officer.** Enter the name of the local government officer filing this statement.
- 2. Office Held.** Enter the name of the office held by the local government officer filing this statement.
- 3. Name of person described by Sections 176.002(a) and 176.003(a), Local Government Code.** Enter the name of the person described by Section 176.002, Local Government Code with whom the officer has an employment or other business relationship as described by Section 176.003(a), Local Government Code.
- 4. Description of the nature and extent of employment or business relationship with person named in item 3.** Describe the nature and extent of the employment or other business relationship with the person in item 3 as described by Section 176.003(a), Local Government Code.
- 5. List gifts accepted, excluding gifts described by Section 176.003(a-1), if aggregate value of the gifts accepted from person named in item 3 exceed \$250.** List gifts accepted during the 12-month period (described by Section 176.003(a), Local Government Code) by the local government officer or family member of the officer, excluding gifts described by Section 176.003(a-1), from the person named in item 3 that in the aggregate exceed \$250 in value.
- 6. Affidavit.** Signature of local government officer.

HOUSTON CLASSICAL, INC. CONFLICT OF INTEREST POLICY

Article I

Purpose

The purpose of the conflict of interest policy is to protect Houston Classical, Inc.'s (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 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, 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.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all

material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. 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. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the

financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest 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. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations 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, impermissible private benefit or in an excess benefit transaction.

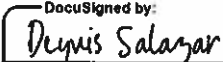
Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

As approved by Unanimous Written Consent of the Board of Directors dated, December 11, 2018, pursuant to the BOC.

HOUSTON CLASSICAL, INC.

By: 
Deyvis R. Salazar, Chief Executive Officer

HOUSTON CLASSICAL, INC. CONFLICT OF INTEREST POLICY

Article I

Purpose

The purpose of the conflict of interest policy is to protect Houston Classical, Inc.'s (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 applicable to nonprofit and charitable organizations.

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- 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.

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material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. 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. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

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Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the

financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest 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. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations 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, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

As approved by Unanimous Written Consent of the Board of Directors dated, December 11, 2018, pursuant to the BOC.

HOUSTON CLASSICAL, INC.

DocuSigned by:
By: Dennis Salazar
Dennis R. Salazar, Chief Executive Officer

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.

PLEASE NOTE: Attachment F1 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.

FINANCIAL PLAN WORKBOOK SUMMARY						
Houston Classical Charter School						
	Year 0 (Start-Up)	Year 1	Year 2	Year 3	Year 4	Year 5
	2020	2021	2022	2023	2024	2025
REVENUE						
Total State Revenue		\$ 1,179,081	\$ 1,768,622	\$ 2,352,267	\$ 2,940,333	\$ 3,528,400
Total Federal Revenue		\$ 104,212	\$ 156,318	\$ 207,903	\$ 259,879	\$ 311,855
Total Local and Other Revenue	\$ 355,000	\$ 30,000	\$ 30,003	\$ 30,006	\$ 30,009	\$ 30,012
TOTAL REVENUE	\$ 355,000	\$ 1,313,293	\$ 1,954,943	\$ 2,590,176	\$ 3,230,221	\$ 3,870,267
EXPENSES						
Total Administrative Staff Personnel Costs	\$ 99,700	\$ 215,000	\$ 351,900	\$ 457,776	\$ 535,910	\$ 687,344
Total Instructional Personnel Costs	\$ -	\$ 423,000	\$ 670,140	\$ 955,087	\$ 1,222,512	\$ 1,415,821
Total Non-Instructional Personnel Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Payroll Taxes and Benefits	\$ 5,234	\$ 41,151	\$ 65,922	\$ 91,130	\$ 113,418	\$ 135,654
TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES	\$ 104,934	\$ 679,151	\$ 1,087,962	\$ 1,503,993	\$ 1,871,840	\$ 2,238,820
Total Contracted Services	\$ 11,400	\$ 195,881	\$ 273,922	\$ 352,132	\$ 428,015	\$ 505,337
Total School Operations	\$ 102,150	\$ 158,415	\$ 195,001	\$ 245,177	\$ 311,796	\$ 365,638
Total Facilities Operations and Maintenance	\$ 63,000	\$ 216,000	\$ 272,820	\$ 345,352	\$ 437,961	\$ 556,224
Reserves and/or Contingency	\$ -	\$ 30,000	\$ 45,000	\$ 59,850	\$ 74,813	\$ 89,775
TOTAL EXPENSES	\$ 281,484	\$ 1,279,447	\$ 1,874,704	\$ 2,506,504	\$ 3,124,425	\$ 3,755,794
NET OPERATING INCOME (before depreciation)	\$ 73,516	\$ 33,846	\$ 80,238	\$ 83,672	\$ 105,796	\$ 114,472
STUDENT ENROLLMENT						
Projected Student Enrollment		150	225	300	375	450
Revenue Per Pupil		\$ 8,755	\$ 8,689	\$ 8,634	\$ 8,614	\$ 8,601
Expenses Per Pupil		\$ 8,530	\$ 8,332	\$ 8,355	\$ 8,332	\$ 8,346

Provide the Following:

A copy of the most recent **audit report**. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement-Charter Schools (Module 10) found at, [http://tea.texas.gov/Finance and Grants/Financial Accountability/Financial Accountability System Resource Guide/](http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/).

For organizations less than one year old or established organizations with no financial activity to date: If an audit report is not available, provide an unaudited financial report that includes from inception to date:

1. a statement of financial position,
2. a statement of activity, and
3. a cash flow statement.

PLEASE NOTE: Attachment F2 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.

**Houston Classical, Inc.,
Statement of Financial Position
As of December 31, 2018 – July
1, 2019**

2018

2019

Assets

Current Assets

Cash and cash equivalents

Accounts receivable

Prepaid expenses

Total current assets

Property and Equipment, net

Total Assets

\$0	\$0
\$0	\$0
\$0	\$0
\$0	\$0
\$0	\$0
\$0	\$0
\$0	\$0

Liabilities and Net Assets

Current Liabilities

Accounts payable

Accrued liabilities

Deferred revenue

Current portion of long-term debt

Total current liabilities

Long-Term Debt

Total Liabilities

Net Assets

Unrestricted

Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

\$0	\$0
\$0	\$0
\$0	\$0
\$0	\$0
\$0	\$0
\$0	\$0
\$0	\$0
\$0	\$0
\$0	\$0
\$0	\$0
\$0	\$0
\$0	\$0
\$0	\$0
\$0	\$0
\$0	\$0

Houston Classical, Inc.,
Statement of Activities
For the Years Ended December 31, 2018 –
July 1st, 2019

	Unrestricted	Temporarily Restricted	Totals	
			2018	2019
Revenues				
Local support:				
5740 Other Revenues from Local Sources	\$0	\$0	\$0	\$0
State program revenues				
5810 Foundation School Program Act Revenues		\$0	\$0	\$0
5820 State Program Revenues Distributed by Texas Education Agency		\$0	\$0	\$0
Total state program revenues		\$0	\$0	\$0
Federal program revenues:				
5920 Federal Revenues Distributed by the Texas Education Agency		\$0	\$0	\$0
Net assets released from restrictions:				
Restrictions satisfied by payments	\$0	\$0	\$0	<u>\$0</u>
Total Revenues	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Expenses				
11 Instruction	\$0	\$0	\$0	\$0
12 Instructional Resources and Media Services	\$0	\$0	\$0	\$0
13 Curriculum Development and Instructional Staff Development	\$0	\$0	\$0	\$0
21 Instructional Leadership	\$0	\$0	\$0	\$0
23 School Leadership	\$0	\$0	\$0	\$0
31 Guidance, Counseling and Evaluation Services	\$0	\$0	\$0	\$0
32 Social Work Services	\$0	\$0	\$0	\$0
33 Health Services	\$0	\$0	\$0	\$0
34 Student (Pupil) Transportation	\$0	\$0	\$0	\$0
35 Food Services	\$0	\$0	\$0	\$0
36 Cocurricular/Extracurricular Activities	\$0	\$0	\$0	\$0
41 General Administration	\$0	\$0	\$0	\$0
51 Plant Maintenance and Operations	\$0	\$0	\$0	\$0
52 Security and Monitoring Services	\$0	\$0	\$0	\$0
53 Data Processing Services	\$0	\$0	\$0	\$0
61 Community Services	\$0	\$0	\$0	\$0
81 Fund Raising	\$0	\$0	\$0	\$0
Total Expenses	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Change in Net Assets	\$0	\$0	\$0	\$0
Net Assets, beginning of year	\$0	\$0	\$0	\$0
Net Assets, ending of year	\$0	\$0	<u>\$0</u>	<u>\$0</u>

Houston Classical, Inc.,
Statement of Cash Flows
For the Year Ended December 31, 2018 – July 1, 2019

	<u>2018</u>	<u>2019</u>
Cash flows from operating activities:		
Foundation School Program payments	\$0	\$0
Grant payments	\$0	\$0
Contributions and fund-raising activities	\$0	\$0
Miscellaneous sources	\$0	\$0
Payments to vendors for goods and services rendered	\$0	\$0
Payments to charter school personnel for services rendered	\$0	\$0
Interest payments	\$0	\$0
Net cash provided by operating activities	\$0	\$0
Cash flows from investing activities:	\$0	\$0
Purchase of land and building	\$0	\$0
Purchase of equipment	\$0	\$0
Net cash provided by investing activities	\$0	\$0
Cash flows from financing activities:	\$0	\$0
Issuance of long-term debt	\$0	\$0
Principal payments on long-term debt	\$0	\$0
Net cash provided by financing activities	\$0	\$0
Net increase in cash	\$0	\$0
Cash at beginning of year	\$0	\$0
Cash at ending of year	\$0	\$0
Reconciliation of change in net assets to net cash provided by operating activities:		
Change in net assets	\$0	\$0
Adjustments to reconcile change in net assets to net cash provided by operating activities:	\$0	\$0
Depreciation	\$0	\$0
(Increase) Decrease in assets:	\$0	\$0
Accounts receivable	\$0	\$0
Increase (Decrease) in liabilities:	\$0	\$0
Accounts payable	\$0	\$0
Accrued liabilities	\$0	\$0
Net cash provided by operating activities	\$0	\$0

Houston Classical, Inc.
Schedule of Expenses
For the Years Ended December 31 and July 1, 2019

	Totals	
	2018	2019
Expenses		
6100 Payroll Costs	\$0	\$0
6200 Professional and Contracted Services	\$0	\$0
6300 Supplies and Materials	\$0	\$0
6400 Other Operating Costs	\$0	\$0
6500 Debt	\$0	\$0
Total Expenses	\$0	\$0

Houston Classical, Inc.
Schedule of Capital Assets
For the Year Ended December 31,
2018 – July 1, 2019

	Ownership Interest		
	Local	State	Federal
1110 Cash	-	\$0	
1510 Land and Improvements:		\$0	
1520 Buildings and Improvements:		\$0	
1531 Vehicles:		\$0	\$0
1539 Furniture and Equipment:	\$0		<u>\$0</u>
Total Property and Equipment	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

Provide the Following:

A **credit report** of the sponsoring entity. If the entity was incorporated prior to January 1, 2017, 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, 2017.”

PLEASE NOTE: Attachment F3 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.

Attachment FOG 12 – Credit Report

No documents are being provided because the sponsoring entity was incorporated after January 1, 2017.

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.

PLEASE NOTE: Attachment F4 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.

Attachment FOG 13 – IRS Form 990

No documents are being provided because the sponsoring entity was incorporated after January 1, 2017.

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.”

PLEASE NOTE: Attachment F5 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.



January 01, 2019

Re: Commitment of Start-Up Funds to Houston Classical Charter School

To Whom It May Concern:

We are pleased to inform you that the Walton Family Foundation, in partnership with Building Excellent Schools and the BES Fellowship, will make available \$325,000 of start-up funds for the planning year (fiscal year 2019-2020) of Houston Classical Charter School contingent upon its charter authorization. These funds will be characterized as a \$325,000 grant.

Sincerely,

A handwritten signature in black ink, appearing to read "Aasimah", with a stylized flourish at the end.

Aasimah Navlakhi
Chief Executive Officer



December 20, 2018


Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Texas Education Agency:

Every member of the Houston Classical Board of Directors is committed to our mission to ensure that all kindergarten through 8th grade scholars are prepared for high school, college and life. In order to show our support and commitment to Houston Classical's mission, as a Board we have pledged to raise funds on behalf of the school as well as leverage our network to financially support our school.

Our Board's goal is to raise \$30,000 during Houston Classical's start-up year, and continue to do so in subsequent years. The Founding Board of Directors hereby memorialize this commitment and will do so each year by providing this letter.

Sincerely,

DocuSigned by:

9BF7CBFE6E8348D...
Mrs. Adrienne Amin
Proposed Chairwoman of the Board

GENERATION 24

OPEN-ENROLLMENT CHARTER APPLICATION

SPECIAL ASSURANCES



OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION

Generation Twenty-Four

Special Assurances Document

Sponsoring Entity: Houston Classical, Inc.

Proposed Charter School Name: Houston Classical Charter School

The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.

I. Open Meetings Requirements

AA 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.

AA 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

AA 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

AA 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

AA 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

AA 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

AA 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: Houston Classical, Inc.

Proposed Charter School Name: Houston Classical Charter School

VII. Admission and Enrollment

- AA 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.
- AA 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.
- AA 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.
- AA 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.
- AA 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)

- AA 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

- AA 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.
- AA 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:

Houston Classical, Inc.

Proposed Charter School Name: Houston Classical Charter School

AA 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).

AA 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

AA 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

AA 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

AA 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.

AA 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.

AA 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

AA 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: Houston Classical, Inc.

Proposed Charter School Name: Houston Classical Charter School

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.

Adienne Amin

Printed Name of Sponsoring Entity Board Chair

AA

Signature of Sponsoring Entity Board Chair

12.26.18

Date