



GENERATION

OPEN-ENROLLMENT CHARTER APPLICATION

24

TEXAS EDUCATION AGENCY
1701 North Congress Avenue
Austin, Texas 78701

TABLE OF CONTENTS

| Section Title | Page # |
|--|--------|
| APPLICATION OVERVIEW | 2 |
| APPLICANT TEAM OVERVIEW | 4 |
| OVERVIEW OF ANTICIPATED NEED | 5 |
| GEOGRAPHIC BOUNDARIES | 5 |
| ENROLLMENT AND DEMOGRAPHIC PROJECTIONS | 8 |
| EXECUTIVE SUMMARY | 13 |
| EDUCATION PLAN | 13 |
| MISSION AND VISION | 15 |
| CURRICULUM AND INSTRUCTION | 21 |
| SPECIAL POPULATIONS | 35 |
| ASSESSMENT AND ACADEMIC PROGRESS MONITORING | 43 |
| SCHOOL CULTURE | 47 |
| PROMOTION AND GRADUATION | 50 |
| TEACHER RECRUITMENT | 53 |
| TEACHER DEVELOPMENT | 56 |
| PARENT ENGAGEMENT | 59 |
| A DAY IN THE LIFE | 61 |
| FINANCE/OPERATIONS/GOVERNANCE PLANS | 68 |
| OUTREACH AND PUBLIC MEETINGS | 68 |
| CAMPUS REQUEST AND GROWTH PLAN | 72 |
| CAMPUS FACILITY IDENTIFIED | 75 |
| CAMPUS FACILITY NOT IDENTIFIED | 78 |
| TRANSPORTATION | 79 |
| STUDENT RECRUITMENT | 81 |
| ADMISSION AND ENROLLMENT | 84 |
| SCHOOL CALENDAR AND SCHEDULE | 86 |
| START-UP PLAN | 88 |
| CONTRACTED SERVICES | 91 |
| PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM (PEIMS) | 93 |
| SUPERINTENDENT/CEO | 95 |
| STAFF RECRUITMENT | 97 |
| BOARD OF DIRECTORS | 99 |
| ACADEMIC PERFORMANCE INDICATORS | 103 |
| FINANCIAL PERFORMANCE INDICATORS | 106 |
| BUDGET | 109 |

APPLICATION OVERVIEW

| | | |
|---|--|--|
| NAME OF PROPOSED GENERATION TWENTY-FOUR CHARTER SCHOOL | | |
| Neighborhood Schools | | |
| NAME OF SPONSERING ENTITY | | |
| Neighborhood Schools, 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: | Neighborhood Schools |
| Applicant Mailing Address: | 16903 Red Oak Drive, Suite 214, Houston, TX 77090 |
| Applicant Email Address: | ltalley@neighborschools.org |
| Applicant Phone #: | 832-549-9425 |

II. GEOBOUNDARIES/FACILITIES/OPERATIONS

| | |
|---|---|
| Number of Campuses Being Requested: | 2 |
| Number of Districts within Geo Boundary: | 7 |

| |
|--|
| Address of Proposed Administrative Offices (if different from above): |
| Same as above |
| Physical Address of Each Proposed Campus (please include street address, city, state, zip, and county). If the specific address is unknown at this time, please provide the county and general location of the proposed campus: |
| The Eastex-Jensen Neighborhood School, 6915 Curry Rd., Houston, TX 77093, Harris County The Neighborhood School of Southwest Houston, 10570 Westpark Drive, Houston, TX 77042, Harris County |

III. GOVERNANCE/LEADERSHIP

| | |
|--|---|
| Number of Board Members: | 5 |
| Chairperson of the Governing Board: | Vanessa Ramirez |
| Chief Executive Officer of the Sponsoring Entity: | Guadalupe Talley |
| Superintendent of Proposed Charter School: | Jason Bernal |
| Board Member Who Attended Applicant Conference: | Guadalupe (Lupita) Talley and Jaciel Castro |

Neighborhood Schools

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: 725 | | | | | | | | | | | | | | |
| <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 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"/> |
| EE3 | PK 4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Year 2 - Estimated Enrollment: 1050 | | | | | | | | | | | | | | |
| <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 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"/> |
| EE3 | PK 4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Year 3 - Estimated Enrollment: 1495 | | | | | | | | | | | | | | |
| <input checked="" 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 |
| Year 4 - Estimated Enrollment: 1740 | | | | | | | | | | | | | | |
| <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 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 |
| Year 5 - Estimated Enrollment: 1880 | | | | | | | | | | | | | | |
| <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 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 |
| At Capacity - Maximum Enrollment: 2800 | | | | | | | | | | | | | | |
| <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 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.



Signature of Chief Executive Officer
of Sponsoring Entity
(in blue ink)

1/2/19
Date

Guadalupe Talley
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 |
|----------------------------------|--|----------------------------------|
| Jason Bernal | Transformation Officer, HISD | Superintendent |
| Lupita Talley | Executive Director, Neighborhood Schools INC | None |
| Diana Castillo | Teacher, KIPP Texas-Houston | Principal, Southwest Campus |
| Gema Funez | Teacher, KIPP Texas-Houston | Co-Principal, Eastex-Jensen |
| Barbara Quintero | Teacher, KIPP Texas-Houston | Co-Principal, Eastex-Jensen |
| 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. | 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. |

II. Board of Directors

| Include names of all Board members. |
|-------------------------------------|
| Jaciel Castro |
| Danielle Davis |
| Vanessa Ramirez |
| Ramon Reyes |
| Guadalupe (Lupita) Talley |
| 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. |
| Click or tap here to enter text. |

III. Application Preparation/Support Services

| |
|--|
| <p>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.</p> |
| <p>Marina Ballantyne Walne, Ph.D., CEO EduStart LLC</p> |
| <p>Were any of the above-mentioned paid?</p> |
| <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> |

OVERVIEW OF ANTICIPATED NEED

GEOGRAPHIC BOUNDARIES

| Neighborhood Schools | Neighborhood Schools, 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) |
|----------------------------------|---|
| Aldine | HISD |
| Alief | Alief |
| Cy-Fair | Aldine |
| Ft. Bend | Click or tap here to enter text. |
| HISD | Click or tap here to enter text. |
| Katy | Click or tap here to enter text. |
| Spring Branch | 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. |

OVERVIEW OF ANTICIPATED NEED

GEOGRAPHIC BOUNDARIES (CONTINUED)

| | |
|--|-------------------------------|
| Number of charter school campuses currently operating within the occupied district: | 66 Houston ISD; 7 Alief ISD |
| Number of traditional school campuses currently operating within the occupied district: | 284 Houston ISD; 46 Alief ISD |
| Number of traditional school districts within ten miles of the proposed location: | 3 |

| | |
|--|---|
| 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 checked="" type="checkbox"/> No <input type="checkbox"/> |
| School Name(s): | Patrick Henry Middle School in Houston ISD; Sneed Elementary in Alief ISD |

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

A strong response will:

- ✓ 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 Attendance Zone of a school district-campus assigned an unacceptable performance rating under Section 39.054 for the two preceding school years (FOR ONE PRIORITY POINT).

The geographic locations of the two proposed schools were selected because there is an overwhelming need for quality schools in these communities. Additionally, the leadership teams of the schools will be returning to where they grew up as children. The Eastex-Jensen neighborhood, where one school will be located, has remained virtually the same the past 30 years while areas around them have reaped the benefits of educational, civic and business

development. One proposed school, Eastex-Jensen Neighborhood School, will be located inside the educational building at Northside Missionary Baptist Church, in the heart of this community. The zoned middle school for children in the neighborhood, Patrick Henry Middle School in Houston ISD, has been a low performing school for decades. According to the Texas Academic Performance Reports, Patrick Henry Middle School has been rated Improvement Required (IR) for the past four years.

The other school campus, The Neighborhood School of Southwest Houston, will be located in the educational building at First Methodist Houston -- Westchase campus. The campus will be in the heart of an area with a large charter school waitlist, as identified by Families Empowered. The Houston ISD and Alief ISD schools in this area continue to struggle year after year with families desperate to find quality options. The closest elementary school, Sneed Elementary in Alief ISD, has been rated Improvement Required (IR) for the past two years.

The geographic boundary for the schools includes seven schools districts. It is anticipated that a large number of students will come from the neighborhoods in which the schools are located, the zip codes of 77093 and 77022 for Eastex-Jensen Neighborhood School and zip codes 77072, 77042, and 77036 for The Neighborhood School of Southwest Houston. The schools will serve both the students under its care during the school day as well as those same children, their families, and their neighbors in the evening, on weekends, and during the summer. Through partnerships with Legacy Community Health, Houston Food Bank, Boys and Girls Clubs, Neuhaus Center, Foundations Childcare Centers, DePelchin, United Way, SER Jobs for Progress and others, the schools plan to keep the lights on outside of school hours and ensure that they are the community heart beats.

OVERVIEW OF ANTICIPATED NEED

ENROLLMENT AND DEMOGRAPHIC PROJECTIONS

| Projected number of students enrolled in each grade for Year 1: | |
|---|-----|
| EE3 | 0 |
| PK 4 | 0 |
| Kindergarten | 175 |
| Grade 1 | 150 |
| Grade 2 | 150 |
| Grade 3 | 0 |
| Grade 4 | 0 |
| Grade 5 | 150 |
| Grade 6 | 100 |
| Grade 7 | 0 |
| Grade 8 | 0 |
| Grade 9 | 0 |
| Grade 10 | 0 |
| Grade 11 | 0 |
| Grade 12 | 0 |

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 | Eastex Jensen Neighborhood School | Houston ISD | Aldine ISD | Spring Branch ISD |
| African American | 11.5% | 23.9% | 23.1% | 4.6% |
| Hispanic | 83.3 % | 62.1% | 72.6% | 60.3% |
| White | 5.0% | 8.7% | 2.2% | 26.6% |
| American Indian | 0% | .2% | .2% | .2% |
| Asian | 0% | 3.9% | 1.2% | 6.4% |
| Pacific Islander | 0% | .1% | .1% | 0% |
| Two or More Races | .2% | 1.1% | .6% | 1.9% |
| Economically Disadvantaged | 97.5% | 77.1% | 86.2% | 56% |
| ELL | 60.0% | 31.8% | 34.5% | 34.4% |
| At-Risk | 83.9% | 67.5% | 73% | 56.7% |
| Gifted & Talented | 5.4% | 15.1% | 4.3% | 8.6% |
| Special Education | 7% | 7% | 7.2% | 7.2% |

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 | Neighborhood School of Southwest Houston | Alief ISD | Houston ISD | Spring Branch ISD |
| African American | 16.5 % | 28.7% | 23.9% | 4.6% |
| Hispanic | 68.5% | 52.7% | 62.1% | 60.3% |
| White | 4.1% | 4.1% | 8.7% | 26.6% |
| American Indian | 1.2% | 1.3% | .2% | .2% |
| Asian | 9.3% | 12.3% | 3.9% | 6.4% |
| Pacific Islander | .1% | .1% | .1% | 0% |
| Two or More Races | .3% | .7% | 1.1% | 1.9% |
| Economically Disadvantaged | 86.4% | 82.6% | 77.1% | 56% |
| ELL | 60.0% | 42.7% | 31.8% | 34.4% |
| At-Risk | 77.8% | 75.1% | 67.5% | 56.7% |
| Gifted & Talented | 4.0 % | 4.3% | 15.1% | 8.6% |
| Special Education | 7% | 7.2% | 7% | 7.2% |

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.

EASTEX-JENSEN CAMPUS: Based on the school's outreach efforts in the area within three to five miles of the campus and the fact that there are 31,000 students on the waiting lists for charter schools in Houston (See Families Empowered Letter of Support page 195), the Board is projecting the following enrollment for the Eastex Jensen Campus: K-75; Grade 1-50; Grade 2-50; Grade 5-100; and Grade 6:100 for a total of 375 students in Year 1. Although these projections are ambitious, because the Board members and principals know these neighborhoods well and the Board's student recruitment plan is thorough, the school leaders are confident that the school will meet these enrollment targets. Based on the 2016 American Community Survey (Census Bureau's Population Estimate Program), this area is home to 43,660 residents of which 32% are immigrants; 82.3% are Hispanic; 10.6% are black, and 6.4% are white. There are two primary languages spoken in the area: 74.2% of the residents speak Spanish and 25.8% speak only English. Based on this demographic information and the demographic breakdown for Houston and Aldine school districts, the projected student demographics for the Eastex-Jensen campus are: 11.5 % African American (in line with demographic data); 83.3% Hispanic; 5% White; 0% American Indian; 0% Asian; and .2% two or more

racers. This is a slightly higher The percentage of Hispanic students is slightly higher than found in HISD (62.1%) in which the district is located, or nearby Alief (72.6%). Because the school will be recruiting heavily from within 5 miles of the Eastex-Jensen campus in zip code 77093 -- we think this projection is realistic because this is a predominantly Hispanic community as noted in the census data. We anticipate that 97.5 % of the school's students will be economically disadvantaged which is higher than HISD (77.1%) and Aldine (86.2%) -- again because we are recruiting heavily from low income neighborhoods surrounding the campus. Similarly, the percent of At-Risk Students (83.9%) is projected to be higher than these student group percentages at HISD (67.5%) and Aldine (73%). The percent of ELL students (60.0%) is shigher than surrounding districts but in line with census data; percent of GT (5.4%) is comparable to Aldine (4.3%); and the percent Special Education (7%) is comparable to the surrounding districts.

SOUTHWEST CAMPUS: Based on outreach efforts in the area within three to five miles of the campus and the fact that there are 31,000 students on the waiting lists for charter schools in Houston (See Families Empowered Letter of Support page 195), the Board is projecting the following enrollment for the Southwest Campus: K-100; Grade 1-100 Grade 2-100; Grade 5-50; and Grade 6: 0 for a total of 350 students in Year 1. Although these projections are ambitious, because the Board members and principals know these neighborhoods well and the student recruitment plan is thorough, the leaders are confident that the school will meet these enrollment targets. Based on the 2016 American Community Survey (Census Bureau's Population Estimate Program), this area is home to 77,770 residents of which 54% are immigrants; 61.7 % are Hispanic; 15.4 % are black; 15.5% are Asian; and 7.4% are white. With such a diverse neighborhood come various languages: 77.4% of the residents speak a different language than English. Based on this demographic information and the demographic breakdown for Houston and Aldine school districts, the projected student demographics for the Southwest campus are: 16.5 % African American; 68.5% Hispanic; 4.1% White; 1.2% American Indian; 9.3% Asian; and .3% two or more races. This is a slightly higher percentage of Hispanic students than found in HISD (62.1%) and higher than Alief (52.7%) in which the school is located. The Southwest campus will have a higher percentage of Asian students than the Eastex-Jensen campus because of its location. The demographics from the census data show that the area is 61.7% Hispanic and the school team will recruit heavily among this population, justifying a higher percentages of Hispanic students. We anticipate that 86.4 % of the Southwest campus students will be economically disadvantaged which is just slightly higher than Alief (82.6%) -- again because we are recruiting heavily from low income neighborhoods surrounding the campus. Percent of students ELL (60.0%) is higher than surrounding districts but in line with census data. Percentages of At-Risk (77.8%), Gifted and Talented (4%) and Special Education (7%) students are similar to the Alief School district in which the campus is located.

SCHOOL PROGRAMS. The proposed education program is designed to serve the population of students described above. This school will be a next generation blended learning school that will use a state-of-the-art learning management system to track student progress toward mastery of the TEKS objective from multiple sources: adaptive digital tools as well as teacher administered classrooms assessments, STEP, STAAR and MAP. The adaptive digital tools enable each learner -- from those requiring more support to the gifted and talented -- a personalized pathway through the curriculum. The blended learning environment enables teachers to focus on smaller groups, rather than having to teach to the whole class. Within these small groups, teachers can provide targeted interventions based on data using the RTI model to serve students with learning differences as well as special needs students. Since there are high percentages of ELL students on both campuses, all teachers will receive training in ELL/LEP strategies for beginning, intermediate and advanced levels. In addition, the educational programming will provide health and fitness activities to counteract the growing

epidemic of obesity in low income communities; fine arts to enhance creativity; project-based learning to support critical thinking and problem solving; Executive Functioning coaching to enhance self-regulation and study skills; a Social Emotional Learning curriculum to support students learning habits of success; and a career exploration and entrepreneurship curriculum to expose students from low income areas with possible future options. Neighborhood Schools has an extended school day and school year to allow students who need more time to master the TEKS standards and objectives.

STUDENT TEACHER RATIOS: Neighborhood Schools proposes the following student/teacher ratios for both campuses; PK: 20 to 1 with an assistant teacher in each classroom, effectively cutting the ratio of child to adult to 10 to 1; K-8: 23 to 1, with an assistant floating between classrooms at each grade level in grades K-3. The superintendent and principals met to discuss and finalize these proposed ratios. They determined that, with the support of teaching assistants in the lower grades and blended learning and digital tools in all grades, that these student teacher ratios will facilitate excellent instruction.

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.

Education reform in Texas has reached a new milestone. First generation KIPP Alumni, now in their mid-thirties with families and thriving careers, are starting next generation charter schools to transform the neighborhoods where they grew up. They seek to open two state open enrollment charter school campuses in August 2020.

NEED FOR NEIGHBORHOOD SCHOOLS: Two campus locations have been selected based on clear student need and the desire of the first principals to start schools in the specific neighborhoods they know well. The Eastex-Jensen Neighborhood School campus will be located in a quality leased space in an education building at the Northside Missionary Baptist church. This area is 82.3% Hispanic/Latino (primarily Mexican Americans) and 10.6% African American. The area has numerous apartment complexes with Section 8 Housing; blighted areas; and low performing neighborhood schools. The zoned middle school, Patrick Henry, was one of the low-performing schools in the mid-1990s; nearly 25 years later, Patrick Henry's Improvement Required (IR) rating contributes to a threatened takeover of HISD schools by the state. The Southwest Neighborhood School will be located in superior leased space at First Methodist Church – Westchase campus located in an area close to Gulfton, the "most densely populated area in Houston" (Houston Press, Lane 2017) and home to many low-income residents, primarily immigrants from Central and South America as well as Mexico and numerous African countries. That population is 61.7% Hispanic/Latino, 15.4% Black and 15.5% Asian. The closest public school, Sneed Elementary, has been rated IR for the past two years.

MISSION AND VISION: Neighborhood Schools' mission is to guide children in under-served communities to love learning and develop the academic skills and virtues to succeed in life and transform their neighborhoods. Neighborhood Schools' vision is to see all children complete their PreK-12 education

ready for success in college and/or careers, with the freedom to choose the most fulfilling life path. They will be empowered by gratitude and a sense of doing good to help the next generation of learners. The school believes in: 1) actualizing the amazing potential of all students; 2) celebrating cultural diversity; 3) high expectations for all students; 4) engaging all members of the community; 5) unleashing student and teacher creativity; 6) sustaining children's natural curiosity; 7) helping students find their personal pathway; and 8) transforming neighborhoods through collective impact.

EDUCATION PLAN: This mission, vision, and values will be actualized through its educational program and a strong school culture that promotes school values such as empathy, respect, and gratitude through school signage, websites, publications, and consistent modeling of these values by leaders, teachers and staff. Neighborhood Schools leaders begin with the end in mind: clear outcomes for all students and adaption of the Next Generation Learning MyWays four competencies: Content Knowledge, Habits for Success, Creative Know How, and Wayfinding Abilities. Students today must be prepared for an uncertain future where 65% of future jobs do not currently exist. Neighborhood Schools will implement blended learning and adopt a learning management system such as Kiddom Academy that will provide actionable data on student progress from multiple sources 24/7; a portal to upload authentic student project work; communication tools to facilitate good communication between home and school; and a PD portal for online PD for teachers tied to student data. The education programs and assessments are aligned around the four MyWays Competences: **CONTENT KNOWLEDGE:** Leaders and teachers will adapt the scope and sequences aligned with the TEKS developed by KIPP and YES PREP and select curriculum and instruction based on efficacy research with the targeted population: Reading/ELA -- Open Court in K-5 and Wit and Wisdom (Great Minds) 5-8 paired with I Station; Math-- Eureka Math and Dreambox or ST Math; Science -- STEMscopes and eScience 3000; Social Studies -- the Alexander Plan (Great Minds), and Core Knowledge framework; programs for the arts and health and physical fitness, including using the Interactive Health Technologies system to track student fitness. Neighborhood Schools will adopt ELL strategies to address the needs of ELL/LEP students and use RTI in reading and math to identify and provide appropriate interventions for struggling and special needs students. **HABITS FOR SUCCESS:** Executive Functioning bi-weekly by teachers and use of the Brilla character formation curriculum and online SEL tools such as Second Steps. **CREATIVE KNOW-HOW:** extensive use of project-based learning to apply skills and knowledge aligned with the TEKS objectives and hone critical thinking and problem solving, an approach particularly effective with special populations; an entrepreneurship curriculum and Khan Academy Financial Literacy; coding required by all students. **WAYFINDING ABILITIES:** Career exploration grades 1-8 and in the middle school, mentorship, shadowing and internships with the Connected Alumni Program (CAP) members. Teachers will learn various instructional tools: explicit, direct, systematic instruction; Doug Lemov's Teach Like a Champion techniques; RTI; Project-based learning; blended learning; the 5-E method of teaching science; Writer's Workshop; Socratic Dialogues and the Neuhaus method of teaching reading. **LEADERSHIP:** Perhaps the greatest strength of this application is the leadership team. Jason Bernal, Superintendent, was the superintendent at YES Prep and has extensive experience with charter school start-ups and growth. The three principals (all KIPP alumni) have been through the KIPP Leadership Program and have the knowledge, skills, empathy and passion to start and grow schools that will serve a diverse student body and have a positive impact on the surrounding communities.

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: | Guadalupe Talley |
|--------------------------------|------------------|

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

A strong response will:

- ✓ 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.

MISSION: Neighborhood Schools' mission is to guide children from under-served communities to love learning and develop the academic skills and virtues to succeed in life and transform their communities.

VISION: Neighborhood Schools' vision is to see all children complete their PreK-12 education ready for success in college and/or careers, with the freedom to choose the most fulfilling life path. As adults, they will be empowered by gratitude and a sense of doing good to help the next generation of learners.

VALUES/BELIEFS: Neighborhood Schools believes in: 1) actualizing the amazing potential of all students; 2) celebrating cultural diversity; 3) holding consistent, high expectations for all students and providing the necessary supports for each student to reach those expectations; 4) engaging all members of the community; 5) unleashing student and teacher creativity; 6) sustaining children's natural curiosity and love of learning throughout their school years; 7) helping students find their personal pathway, be it college, military, entrepreneurship, trade, or career; and 8) transforming neighborhoods through collective impact.

School leaders believe that all decisions must be purposeful and intentional. At Neighborhood Schools, LOVE is at the center of all that the school does. Neighborhood Schools: 1) LEAD the schools' students, families, and staff by building connections and being models of excellence through consistent speech and actions; 2) Show OPTIMISM by believing that students and families can uplift the community and be the agents of change the community has been waiting for; 3) Hire VISIONARY leaders who encourage creativity and innovation to allow Neighborhood Schools' students and families to embark on their own personal journeys of success; and 4) Hire staff who practice EMPATHY by creating a positive school culture where all students and adults are respected and can engage – often together – in meaningful service within their community.

"People will forget what you said, people will forget what you did, but people will never forget how you made them feel." – Maya Angelou

(i) **ADVANTAGES:** Neighborhood Schools will have a distinct advantage over the traditional public and charter schools in the area: the schools will be founded and led by KIPP alumni who are committed to creating next generation schools to transform their neighborhoods. No other charter or traditional public school will be governed and led by minority KIPP alums from the neighborhoods they grew up in and have a focus of not just providing an outstanding education, but also working to uplift the neighborhoods in which the schools are located. Lupita Talley, Executive Director of Neighborhoods Schools, Inc. was a fifth grader at Macario Garcia Elementary School's Knowledge Is Power Program (KIPP) in 1994. Through the KIPP model, she and the other KIPP alumni team members developing these schools, learned the academic skills and qualities of character necessary to advance their education and find fulfilling pathways in life. These educational leaders are inspired to combine successful KIPP tenants with updated blended learning techniques, keeping surrounding community needs in mind. Neighborhood Schools will start schools with strong roots in specific communities, creating partnerships with other neighborhood service organizations and ensuring the school becomes the center for service activities in those neighborhoods. Building on those partnerships, Neighborhood Schools will combine deep relationships between school, families, and neighborhoods, with a modern instructional vision that utilizes blended learning technology to meet the needs and learning styles of each student by shrinking the classroom into small groups and one-on-one instruction. Schools often struggle with their identity, finding it difficult to balance community involvement that builds authentic relationships with families, and an education-first approach that provides rigorous instruction for all its students. Neighborhood Schools has the experience, aptitude, and commitment for both. This approach and the expected outcomes position the school to exceed results obtained by public schools in the designated area. Within five miles of the Eastex-Jensen campus, all schools except Burbank MS are below the state average for mastery of all subjects; Patrick Henry Middle School, the neighborhood's zoned middle school, is in Improvement Required (IR) for the past four years. Within 5 miles of the Southwest campus, only half of the Alief schools met the state average in mastery in all subjects and Sneed Elementary School, the closest school to the proposed campus, is rated IR.

(ii) **COMPATIBILITY WITH IMPACTED POPULATIONS:** Neighborhood Schools will serve the Eastex-

Jensen and Sharpstown-Alief neighborhoods of the Houston metro area with a PreK-8th grade campus in each of those neighborhoods. Based on community and surrounding comparison schools' data within the 5-mile radius of Neighborhood Schools' secured campus locations, along with early family interest, Neighborhood Schools foresees its student population will mirror its surrounding community (68% to 83% Hispanic; 11-15% African American; 90+% low income). In addition to the Neighborhood Schools model being uniquely crafted to suit a diverse student population inclusive of all socioeconomic needs, the five founding board members of Neighborhood Schools, all alumni of early KIPP Schools, grew up in the same communities that the two Neighborhood Schools will serve, and they either still live in those communities or have family members who reside there today. The same holds true for the three school leaders, as they return home to open these schools for their families and neighbors. Having school and organizational leadership with such deep empathy and insight into the families they will serve, stemming from sitting in school seats over 20 years ago in the same neighborhoods, is highly compatible to serving the next generation of children, and serving them well.

(iii) **INNOVATIONS:** The KIPP and YES alumni team founding these new schools learned that a rigorous academic program is necessary but not sufficient for delivering long-term results. Life skills and social emotional learning skills also need to be directly taught. They seek to create schools where students will be prepared for a variety of career pathways, almost all of which will require a postsecondary certificate or degree. They value strong relationships between home and school and understand how to build them through decades of combined experiences. Proposed innovations of the Neighborhood Schools model include:

CAREER EXPLORATION: In elementary school, students will gain first-hand knowledge of career options through literature, speakers, and field trips to community businesses. In middle school, students will access career exploration software such as Naviance and Kuder, and will engage in mentorships and internships utilizing the Big Picture Learning ImBlaze software. In addition, Neighborhood Schools will develop the Connected Alumni Program (CAP), recruiting KIPP, YES Prep charter school alumni and others with similar stories to be a part of the Neighborhood Schools' community, including tutoring, eating lunch with students, chaperoning field trips, and offering job shadowing for older Neighborhood School students.

INNOVATION AND ENTREPRENEURSHIP: Neighborhood Schools will adapt the entrepreneurship curriculum developed by the Village School, a prominent PK-12 school in the Houston area. Students in grades 3 to 8 will be taught how to develop a business concept, research other businesses related to that concept, define a target market, build a prototype product, test that product, develop a business plan, and then sell the product. Each year the school will hold a business fair where parents and community members will come to shop and purchase student products. Jaciell Castro, a Neighborhood Schools Inc. Board member with a strong financial background, will teach students how to invest their earnings, even exposing them to the concept of microlending, starting perhaps with their family members. Students will utilize the Khan Academy Personal Finance digital tool (<https://www.khanacademy.org/college-careers-more/personal-finance/pf-saving-and-budgeting>) to understand personal finances, budgeting, and saving for future needs such as college. To further promote innovation, each campus will be equipped with a Maker Space that will include a 3-D printer, supplies for the printer, and other materials. Students will have some time during the school day to explore this space, and ample time in the after school and summer programs, even if they are offered by a partner, the Boys and Girls Clubs of Greater Houston.

MEDIA AND TECHNOLOGY SKILLS: "The U.S. Bureau of Labor Statistics found in 2012 that more than half of jobs required some kind of technology skills. By 2020, that number is forecast to reach

77 percent" (The Courier 2017). Through daily use of digital tools, students will become proficient with basic technology of computer and software usage. They will be trained in the use of all Microsoft and Google tools, including word processing, Excel, and PowerPoint, including the insertion of video, to make presentations. The school will require that each student become proficient in coding, beginning with simple tools such as Think and Learn Code-a-Pillar in K-1 and tools such as Kodable, Tynker, and Gamester Mechanics in the older grades. Through the afterschool program, students with a passion for coding can learn to create their own games using software such as Construct3.

EXECUTIVE FUNCTION: Research indicates that the development of strong Executive Function and self-regulation has long-term benefits for the individual and society (Harvard Center on the Developing Child). Neighborhood Schools will partner with the Edge Foundation (<https://edgefoundation.org/in-school-coaching/>) to implement a program to train teachers and students in Executive Functioning. Edge will train the schools' teachers in the Edge Coaching model. Teachers will work with two students per day, in 15-minute, individual sessions, during a specified time (advisory, silent reading, lunch, recess, etc.) to review goal setting, problem solving, organization planning, and time management. Each student will receive this coaching bi-weekly. This 1:1 time will allow teachers to further develop deep, personal relationships with each student, while providing guidance for students' learning development on a consistent, routine basis. Neighborhood Schools will administer the Learning and Study Skills Inventory (LASSI) at the end of the year to middle school students.

LIVE EDUCATION RESEARCH LAB: As artificial intelligence makes its way more and more into educational software, new products will come on the market at an increasingly rapid rate. Neighborhood Schools will rotate classes through weekly, 30-45 minute computer labs to pilot cutting-edge software, curriculum, and teaching strategies. Students will remain curious and provide valuable, responsive feedback. Neighborhood Schools is currently investigating a partnership with the Children's Learning Institute to monitor the effectiveness of the pilots.

LEARNING MANAGEMENT SYSTEM: Most schools that implement blended learning use digital software simply to supplement a students' education. Teachers often complain that it creates more, not less work for them. What will differentiate Neighborhood Schools? Neighborhood Schools will adopt a next generation learning management system that will enable easy communication between home and school, actionable data on student progress 24/7, access to content and assessments aligned to the TEKS, student portfolios of work uploaded to the system, and online teacher professional development available for targeted teacher PD based on student data. Neighborhood Schools is exploring a partnership with Kiddom Academy (<https://www.kiddom.co/academy/>) that has recently received \$15 million from OWL Ventures to update its system. The Neighborhood Schools blended learning environment will integrate digital content with face-to-face daily instruction that easily captures multiple modalities of information. The Learning Management System will create less, not more work for teachers and allow them to maximize their time to benefit students and their parents by targeting student interventions based on consistent, actionable, integrated data and communicating often and easily through the system. Part of building strong relationships with students' parents will involve training them on how to use computers and/or smart phones to access data so parents can keep abreast of their children's progress. Evening classes for parents will further this as well as provide parents with additional skills as envisioned for Neighborhood Schools to serve not just the schools students, but the community. Blended learning will be at the heart of these next generation Neighborhood Schools and will lead, gradually, to students being empowered to set goals and own their learning.

(iv) USABILITY AND VISIBILITY: The Neighborhood Schools mission, vision and values will be

prominently displayed throughout the school, will permeate the school culture, and will guide the selection and implementation of curriculum and instructional practices. Weekly peer-reviews, monthly principal observations, daily one-on-one teacher-student coaching, and monthly deep-dive teacher PD days, aided by the learning management system, will provide actionable, real-time data to ensure the mission and vision is usable, effective, and executed across all grade levels by all members of the school staff.

(v) BENEFITS FOR ALL: Houston has been the birthplace of amazing, transformative education initiatives in the past 25 years. These initiatives have helped a small percentage of the city's overall underserved population break through the cycle of failure to succeed in both school and life. Texas education reform has achieved a new milestone in Neighborhood Schools. It is time for the next generation of education leaders, whose lives have already been transformed by those early education initiatives, to grab the reins and lead the work with the next generation of children, to realize the collective dream that success in school and life is not for the few, but the many.

Neighborhood Schools is ready and able to take on the task. Neighborhood Schools has targeted two neighborhoods in Houston for their first two schools, based on need as well as the school's mission of returning to communities where the adult leaders grew up. The first school, The Eastex-Jensen Neighborhood School, will be located inside the educational building at Northside Missionary Baptist Church at 6915 Curry Road, Houston, TX 77093. The Eastex-Jensen neighborhood has witnessed various forms of educational, civic, and business development on all sides outside its boundary, but the neighborhood has remained virtually untouched for the past 30 years. In fact, the zoned middle school, Patrick Henry, was one of the low performing schools in the mid-1990s that KIPP was motivated to help Garcia Elementary School children avoid.

Unfortunately, nearly 25 years later, Patrick Henry Middle School is still grossly underperforming, and one of the schools that the State of Texas cites when threatening to take over the Houston ISD board. The Eastex-Jensen Neighborhood School will open with 300 students in Kindergarten, 1st, 2nd, 5th and 6th grades, and expand to serve over 1,000 students in grades PreK – 8th grade over the next five years. The second school, The Neighborhood School of Southwest Houston, will be located in the educational building at First Methodist Houston's Westchase campus at 3663 Westcenter Drive, Houston, TX 77042. The campus is in the heart of Houston's charter school waitlist (31,000 Houston children are on Families Empowered charter school waitlists), as it straddles Sharpstown to the east and Alief to the west. Similar to the north side of Houston, the local public schools in Houston ISD and Alief ISD continue to struggle year after year with families in desperate searches for quality schools. The closest public school, Sneed Elementary, has been rated "Improvement Required" for the past two years and only half of the other Alief schools nearby achieved the state average on mastery in all subjects. The Neighborhood School of Southwest Houston will open with 350 students Kindergarten, 1st, 2nd, and 5th grades, and over five years, expand to serve over 1000 children in grades PreK-8th grade. Neighborhood Schools has chosen communities in obvious need of quality schools that combine rigorous curriculum with strong neighborhood ties. Neighborhood Schools is proud to serve these communities, plans to serve them well, and is confident that the students, parents, teachers, staff, and the community-at-large will benefit from the NSI presence. Combining a school embedded in a specific neighborhood with a choice school seems like a paradox, but that is only because school choice, in many cases, has come to mean escaping a bad school close to home and looking for a better school across town, whether an affordable private school, magnet school, or charter school- and then hoping there is transportation to get there. Why can't there be choice within the same community? Neighborhood Schools wants to give families living in Eastex-Jensen and Alief/Sharpstown another high-quality option that is already within their communities.

2. PROCESS: In spring of 2018, KIPP Alumni and others with similar charter school experiences gathered to talk about how they could give back to their communities. Lupita Talley, Executive Director of Neighborhood Schools INC and Neighborhood Schools' Board Chair, Vanessa Ramirez, were tired of seeing the community in which they grew up continue to struggle. Those who gathered asked the question, "What have we learned over the last 20 years, and what best-practices will serve the student and the communities we love NOW?" From these discussions and because three potential alumni school principals were ready to make a move, the concept for Neighborhood Schools was born. A sponsoring entity, Neighborhood Schools, Inc. and the nonprofit school, Neighborhood Schools and its board, were formed in August of 2018. The Neighborhood Schools Board members held two meetings between August 1 and November 1 to review and discuss the proposed mission and vision statements. In addition, the principals met to review the mission, values, goals, and education plan on October 26 in a 4-hour workshop as well as a 3-hour meeting on November 16th led by a specialist in starting schools, Dr. Marina Ballantyne Walne. The Board met on October 13th to formally approve the mission and values statements.

3. ALIGNMENT: Neighborhood School's mission and vision is aligned throughout the proposed curriculum and instruction selected based on current research on Response to Intervention (RTI), project-based learning, Social Emotional Learning, and specific digital and print curriculum materials rated by IES What Works Clearinghouse and independent research. KIPP alumni starting these schools were recipients of the early message that a B.S. or B.A. college degree is the only pathway to lead to a happy and productive life. With time has come a more mature view that the best outcome from school is for students to have the freedom to choose a pathway in life. For some people that pathway will mean a 4-year degree, and for others that will mean a postsecondary certificate leading to a career, starting a business or going into the military. These multiple pathways, and the people choosing those pathways, should be celebrated for achieving in life what they wanted and becoming contributing members of society. Therefore, the Neighborhood Schools' vision is "to see all children complete their PreK-12 education ready for success in college and/or careers, with the freedom to choose the most fulfilling life path." While Neighborhood Schools will have a rigorous college preparatory curriculum in core subjects aligned with the TEKS, that curriculum will be paired up with career exploration through literature, speakers, career exploration software, mentoring, shadowing, and internships by KIPP and YES Alumni and others with similar education experiences through the Connected Alumni Program (CAP) that Neighborhood Schools will create. These role models can show students that the sky is the limit and help them develop the social capital and networks to enhance their future prospects. Teachers will provide one-on-one coaching in Executive Functioning to help students develop the tools to set goals, get organized, and self-regulate to achieve those goals. And beyond academic and career exploration curriculum, Neighborhood Schools will ensure that the students learn the virtues that best set up people for success in career and life through the Brilla character formation program as well as the online social emotional curriculum Neighborhood Schools plans to utilize. Through community field trips and service projects, involvement at the school by local business and nonprofit partners, students will feel a connection with their community and be given ample opportunities to transform their community at an early age. With new traditions, such as pairing older students with younger students in shared reading storytelling time and graduation ceremonies, students will practice and prepare to become the new leaders, ones empowered by gratitude and a sense of doing good to help the next generation of learners.

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:

The most successful schools begin with the end in mind. What outcomes do you want for your students – what do you want them to know and be able to do, and what kind of person do you want them to be – when they graduate from your school? The nonprofit Transcend Education (<http://www.transcendeducation.org/>), one of Neighborhood Schools' national partners, works with school leadership teams to blueprint next generation schools and each school group begins the journey defining student outcomes. The educational model, curriculum and instruction, assessment, facilities, and support resources flow from clearly defined student outcomes. After much exploration, Neighborhood Schools has selected the Next Generation Learning Challenge (NGLC) four competencies (<https://myways.nextgenlearning.org/>) as the foundation for defining Neighborhood Schools' student outcomes:

CONTENT KNOWLEDGE: (math, ELA, Science, Social studies, Arts, interdisciplinary and global knowledge, and career technical skills);

HABITS OF SUCCESS: (Academic Behaviors, Self-direction and perseverance, positive mindsets, learning strategies, social skills and responsibility);

CREATIVE KNOW-HOW: (Critical thinking and problem solving; creativity and entrepreneurship; communication and collaboration; information, media and technology

skills; practical life skills);

WAYFINDING ABILITIES: (Survey the learn, work and life landscapes; identify opportunities and set goals; design and iterate prototype experiences; find needed help and resources; navigate each stage of the journey).

These competencies were selected by Neighborhood Schools in part because they were cross-correlated with competencies defined by nationally recognized organizations such as the Education Policy Improvement Center (EPIC now Inflexion), Council for Chief State School Officers (CCSSO), Hewlett, ConnectEd, the University of Chicago, and other organizations. Why does Neighborhood Schools believe that an expanded definition of outcomes is critical for the schools' students? By most popular estimates, "65% of children entering primary school today will ultimately end up working in completely new job types that don't yet exist" (The Future of Jobs: World Economic Forum Chapter 1). The schools must prepare students with the "knowledge, skills, and dispositions" (Education Reimagined) to tackle a very uncertain future. To this end, Neighborhood Schools is adopting curriculum, instructional methods, and assessments for the four competencies described above that will meet the needs of all learners.

1. CONTENT KNOWLEDGE:

Jason Bernal, the Superintendent of Neighborhood Schools, taught and led at YES PREP charter schools for 18 years and the three Principals have taught and led in various capacities in KIPP Schools for a collective 30 years. Therefore, these leaders and the teachers they hire will utilize some of the YES PREP and KIPP Texas scope and sequence in each core content area to map out the Neighborhood Schools scope and sequence – and it will be carefully aligned with the Texas Essential Knowledge and Skills (TEKS). Because this is a blended learning school – combining high quality digital resources with face-to-face instruction – Neighborhood Schools will select both digital content and printed materials to achieve mastery of TEKS standards and objectives for all students. Neighborhood Schools has elected to use blended learning because of the evidence that on average, students in online learning performed modestly better than those receiving face-to-face instruction (The Effectiveness of Blended Learning: A Meta Analysis of Empirical Literature, Means, Toyama, Murphy, Baki, 2013). In addition, students need to be well-versed in technology to meet the demands of the workforce in 2030 and beyond.

READING/ELA:

The most conclusive research conducted in the U.S. in education is in scientifically-based reading instruction (NICHD 2000 synthesis of reading research). The five components identified for reading instruction are: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Classroom teachers will receive training in scientifically-based reading instruction as well as any specific texts that will be selected and will provide explicit, direct instruction in reading using one of several possible texts: Reading Mastery and Open Court which have English and Spanish versions. Principals will use the Rubric for Evaluating Tier I Reading Material K-5 (Foorman, Smith, Kasonovich 2017) to make a final determination on the core reading program for Tier I students. Neighborhood Schools will have a daily reading block of 1.5 hours for students in grades K-1 in the first year, and then K-5 at capacity. The classrooms will be equipped with Word Walls, manipulatives for word exploration, leveled

readers in a classroom library, tables for small group instruction from teachers, and reading corners for quiet reading time. Students will take field trips to the Houston Public Library to select additional books.

Middle School leaders are exploring the use of the Wit and Wisdom, Great Minds, core curriculum for ELA. Case studies of Wit and Wisdom show significant growth in state assessments by students in several charter school using this program. (See <https://greatminds.org/english/case-studies>). The curriculum uses rigorous and culturally relevant texts, engaging writing task, Socratic Seminars meant to encourage Habits of Discussion in student-led conversations. They are intentional about including speaking, listening and writing tasks that can be modified for diverse learners and special populations. Neighborhood Schools will have a 1-to-3 ratio of chromebooks in the elementary grades and a 1-to-1 ratio in middle school grades. At the elementary level, teachers will rotate students into the digital programs available in their classrooms. Neighborhood Schools will utilize Istation for reading instruction in both elementary and middle schools as well as Flocabulary (<https://www.flocabulary.com/>) that will aid vocabulary development. Istation had a statistically significant effect on the early literacy skills of Kindergarten students in a recent study. (Technology Versus Teachers in the Early Literacy Classroom: An Investigation of the Effects of Istation, Putnam, 2016). For students in middle school, they will also have access to Newsela (<https://newsela.com/>), a program for reading enhancement.

For students with dyslexia and other reading challenges, one teacher in each campus will be trained and certified by the Neuhaus Center, one of the most prominent centers for training in dyslexia. In a study conducted at HISD, schools supported by Neuhaus coaches saw an improvement in overall reading results. (Neuhaus Education Research Guide <https://www.neuhaus.org/document.doc?id=123>). This Neuhaus certified teacher will train other teachers in the school to identify and provide instruction for students in their classrooms and will also serve as the point person for any particularly challenging students. In addition, Neighborhood Schools will contract with the Neuhaus Center as needed for tutors who can work one-on-one with students with the most severe dyslexia or other reading disabilities to ensure that all Neighborhood Schools students will be reading on grade level by third grade and beyond. When Neighborhood Schools has PK students by Year 3, the school will partner with the Children's Learning Institute (CLI) and use their online tools for both professional development and instruction.

ELA/READING FOR ELL/LEP STUDENTS:

The principals of Neighborhood Schools have not yet identified a core program specifically for ELL and LEP students. Barbara Quintero, Eastex-Jensen campus co-principal has ELS supplemental certification for EC-6 and is certified to teach ELL and use appropriate teaching strategies. All three principals have been trained to identify ELL/LEP students at beginning, intermediate, and advanced levels and apply classrooms strategies for students at each level. These instructional strategies are described in some detail in the Instructional Strategies Section of the Education Plan.

LITERACY EXTENDED TO THE PARENTS: The vision of Neighborhood Schools is for each campus to become a resource for the community and plans to offer ESL classes to parents and encourage family literacy activities, believing that teaching parents English and encouraging

them to read, and to read to their children, will be beneficial.

WRITING:

KIPP alumni starting these new schools are particularly focused on ensuring that graduates of Neighborhood Schools will have great command of the written and spoken word. When they left KIPP to attend high school, they discovered a large gap in their writing ability versus those of their peers. These new school leaders want to close that gap. To achieve this goal, these two schools will implement the following that will be aligned with the TEKS:

1) Handwriting without Tears (<https://www.lwtears.com/hwt>): The School will give attention to writing mechanics through an online program, Handwriting Without Tears that covers both printing and cursive writing. Its companion program, Keyboarding Without Tears (<https://www.lwtears.com/kwt>) will also be implemented, as students will present much of their writing through word processing by the fourth grade;

2) Writer's Workshop, "an interdisciplinary writing technique that can build students' fluency in writing through repeated exposure to the process of writing."

(<https://www.teachersfirst.com/lessons/writers/>). The Writer's Workshop is intended to instill a love for writing in students, who will develop into lifelong writers by using sources such as 6+1 Traits of Writing, as well as Jeff Anderson's Mechanically Inclined to build grammar, usage, and style. Writer's Workshop will consist of a 10-15-minute standards-based mini-lesson. Students will see/hear how the target skill is used in mentor texts, and will then apply it into their own writing. For 15-20 minutes, students will write, conference with a peer or teacher, give or receive specific, relevant feedback, and edit or revise their work. Students will keep a Writing Portfolio –hard copy and online in the learning management system -- that will allow them to track their progress along their writing journey.

3) Thematic research papers beginning in the 5th grade --- papers requiring footnotes, references, and analysis.

4) Weekly journal writing that will often be shared during advisory period and that will be reviewed by teachers.

5) Writing assignments to be graded by the teachers at least twice a month beginning in fourth grade, increasing in complexity as students move through middle school.

Neighborhood Schools' teachers can offer valuable guidance on how to keep improving one's writing.

6) Development of an online school newspaper and literary magazine to give students ample opportunities to present their writing publicly.

7) Digital Programs to support the writing process and improve students' grammar and vocabulary such as No Red Ink (<https://www.noredink.com/>)

PUBLIC SPEAKING:

Public speaking ranks as one of the top five things Americans fear the most (What Americans Fear the Most, Chapman University). Neighborhood Schools will provide ample opportunities for students to practice public speaking beginning in Kindergarten through advisories, community meetings, public performances, community service events, and other opportunities. Beginning in fifth grade, students will be taught specific strategies for public speaking through one of several programs yet to be selected. Neighborhood Schools is considering a partnership with Toastmasters Youth Program, recently developed in the Dallas

area, which is similar to the highly successful regular Toastmasters Program. It is an eight-week program, student driven, that allows ample opportunities to practice public speaking. Neighborhood Schools envisions this as part of after school activities for students.

MATHEMATICS:

Neighborhood Schools wants children to love math and master computational skills and problem solving. To this end, Neighborhood Schools has selected several mathematics programs. For print material and some digital content, particularly the Affirm formative assessments, NSI will utilize Eureka Math, developed by Great Minds. Great Minds has completed a study demonstrating how Eureka Math is TEKS aligned.

(<https://greatminds.org/resources/products/copy-of-texas-standards-alignment-study>). In addition, Neighborhood Schools will adopt either ST Math or Dream Box, perhaps Compass Learning, based on teacher and student feedback during a trial period, well before school opens. Dreambox and ST Math are adaptive, game-based programs that use data to create a personalized learning plan for each student and then monitor progress. They both have minimal text so that LEP and ELL students can be well served. Dream Box has a + rating on the IES What Works Clearinghouse; ST Math is not yet rated there.

SCIENCE:

Science instruction is often overlooked in traditional elementary and public charter elementary schools. Yet it is often the subject that most captivates a student's interest and imagination. Neighborhood Schools will develop a robust science curriculum aligned with the science TEKS beginning in Kindergarten. They will hire a part-time science specialist to support the science program, setting up science experiments and activities at least once every two weeks for each grade. The basis for this program will be STEMscopes, a program developed through Rice University, aligned with the TEKS, and available online and with professional development in English and Spanish in the grades the schools will serve, PK to 8. In a comparison of STAAR passing rates of STEMscope schools and Non-STEMscope schools, for almost 400,000 students, the STEMscope schools had a higher passing rate of 1.5% on the STAAR test. (See STEMScopes Case studies). The method behind STEM Scopes is the 5-E method (Bybee et al 2006; Tanner 2010). "Research from cognitive science, learning science, educational psychology, and other disciplines has shown that there is a cycle or order to learning. The 5-E approach is easy to remember and includes the following steps;"

(<https://cns.utexas.edu/teaching-portal/learning-cycle>):

- a) ENGAGE: pique a student's interest with a series of questions or activities; Explore: provide hands-on activities to experience a concept;
- b) EXPLAIN: teachers (in class or online) provide direct instruction about the terms and knowledge to be acquired;
- c) ELABORATE: students will apply what they are learning through experiments and projects;
- d) EVALUATE: measure and secure evidence that students have mastered the TEKS objective;
- e) ENABLE time for students to reflect on what they have learned.

In addition, Neighborhood Schools will also explore the use of eScience 3000 by Achieve 3000 (<http://www.achieve3000.com/state-edition/escience3000-by-achieve3000>), an engaging, experiential program that is designed to have each student meet the TEKS and the Next Generation Science Standards.

LANGUAGES:

Neighborhood Schools will offer Spanish as an elective during enrichment to elementary and middle school students but has not yet selected a program. It will also provide students during school and the after-school program through the Boys and Girls Clubs the opportunity to learn or strengthen their skills in speaking Spanish through a digital program, Duolingo (<https://www.duolingo.com/>). The system is adaptive and can track student engagement and progress.

SOCIAL STUDIES:

For its middle school social studies curriculum, Neighborhood School leaders are exploring the use of Alexandria Plan by Great Minds-- the creator of Eureka Math. This curriculum is aligned with the TEKS, prioritizes U.S. and world history, and incorporates illustrations, assessments, and mentor texts, published works (i.e. books, essays, poems, newspaper articles, etc.) that provide examples of skill, strategy, and style. This program, coupled with thematic research projects and Document-Based Questions that require students to analyze primary and secondary sources, evaluate their ability to support a claim, and determine and defend a position, will not only bring history alive for students, but will also help teachers incorporate writing and research in a meaningful way. For digital content, students will use icivics, (<https://www.icivics.org/>), a game-based program to learn about U.S. government, legal system, and Constitution developed by Sandra Day O'Connor, former Supreme Court Justice. These programs support the Neighborhood Schools' goals of creating well informed, active citizens who will have a positive impact on their communities.

ARTS:

Neighborhood Schools will develop a scope and sequence for fine arts that will include dance, music, theater, and the visual arts. The curriculum will incorporate the four basic foundations outlined in the TEKS—" observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response—that provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire." (TEKS 117.105). Students in grades K-8 will receive instruction once a week from a part-time, certified music specialist, preferably one trained in the Kodaly method of music instruction that is an integrated approach. It is the goal of the school to find a practicing artist who can work part-time with the students on drawing, painting, art history, and sculpture, most likely during the afternoon elective period. Many of the art activities will take place in the after-school program. The arts will play a prominent role in the school and will be accessible to all students. To accommodate students with special needs, the art instructors will offer finger painting, emotional drawing, and painting, clay projects, and collages (Carol Stanley 2017). Student art work will be framed and displayed in the main school hallway throughout the year. In the spring, the school will present an art and sculpture show. The school will seek support from community partners to assist in developing this exciting event.

Entrepreneurship will be an added value to this event, as the students can choose to offer their art work for sale. Neighborhood Schools will have a fall musical/theater event, one in December, and one in early May after STAAR testing. These musical/theater events will involve all students in the school including students with special needs.

HEALTH, FITNESS AND PHYSICAL EDUCATION:

Childhood obesity has more than tripled since the 1970's and is a national health crisis (<https://www.cdc.gov/healthyschools/obesity/facts.htm>) that impacts disproportionately low-income youth. Neighborhood Schools will counteract this trend by providing healthy lunches at schools, teaching families about healthy food choices through cooking classes and speakers, planting a community garden, and partnering with the Food Bank to offer healthy food to its families and community members. Principals will develop a scope and sequence for health and fitness aligned with TEKS, adapting the one developed at UT Elementary School. A lifelong commitment to fitness will begin at Neighborhood Schools. The school will offer physical education each day in a program aligned with the TEKS. Both campus facilities have ample space for indoor and outdoor activities. Through a partnership with Interactive Technology Spirit System (<https://ihtusa.com/spirit-system/>) students in grades 2 through 8 will use Adidas Zone Heart Rate monitors to track their fitness on an ongoing basis. The data from these health monitors is imported into the learning management system and becomes part of the students' online record. Students will be given the President's Physical Fitness text in the Fall and May of each year (<https://www.hhs.gov/fitness/programs-and-awards/presidents-challenge/index.html>). Neighborhood Schools plans to offer programs such as yoga and set up fitness areas in the school to support teachers and staff in their development of a healthy lifestyle.

2. HABITS OF SUCCESS:

Most schools are beginning to understand the critical importance of instilling in students "habits for success". Neighborhood Schools places high value on these "habits for success" and virtues that lead to a successful, fulfilling life.

LEARNING STRATEGIES is an important component of academic and personal success. Although the middle school may choose not to implement the Advanced Via Individual Determinants (AVID) program due to cost (about \$10,000 per classroom of 30 students) it will include as part of its elementary and middle school curriculum specific instruction in outlining, notetaking (Cornell Method), reading texts for comprehension and summarization, and other study skills, some of which will be covered in the Edge Foundation Executive Functioning coaching.

EXECUTIVE FUNCTION COACHING: "Executive function and self-regulations skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple task successfully. When children have opportunities to develop executive function and self-regulation skills, individuals and society benefit long-term"

(<https://developingchild.harvard.edu/science/key-concepts/executive-function/>).

Neighborhood Schools will partner with the Edge Foundation (<https://edgefoundation.org/in-school-coaching/>) to implement a program to train teachers and students in Executive Functioning. Edge Foundation was selected because a research study "demonstrated that the Edge Coaching model was highly effective in helping students improve executive functioning and related skills measured by the Learning and Study Strategy Inventory (LASSI)". (Quantifying the Effectiveness of College Students with Attention Deficit/Hyperactivity Disorder: Field, Parker, Sawilowski, Roland 2010). Edge will train teachers in the Edge Coaching model. Teachers will work with two students per day, in 15-minute, individual sessions, during a specified time (advisory, silent reading, lunch, recess,

etc.) to review goal setting, problem solving, organization planning, and time management. Each student will receive this coaching bi-weekly. This 1:1 time will allow teachers to develop deep, personal relationships with each student, while providing guidance for students' learning development on a consistent, routine basis. Neighborhood Schools will administer the Learning and Study Skills Inventory (LASSI) at the end of the year.

VIRTUES AND SOCIAL EMOTIONAL LEARNING (SEL): Neighborhood Schools is presently exploring a partnership with the Brilla Charter School character formation program, which emphasizes the "cardinal virtues of classical antiquity—Courage, Justice, Wisdom and Self-Control that are regarded as the basic virtues required for a virtuous life."

(<https://brillaschools.org/our-approach/>). Neighborhood Schools concurs with the Brilla philosophy that "character formation must be intentional and cannot be a separate, stand-alone program; rather, formation must be holistic, infusing all parts of a school's culture, routines, curricula, and ethos. Children learn how to be and who to be from personal experience, the examples of influential adults, and through direct instruction. These three ways of learning are essential to our approach." Neighborhood Schools will therefore model virtues through its teachers and its Connected Alumni Program (CAP) mentors, and directly teach them through a Social Emotional Learning program such as Second Steps that is aligned with the Center for Academic and Social Emotional Learning (CASEL) (<https://casel.org/standards>), as well as through lessons involving situational ethics and role playing. Neighborhood Schools will adapt the Austin ISD SEL standards and objectives in creating its own SEL standards and objectives. As part of the SEL work, teachers and students will learn about Carol Dweck's research in Growth Mind Sets and Paul Tough's work on developing grit in students. Neighborhood Schools will administer the Panorama Education SEL Survey (<https://www.panoramaed.com/social-emotional-learning>) at the beginning and end of each year and track student growth on SEL dimensions on the assessment.

3. CREATIVE KNOW HOW:

CRITICAL THINKING AND PROBLEM SOLVING: Using Project-based learning (PBL) students at Neighborhood Schools will increase their ability to think critically and solve problems -- in many cases, real world problems presented to the students by community business and nonprofit partners. The school will draw from Educurious (<https://educurious.org/>) and Summit Public Schools (<https://summitps.org/>) to develop a bank of interdisciplinary projects that develop the acquisition of skills and knowledge defined by the TEKS standards and objectives while providing the opportunity for students to develop their problem solving, collaborative skills, and presentation ability. Educurious will be a particularly valuable tool, as students will have access to experts through this online system. Students in the 7th and 8th grades will be required to present their project to a panel of external judges and be graded on a rubric developed by Neighborhood Schools adapted from High Tech High. Project-based learning is also an effective tool in working with special needs students.

INNOVATION AND ENTREPRENEURSHIP: Neighborhood Schools will adapt the entrepreneurship curriculum developed at the Village School, a prominent PK-12 school in the Houston area. Students in grades 3 through 8 will be taught how to develop a business concept, research other businesses related to that concept, define a target market, build a prototype product, test that product, develop a business plan, and then sell the product. Each

year the school will hold a business fair where parents and community members will come to shop and purchase student products. Jaciel Castro, a Board member with a strong financial background, will teach students how to invest their earnings, even exposing them to the concept of microlending, starting perhaps with their family members. Students will utilize the Khan Academy Personal Finance (<https://www.khanacademy.org/college-careers-more/personal-finance/pf-saving-and-budgeting>) digital tool to understand personal finances, budgeting, and saving for future needs such as college. To further promote innovation, each campus will be equipped with a Maker Space that will include a 3-D printer, supplies for the printer, and other materials. Students will have some time during the school day to explore this space, and ample time in the after school and summer programs, even if they are offered by a partner, the Boys and Girls Clubs of Greater Houston.

MEDIA AND TECHNOLOGY SKILLS: “The U.S. Bureau of Labor Statistics found in 2012 that more than half of jobs required some kind of technology skills. By 2020, that number is forecast to reach 77 percent.” (The Courier 2017). Through daily use of digital tools, students will become proficient with basic technology of computer and software usage, learning the Microsoft and Google tools of word processing, excel, and power point, and mastering the TEKS Technology skills. The school will require each student to become proficient in coding, beginning with simple tools such as Think and Learn Code-a-Pillar in K-1 and tools such as Kodable, Tynker, and Gamester Mechanics in the older grades. Through the afterschool program, students with a passion for coding can learn to create their own games using software such as Construct3.

4.WAYFINDING ABILITIES:

SURVEYING THE WORK AND LIFE LANDSCAPE: Neighborhood Schools will provide a strong academic foundation in preparation for college, but it will also introduce students to career opportunities so that they can forge their own pathways toward a successful life. In the early grades, students will read books about professionals in their careers – doctors, firemen, lawyers, teachers, etc. Through the CAP program, KIPP and YES alumni as well as alumni from other high performing schools, will come to the school and speak to the students about their careers, share examples of what they do daily, and how they successfully balance work, family, and civic responsibility.

DESIGN AND ITERATE PROTOTYPE EXPERIENCES: In middle school, students who seem particularly focused on a career path, will be paired with a mentor from the CAP program, a businessman in the community or a Neighborhood Schools’ advisory board member. In the 7th and 8th grades, students will have the opportunity to shadow that mentor and perhaps several other professionals. In the 8th grade, students will have the opportunity for a short-term internship during the school year and a summer internship between middle and high school. Neighborhood Schools will partner with Big Picture Learning to use their software, ImBlaze, (<https://www.imblaze.org/>) to facilitate organizing the internships and tracking progress and success.

IDENTIFY OPPORTUNITIES AND SET GOALS: Through these early career explorations, students will begin to identify their passions and set goals. Students will learn to set SMART goals – Specific , Measurable, Achievable, Realistic, and Timebound – and will record and track these goals in the online learning management system. Middle school students, with the support of

their advisors, will set goals for the high school(s) and postsecondary programs they would like to attend – noting what admission requirements they will need to meet.

INSTRUCTIONAL APPROACHES:

These instructional approaches will be utilized across all subject areas. They will be emphasized more in some subject areas, such as the RTI Instructional approach will be applied more to reading and mathematics.

DIRECT INSTRUCTION: As part of their instructional tool kit, all teachers will be trained in how to provide explicit, direct instruction in all subjects, particularly in scientifically-based reading. This involves: verbally and in writing articulating clear objectives for a lesson; checking for understanding; engaging the students through an inquiry or activity; teaching the objective; student practice time; checking again for understanding; reteaching when necessary; and assessing for mastery of the objective.

TEACH LIKE A CHAMPION INSTRUCTIONAL STRATEGIES. All three school principals have been trained in the Teach Like a Champion instructional strategies through the KIPP School Leadership Program. They in turn will train all teachers in the Neighborhood Schools in these techniques. (See <http://teachlikeachampion.com/training/>)

DIGITAL INSTRUCTION/BLENDED LEARNING: Teachers combine direct instruction with student empowered work in digital content in all subject areas, particularly reading and math.

Elementary school students have access to Chromebooks or iPads one-third of the time and rotate between digital instruction, small group or individual work with the teacher, and then project/activity work. Digital programs such as Dreambox and Istation are adaptive: the system makes recommendations of content based on student progress – moving students to additional practice or on to a new topic if they have achieved mastery.

RTI MODEL: This model was pioneered by Dr. Sharon Vaughn at the U.T. Austin Meadows Center for Preventing Educational Risk to identify students with reading and learning disabilities and to provide appropriate interventions to each student (Multiple Tiers of Intervention: A Framework for Prevention and Identification of Students with Reading/Learning Disabilities, Vaughn and Wanzek 2018). Federal policy mandated the use of Response to Intervention (RTI) and it has become the predominant method of addressing students struggling in reading and math, as well as students diagnosed with special needs. At the heart of the method is data-driven decision making based on screenings and progress monitoring and then providing a multi-level prevention system: “quality core instruction for all students in Tier I; evidence-based interventions of moderate intensity in Tier II; and individualized interventions of increased intensity in Tier III with considerations of cultural and linguistic responsiveness and recognition of students strengths.” (Center for Response to Intervention at American Institute for Research 2018 website). Students move in and out of these groups as they progress through the year. All Neighborhood Schools’ teachers will receive training in RTI and will use this method to group students in ELA/reading and mathematics and to provide appropriate instruction to special needs students in their classrooms. In addition, the teachers will have access to excellent online resources from the Meadows Center such as Building RTI Capacity (<https://buildingrti.utexas.org/>).

ELL/LEP STRATEGIES BY PROFICIENCY LEVELS: Neighborhood Schools teachers will be trained in ELL Strategies for beginning, intermediate, and advanced and advanced high levels.

Strategies for beginning levels include: short, simple sentence stems; pre-teaching social and academic vocabulary; graphic organizers; anchor charts; verbal cues; visuals for the classroom in academic vocabulary; oral admission of tests; extra time on assessments and extended response time; bilingual dictionaries; study sheets and guided notes. For intermediate students, teachers will use many of these same strategies with the addition of verbal scaffolding; peer group work; allowing students to pre-read text the night before; shortened assignments; word banks; and seating in close proximity to the teacher. For advanced levels, additional strategies include complex sentence stems; providing visual and linguistic support for unfamiliar topics; allowing abstract grade-level reading comprehension and analysis with peer support; and providing complex grade-level appropriate writing tasks.

SOCRATIC DIALOGUES: This method, named for the Greek philosopher, Socrates, is a method of instruction to promote critical thinking and expression of ideas that has been used widely in high performing independent schools, such as Exeter Academy, for decades. This method is aligned with mastery of the core subjects as well as core competencies in Habits of Success and Creative Know How. Teachers at Neighborhood Schools will be trained in how to conduct Socratic dialogues which can be used for any subject, but in particular in ELA with literature analysis and social studies. In this method, teachers describe a situation/question/or event, ask a series of probing questions increasing in difficulty, and then ask summarizing questions to bring the dialogue to a conclusion. Students in middle school will be trained to lead these Socratic Dialogues, enhancing their leadership abilities and honing their critical thinking.

PROJECT-BASED LEARNING: Neighborhood Schools students will work on projects, for two purposes: to apply what they have learned and, in many cases, to learn content through engaging interdisciplinary projects. Elementary school students will work on short-term projects that may take a few days or weeks. Middle school students will work on a “project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They will demonstrate their knowledge and skills by developing a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project. Project Based Learning unleashes a contagious, creative energy among students and teachers.” (Buck Institute http://www.bie.org/about/what_pbl)

NEUHAUS INSTRUCTION FOR READING: As stated earlier, two teachers will be certified in the Neuhaus approach of teaching students with dyslexia. Through a train-the-trainer model, all teachers will acquire instructional strategies to work with students with reading challenges.

EXECUTIVE FUNCTIONING COACHING: As stated earlier in this section, all teachers will be trained in Executive Functioning Coaching by the Edge Foundation and will work with students individually in this methodology.

RESTORATIVE DISCIPLINE PRACTICES: As described the in section on School Culture page 47, teachers and staff in Neighborhood Schools will be trained on Restorative Discipline practices, as this positive approach that involved reflective listenin, students holding themselves and each other accountable, is the backbond of the school’s discipline system.

MENTORING: Neighborhood Schools will develop the CAP program, Connected Alumni Program, consisting of alumni from high performing schools, and will train CAP members in

effective mentoring techniques with the student population that the school will serve. Mentoring is a valuable form of instruction/relationships building for the targeted student population and helps support them in building social capital and a social network.

EVALUATING THE PROGRAMS SELECTED:

Neighborhood Schools will establish a Board Education Committee, comprised of Board members as well as several non-board members with expertise in analyzing student assessment data, survey data, and educational programs. These committee members, the superintendent, and principals will develop a rubric for curriculum and instruction evaluation. The superintendent, principals, and chief technology officer will summarize the following data into a report using the curriculum and instruction evaluation rubric as the framework for the report:

- a) Usage data from all digital programs, an indicator of student engagement;
- b) Student growth data, disaggregated by race, special education, and ELL/LEP, from all digital programs and percent of students who have achieved mastery of the grade level objectives and at least one year of growth using the program;
- c) Survey data, disaggregated by race, Special Education, and ELL, from students about their attitudes toward the programs – what they like and did not like;
- d) Survey data from teachers about both the digital programs and the core curricular materials selected
- e) Survey data from parents about their observations on their child's engagement in the curriculum;
- f) Disaggregated data from MAP showing both growth and proficiency;
- g) Disaggregated data from STAAR testing showing both growth and proficiency;
- h) Disaggregated data from Panorama SEL assessments related to student growth in SEL and
- i) Disaggregated data from the ISSLA related to Executive Functioning.

In June of each year, this Committee will meet with the superintendent and principals to review the report, discuss in detail the data and what it indicates, hear from the staff about their recommendations on any in course corrections needed, and make decisions about any modifications to the curriculum and instruction.

SPECIAL EXTRACURRICULAR ACTIVITIES:

Neighborhood Schools will offer several extracurricular activities that will also serve to enhance the four competencies we seek for the students: core content knowledge, habits of success, creative know how, and wayfinding abilities.

CLUBS: Time will be allocated 45 minutes prior to dismissal most days for clubs that the students organize and direct with the supervision of a teacher and/or community member. These clubs enhance students' initiative, leadership abilities, collaboration skills, and create opportunities for students to discover their passions. Examples of clubs are: student government, gardening, photography, pottery, art, journalism, coding, book club, dance club, science club, Maker Space / Engineering club, and organized athletic teams beginning in middle school. Area high school students who need community service hours may be available to help run these clubs at the schools.

AFTER SCHOOL PARTNERSHIP WITH THE BOYS AND GIRLS CLUBS: Neighborhood Schools is entering into a partnership with the Boys and Girls Clubs of Greater Houston to provide after school programming for students on the campuses as satellite Boys and Girls Clubs. It is Neighborhood Schools' understanding that Boys and Girls Club, with help from Neighborhood Schools, will seek grants to cover the expenses for this after school program so that students can attend for free. We anticipate that 90% of the students will attend the after-school program and view this program as an extension of the school day. The Boys and Girls Clubs will have Chromebooks and access to the ELA/reading, math, science, language, and SEL digital programs that the school uses, and it is our expectations that all students will spend at least 30 minutes per day working in those programs to enhance their academic foundations. In addition, the Boys and Girls Clubs will offer physical activities and games, arts and crafts, and additional enhancement activities.

FIELD LESSONS: Exposure to the broader world will be important for students underserved communities. Therefore, we plan to take our students on at least four field lesson trips per year, i.e. to museums, theater, special events, NASA, the Rodeo, Houston Public Library and other venues, as well as the possibility of an earned end-of-the-year trip to a landmark U.S. city. Our middle school students will take one field trip to Austin to observe activities at our state capital, several trips to visit college campuses, several trips to businesses for career exploration, and one camping trip to explore nature.

COMMUNITY SERVICE: Part of the mission of Neighborhood Schools is to positively impact the communities in which we are located, and to teach students the importance of giving back to their neighborhood. We plan to provide numerous opportunities for the schools' students to experience community service – music programs in senior citizen communities; Saturday clean-up of blighted areas; beach clean-up; volunteering at Houston Food Bank, etc. We have an ambitious plan, once we are at full capacity on both campuses, of creating a community event and securing the funding to build a Habitat for Humanity home in our neighborhoods.

ATHLETIC TEAMS: We do not plan to offer competitive athletic teams until Year 3, when our student body in the middle school will be sufficient to field competitive teams. We plan to join the Charter School Athletic League's Houston division and offer soccer, basketball, baseball, football, volleyball, cross country, and track, based on student interest. The Southwest Neighborhood School will have access to a pool and may be able to offer opportunities for individuals who want to compete in swimming.

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, an/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:

Neighborhood Schools has a clearly stated nondiscrimination policy: Neighborhood Schools forbids discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability. Neighborhood Schools will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, gender, and disability.

STUDENT IDENTIFICATION: Neighborhood Schools will use the following information sources at the time of enrollment to identify students that may require additional services and supports under Special Populations (English Language Learners, Special Education, Dyslexia, and Section 504, and Gifted & Talented): A. Information from parents via questionnaires and surveys. Parents will be asked if their student: 1) has ever received Special Education services, and if so under what category; 2) has received services under Section 504, and if so for what condition; 3) struggles in reading, writing, or math; 4) has a focus concern (ADHD or ADD) or other behavior concern; 5) Is under a doctor's care for a medical concern; 6) has ever been retained; and 7) received Special transportation services. The school will also access information through a Home Language Survey. B. Information from previous academic records. The school will request and review contents of student cumulative folder from: 1) transferring PK-12 school district records; 2) Private pre-school programs; 3) Early Childhood Intervention (ECI) records; 4) If applicable, Individual Education Plan (IEP) documents to include All Full and Individual Evaluation as well as All Admission Review and Dismissal Committee documents that include the student's Individual Education Plan; 5) If applicable, Section 504 documents to include All Section 504 Evaluations and All Section 504 Service Plans; 6) If applicable, Response to Intervention (RTI) documents including accommodations and interventions used to support the student on the previous campus; and 7) If applicable, Language Proficiency Assessment Committee (LPAC) reports; and 8) minutes from meetings discussing how the student is

being supported in the classroom

INFORMATION FOR PARENTS: Additionally, all parents entering the school will be provided information about special education and GT programs and processes. Details about special education, dyslexia services, GT, ELL and 504 programs will be provided on the school website. This information will empower caregivers and the community about their rights, opportunities, and procedures. The website design will be fully accessible for people with disabilities, in plain language and in English and Spanish, as will all communication that the school provides. Educating students eligible for Special Education, Dyslexia, and Section 504 Neighborhood Schools will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and the Texas Education Code (TEC), §29.003.

OFFERINGS: Neighborhood Schools intends to serve students with disabilities in proportions that are equal to other public schools in its surrounding community. The Neighborhood Schools PBL and blended learning models are especially attractive to families with children who have disabilities. Additionally, Neighborhood Schools will reach out to parent organizations, day care centers, and other community organizations within its region to inform the public of its inclusive philosophy and how its project-based and blended learning models can especially benefit students with disabilities. Neighborhood Schools will provide students with disabilities opportunities to learn with general education peers through mainstream, inclusion, pull-out services or a self-contained setting. Neighborhood Schools will provide students with disabilities a free and appropriate education in their least restrictive environment with non-disabled peers. Students who require additional support based on their disability will receive related aids and services designed for each student's individual needs with equal access to nonacademic and extracurricular activities. Neighborhood Schools' use of Project-Based Learning (PBL) has a host of benefits for special education students. PBL is student-centered, flexible, and focuses on real life challenges instead of abstract ideas, which can be inaccessible across disabilities, and connects students through teams in active learning. The internal team structure provides extraordinary opportunities to build social skills and engages students with attention issues. In addition to grading for subject mastery, PBL grading targets agency, collaboration, knowledge and thinking, oral communication, and written communication. For instance, many special education students struggle with agency and self-advocacy and receive no actual credit when they improve in these areas; some special education students have good oral communication skills yet struggle with written examinations. Collaboration is important in the real world, and requires targeted development of social skills, yet in traditional schools is not often assessed. The PBL structure provides multiple opportunities for students of all abilities to have their talents recognized and sets the foundation for collaboration between the special education and regular education teams. PBL is a multi-sensory approach that connects people with all learning styles and needs. In addition, Neighborhood Schools' use of blended learning and digital tools is also supporting special education students. The learning management system the school will adopt will support students setting goals, tracking progress toward those goals, and, developing a personalized learning plan through the adaptive digital content. NewSchools Venture fund has been investing in start-up to support diverse learning such as Exception Ally (<https://growexceptionally.com/>) that helps parents of struggling students find resources.

GUIDELINES: To determine Neighborhood Schools' population of students with disabilities, Neighborhood Schools will follow these guidelines:

A) For both in-state and out-of-state student transfers from a Local Educational Agency (LEA) within the same school year with previous academic records indicating eligibility for Special Education,

Neighborhood Schools requires parent and/or previous LEA verification that the student was receiving special education services at his or her previous LEA. With proper verification, and in consultation with parents, Neighborhood Schools will provide the student with a free and appropriate public education (FAPE) comparable to those described in the Individualized Education Plan (IEP) from the previous LEA. For these student transfers, Neighborhood Schools will have a school diagnostician and Intervention Assistance Team (IAT) review the documentation and determine if a new evaluation pursuant to §§300.304 through 300.306 is required.

B) If a new evaluation is required, the Full and Individual Evaluation (FIE) will be completed no later than the 45th school day following the date written consent is received. Within 30 calendar days of the completion date of the FIE report, the Admission, Review, and Dismissal Committee (ARDC) will develop, adopt, implement, and determine the student's disability, IEP, and placement.

C) All students with special education needs who are new to the Neighborhood Schools campuses and do not need a re-evaluation will have a transfer/permanent ARD within 30 school days to update the student's needs and adjustments to the new campus. If Neighborhood Schools does not have a placement for a student, Neighborhood Schools will work with the family to find a resolution.

The Neighborhood Schools' Special Education committee will serve as the Special Education IAT and will consist of: 1) an appropriately certified special education teacher; 2) a related service provider and or diagnostician if needed; c) a parent of the student; d) a campus administrator; and e) any additional experts required to serve the school's special education student body, i.e. a deaf education teacher for Neighborhood School students that are deaf hearing impaired.

For both in-state and out-of-state student transfers from an LEA within the same school year with previous academic records indicating eligibility for 504, the school will require verification from parents and/or the previous LEA that the student was receiving 504 services in the previous LEA. With proper verification, and in consultation with parents, Neighborhood Schools will provide the student with a free and appropriate public education (FAPE) comparable to those described in the IEP from the previous LEA. A school diagnostician and the Intervention Assistance Team will review documentation to determine if a re-evaluation is warranted or if 504 documents can be accepted in their current form. A 504 meeting will be called within 30 days of enrollment.

The Neighborhood Schools' 504 Committee will serve as the 504 IAT and will consist of: 1) a designated 504 Chair; 2) a related service provider and/or diagnostician if needed; 3) a parent of the student; and 4) a campus administrator. For students for whom no pre-existing information identifies the need for special education and/or Section 504, Neighborhood Schools will implement child find requirements as outlined at 34 CFR §300.111 and within the timelines outlined at 19 TAC §89.1011.

As a part of the child find process, Neighborhood Schools will have the IAT implement a Response to Intervention (RTI) framework, prior to referring a student for an evaluation under IDEA. The child find process at Neighborhood Schools will occur in a timely manner to identify when a student needs additional services. Relevant stakeholders understand that a parent may request an initial evaluation at any time to determine if the student is a student with a disability, regardless of whether the student participated in an RTI framework. Parents will be informed of this right. The school's IAT team will determine if a referral is granted and will not base the decision on whether the student has participated in an RTI framework previously (19 TAC §89.1011). The IAT team for students with non-existing IEPs will include: 1) a designated IAT Chair; 2) a related service provider and or diagnostician if needed; 3) a parent of the student; and 4) a campus administrator.

SCREENINGS: The IAT, along with the RTI framework that includes universal screeners and specific cumulative data, will identify students with trends of being at-risk and in need of intervention. In adherence with the HB 1866, Neighborhood Schools will conduct screenings using instruments that meet the requirements of both the dyslexia screening under Texas Education Code §38.003 and early

reading diagnosis under Texas Education code §28.006. Specifically: 1) Students in grades K-2 will be screened using STEP for BOY, MOY, and EOY data to determine Tier I, II or III placements; prior to the end of the school year.; 2) Students who did not demonstrate reading proficiency on the sixth-grade state reading assessment will be screened at the beginning of the seventh-grade school year; and 3) all students who are not successful on stated assessments and grade level benchmarks. 2. Staff members will be trained on how to implement the school's diagnostic assessments. The beginning-of-the-year assessment will give Neighborhood Schools teachers a starting point on how to support their students. Students who falls into Tier II and Tier III will be progress monitored and given interventions by the IAT coordinator and classroom teacher every six to nine weeks. Data that determines intervention assessments includes cumulative data on: vision & hearing screening; teacher reports of classroom concerns; classroom reading assessments; samples of classwork; observations of instruction; school attendance; curriculum-based assessment measures; parent surveys; academic progress reports (report cards; if applicable, Home language survey; if applicable, Oral Language Proficiency tests; if applicable, Texas English Language Proficiency Assessment System (TELPAS) information for four language domains (listening, speaking, reading, and writing); and if applicable, Language Proficiency Assessment Committee (LPAC) reports³.

Once a student with an IEP is enrolled on a Neighborhood Schools' campus, Neighborhood Schools will ensure the student receives specialized instruction, related services, and supplementary aids and services in accordance with the students' IEP. Neighborhood Schools will convene an ARDC meeting to develop, review, and revise the student's IEP as necessary. If a student's IEP includes special education and related services that the school does not currently offer, Neighborhood Schools will ensure that the student's needs are met through new internal resources, or with contracts created with qualified vendors, community partnerships, and/or neighboring LEAs. Neighborhood Schools recognizes its responsibility to meet the student's needs regardless of its current structure. Neighborhood Schools is committed to inclusion first, using direct, integrated, and related services before considering a more restrictive setting.

PLACEMENT OPTIONS: The school will make available a range of placement options, known as a continuum of alternative placements, to meet the needs of students with disabilities for special education and related services (19 TAC §89.63), including transportation. Classroom instruction is under the direction of a classroom teacher with teacher assistant support. Instruction is organized around functional academic instruction and classroom routines that facilitate the development of daily living skills. Daily schedules reflect the overall activities of the school as well as the classroom's unique activities and daily routines. Neighborhood Schools Special Education Programs plan may include, depending on students' needs the following services: a) **MAINSTREAM AND INCLUSION:** Students will have a special education co-teacher in their general education class for the time allotted per their service plan who will support the general education teacher and students with accommodations and modifications needed for the student to be successful with the curriculum and their IEP goals; b) **PUL-OUT and RESOURCE SERVICES:** If required, students may have a special education teacher in a small classroom to instill a specific skill that the students have not mastered in their general education classroom. c) **SELF-CONTAINED (Life Skills):** Students with moderate to severe disabilities whose (IEP) requires significantly off-level, modified, functional academic instruction, may need to be serviced in a self-contained classroom with appropriate, functional instructional activities which support student achievement; d) **TECHNOLOGY:** Neighborhood Schools uses state-of-the art technology to provide tools that can level the playing field for children with special needs. The school will work with Texas Center for Disability Studies' Texas Technology Access Program that helps match special needs students with technologies to facilitate their learning and behavior needs; e) **TRANSITION PLANNING:** Special Education students who reach the age of 14 will have a transition

plan to help plan for life after high school. The case manager will work with the student to identify career interests and life skill needs; and f) **EXTRA CURRICULAR ACTIVITIES:** Students with special needs often are excluded from extracurricular activities due to UIL regulations or school policies. Neighborhood Schools will utilize the IEP process and design accommodations as necessary to ensure that special education students who may struggle in school or have behavioral needs have full access to extracurricular activities.

STAAR: Students must participate in the STAAR test for their enrolled grade. The ARD/IEP Committee considers the participation criteria for the STAAR, STAAR Alternate, and the STAAR Accommodated and determines the appropriate assessment for each student. If specialized instructional materials and equipment are needed to facilitate instruction and student achievement, Neighborhood Schools will identify the students' needs and provides instructional materials/aids for the student to use within 30 days of acknowledgement. For example, FM systems for students with hearing aid and large printed material for students with visual impairments may be needed. Neighborhood Schools general and special education teachers will regularly collaborate and plan to ensure that all students can access the curriculum. For inclusion and mainstream students, special education teachers will review the general education lesson plans to make modifications as necessary to any assignments based on each student's needs. The special education teacher will group students based on needs in the general education class to create a reading and math block with co-teaching services. With this model, the teachers can create small groups based on students' needs for the lesson, and rotate groups among the teachers. Special educators will regularly consult with all relevant stakeholders to share student needs, goals and growth, and best practices. School leaders will support general and special education teachers to promote each student's access and achievement. When and if a student with a disability demonstrates behaviors that impede the student's learning or that of others, the Neighborhood Schools' ARDC will consider and include in the IEP the use of positive behavioral interventions, restorative circles, and other strategies to address the specific behavior. **SPECIAL FUNDING:** Education and related services will be funded using a combination of federal (IDEA B), state, and local education funds. The school will ensure that IDEA B funds are used in accordance with Part B of IDEA.

RESPONSIBILITIES: Neighborhood Schools' responsibilities include implementing child find and conducting evaluations and reevaluations; developing, reviewing, and revising individualized education programs (IEPs) and providing the required special education and related services in the student's least restrictive environment (LRE); affording eligible students and their parents procedural safeguards and due process rights; and complying with the confidentiality of information requirements.

EDUCATING ENGLISH LANGUAGE LEARNERS: The Neighborhood Schools' Board members understand the Texas Education Code (TEC) Chapter 29, Subchapter B and are committed to meeting the needs of non-English Speaking students who are English Language Learners (ELLs) or students of limited English proficiency (LEP) and to providing every ELL student with a full opportunity to participate in a bilingual education or English as a second language (ESL) program. Given the location of the two campuses, the schools will enroll a high percentage of students (34% to 46%) who are ELL or LEP. Neighborhood schools shall: 1) Identify ELL students 2) provide bilingual education and/or ESL programs as integral parts of the school's regular program, as described in TEC, 4.002; 3) seek appropriately certified teaching personnel to ensure that English Language learners are afforded the full opportunity to master the Texas Essential Knowledge and Skills (TEKS); 4) assess achievement and essential knowledge and skills in accordance with TEC, Chapter 29 ; 5) monitor student's growth with TELPAS yearly until the student is exited out; and 6) monitor all district and state level assignments and accommodations. The NSI LPAC committee, responsible for identifying ELL students, will include:

a) an appropriately certified bilingual educator; 2) an appropriately certified English as a second language (ESL) educator; 3) a parent of an English learner participating in a bilingual or ESL; and 4) a campus administrator.

Within the first four weeks of the first day of school, the LPAC committee will make recommendations concerning the most appropriate placement for the advancement of an ELL student; they will also report to the Board of Directors the number of ELL students on each campus and to TEA before November 1st of each year. Students shall be identified as ELL students and enrolled in the required bilingual or ESL program of NSI within 20 days of their initial enrollment. Students enrolled in bilingual or ESL programs shall be placed in classes with other students of approximately the same age and level of education. The LPAC is responsible for ensuring that instruction given to each student is appropriate to the student's level of educational attainment. The LPAC will conduct periodic assessments of the special language programs of Neighborhood Schools to determine program impact and student outcomes in all subject areas. The LPAC shall make annual reports of the educational performance of ELL students that shall be retained in the records of Neighborhood Schools addressing: 1) the academic progress in either language of the ELL students and the extent to which they are becoming English proficient; 2) the number of students who have been exited from the bilingual education and ESL program; and 3) the number of teachers and aides trained in the frequency, scope, and results of the training. Educating Gifted and Talented students Neighborhood Schools as it grows, will implement a continuum of services and program options (K-8) that is responsive to the needs, interests, and abilities of gifted and talented students in the social, emotional, and intellectual areas.

THE GIFTED AND TALENTED (GT) program at Neighborhood Schools identifies and serves the special education needs of students who excel in general intellectual ability in language arts/social studies, and/or mathematics/science in combination with creative, productive and leadership ability. Referral process. Parents, teachers and other professionals may refer a student for the GT program by contacting the Neighborhood Schools' Principal. Once a student is referred, the current grade level teacher will complete a recommendation for the student. With parent permission, the student will complete an assessment by Neighborhood Schools, such as the CogAT at no cost to the student.

IDENTIFICATION PROCESS: GT eligibility is determined by points obtained on various criteria: the chosen achievement test, an abilities test, recommendation letters, and other school criteria. Scores are entered and converted into points on the Neighborhood Schools' GT Identification Matrix. This process is designed to be student-centered. Neighborhood Schools will honor test scores for two years beginning in the 1st grade. Students may be referred each year.

GT SERVICES: The education program at Neighborhood Schools is designed to meet the needs of Gifted and Talented students within the classrooms. The blended learning model, the use of a learning management system that enables GT students to set goals, track their own progress, and progress at their own pace on adaptive digital tools such as Dreambox, ST Math, Zearn and Istation, supports GT students accelerating their progress. In addition, the project-based learning, entrepreneurship and career exploration opportunities with external CAP mentors supports GT education. If the school has sufficient numbers of GT students within two grade bands, the school may elect to create one class served by a specialist working with GT students to support them as a group.

SPECIAL POPULATIONS STAFFING: Neighborhood schools will ensure that all teachers serving special populations are certified according to state law: 1) teachers assigned to bilingual education and ESL programs will have a bachelor's degree, at least two years of experience, and be certified in bilingual education or ESL, respectively; 2) NSI Special Education teachers will hold a bachelor's degree, have at least two years of experience, and be certified in accordance with 34 Code of Federal Regulations,

§300.156; the Texas Education Code, §§21.002, 21.003, and 29.304. Preference will be given to applicants that also possess a supplemental Bilingual certificate. 3) Neighborhood Schools will ensure that at least one General Educator at each school campus holding a bachelor's degree with at least two years of teaching experience is certified by the Neuhaus Center in order to ensure that students requiring dyslexia instruction are served appropriately; 4) at least one General Educator with a bachelor's degree and at least two years of experience will work between two school campuses and have the appropriate Gifted/Talented Supplemental certificate to train teachers serving GT students and oversee instruction for students eligible for the GT programs.

BUDGETING FOR STAFF: Neighborhood Schools has budgeted for Year 1 two special education teachers and a special education coordinator to be ready in case a higher percentage of students have special education labels and/or if some special education needs are severe. As the two campuses grow, the school will add additional special education teachers and an additional special education coordinator to ensure all services are met, performed well, and there is excellent communication with the families. Each school will receive an FTE in Year 2 to hire either a social worker or a school counselor.

CONTRACTED SERVICES: In Year 1, Neighborhood Schools' will seek to employ and/or contract with an individual or entity to provides the following services: 1) a school counselor to support both schools (year 1) and preference will be given to individuals with a Licensed Master's in Social Work (LMSW) or Licensed Professional Counselor (LPC) licensure; 2) any special education related service needs, such as Speech and Language Therapy, through contractual relationships with individual and/or vendors that have providers holding the appropriate certificate, endorsement, or license to provide the related service and 3) a Licensed Specialist in School Psychology (LSSP) and a diagnostician who can conduct dyslexia evaluation and identification, full and Individual Evaluation and reevaluation, and Functional Behavior Assessments (FBA); and GT testing.

ADDITIONAL FINANCES FOR SPECIAL EDUCATION: The financial workbook and narrative provide evidence of ample funding for the special education staff positions, contracted services, transportation for students with IEPs, and diagnostic tests and assessments.

STAFF TRAINING: Neighborhood Schools will ensure that all staff working with students in our schools have a comprehensive understanding of how to serve children with special needs, including identification, modifications, accommodations, resources, etc. Neighborhood Schools will train staff on the universal screening and progress monitoring tools the school will use through Istation, Dreambox or ST Math. NWEA MAP, running records, and other tools yet to be identified.

Additionally, the staff will be trained on the Neighborhood Schools Positive School Culture and Behavior systems built around Restorative Discipline practices, which are especially important in working with children who have disabilities. These children tend to be disproportionately subject to disciplinary action. Often the discipline is meaningless to the special education students and further stigmatizes them. Restorative Discipline practices are empowering, affirming and proactive, and especially beneficial to students with special needs.

CAREGIVER/COMMUNITY COMMITTEE: A unique component of Neighborhood Schools' special education program will be its Caregiver/Community Committee. Parents/caregivers of young children are often in shock when their child is referred for special education, and sometimes refuse the testing. Being a parent of a special needs child can be isolating and challenging. Additionally, the community offers many supports that a family can access, including respite care, training, counseling, social services, etc. This committee will be composed of both caregivers and local service providers, provide a resource for families new to special education with peer-to-peer support and family resources, and provide feedback to the school about how to improve its special education services. Fundamental to the Neighborhood School's philosophy is the connection to the neighborhood,

community and family. Families of children who have special needs require additional supports and resources. Neighborhood Schools is prepared to provide it.

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:

GRADES TESTED: Neighborhood Schools will start with grades K-2 and 5-6 at the Eastex-Jensen campus site and grades K-2 and 5 at the Southwest campus in 2020. The projection of 450 students

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.

by Year 3 at the Eastex-Jensen campus in tested grades and 400 students at the Southwest campus. By year 5, Neighborhood School estimates 550 students in grades 3-8 in the Eastex-Jensen Campus and 500 in grades 3-8 in the Southwest campus, meeting the threshold of at least 50% of the students in tested grades.

DATA-DRIVEN DECISIONS: Data-driven decisions accompanied by frequent teacher feedback will be at the heart of the Neighborhood Schools culture. "An index of five policies suggested by over forty years of qualitative research – frequent teacher feedback, the use of data to guide instruction, high-dosage tutoring, increased instructional time, and high expectations – explains approximately 45 percent of the variation in school effectiveness." (Getting Beneath the Veil of Effective Schools: Evidence from New York City, Dobbie, Fryer, Harvard University, ED Labs and NBER 2012).

LEARNING MANAGEMENT SYSTEM: As described in the educational model curriculum and instruction sections, Neighborhood Schools will utilize a state-of-the art learning management system that tracks student progress toward mastery of standards and objectives on a daily basis. The system notifies teachers when students are not making progress (red indicator), are on track (yellow indicator) and have achieved mastery (green indicator). The adaptive software tools such as Istation and ST Math or DreamBox Math that the school plans to use have built in formative and summative assessments that teachers will use to identify students needing remediation or advanced work. The learning system will incorporate all assessments used by the schools – STAAR benchmark assessments (two per year) and end of year STAAR tests, NWEA MAP assessments given at the beginning and end of the year for all new students and then annually for all returning students -- that will track both students' growth and proficiency levels. The system will create an Individual Learning Profile (ILP) summarizing all assessments used that show growth as well as mastery so that teachers have an easy-to-use dashboard to make instructional decisions, as well as share with parents to provide additional relevant data at report card conferences.

2. PLANNING PROCESS: The superintendent and principals at both campuses will create the strategic assessment and evaluation plan, which will be approved by the Education Committee of the Board and subsequently the full Board. All teachers will be trained on the learning system, the STAAR and NWEA MAP tests, the ISSLA and Panorama SEL survey, project-based learning rubrics, and how to mine data from the learning system. Data from the system will inform teachers as they group students in Tier I, II and III cohorts to appropriate instruction and interventions. It will be the role of the teachers to give all required assessments and to utilize the data from the learning system to inform their instruction. The Director of Technology (starting in year 1 given the school's blended learning approach)) will train the teachers on the technical aspects of the learning system, ensure that the system functions well, and produce any specialized reports and data analysis requested by the teachers, principal, superintendent, and Board members. Parents will be engaged as partners in ensuring student mastery, as they will have access to student progress data toward mastery through the online portal – for their laptops and mobile devices. The Director of Technology and the Executive Director of Neighborhood Schools Community Development, a companion nonprofit aligned with the school's mission, will host a series of morning and evening workshops each Fall for parents to learn how to access the online portals and interpret the data on their children.

3. ASSESSMENTS: In addition to the assessments drawn from the digital tools used by the schools, Neighborhood Schools will use the following assessments to track student growth and proficiency levels in the four competencies the school's students will develop:

CONTENT KNOWLEDGE:

Early Literacy PK-2: Quarterly STEP results to determine reading development levels.

Reading 3-8: Student proficiency on two STAAR benchmark tests and end of year STAAR assessment, identifying growth for each student. Neighborhood Schools will also use Istation to determine Lexile

levels 3-8 and NWEA MAP BOY and EOY results to track student growth and proficiency levels.

Writing: Benchmark and end-of year-assessments on STAAR and MAP; percent of students scoring 4 or 5 on rubrics established by the school for Writer's Workshop from BOY to EOY.

Math: Formative Assessments through Eureka Affirm as well as STAAR and MAP benchmark and end-of-year assessments showing growth and proficiency.

Science: Benchmark and end of year assessments on STAAR and MAP showing growth and proficiency; percent of students in middle school scoring 4 or 5 on the rubric used to evaluate science projects or experiments.

Art: Neighborhood schools is exploring using the Arts Assessment developed by Ed Roeber and his team at the University of Wisconsin.

Physical Education and Health: Growth and proficiency on fitness from BOY to EOY tracked through Integrative Health Technologies; BOY and EOY results for President's Physical Fitness Test.

HABITS OF SUCCESS:

Executive Functioning: BOY and EOY results on the ISSLA assessment to measure growth and proficiency.

Social Emotional Learning: BOY and EOY results on the Panorama SEL Survey to measure growth and proficiency.

CREATIVE KNOW HOW:

Problem-Based Learning: Students will be assessed on rubric developed by school leaders on a 1 to 5 scale to measure factors such as innovative ideas, collaboration, executions and final presentation on at least two projects per year grades 4-8.

WAYFINDING ABILITIES:

Career Exploration: Students who participate in internships will be rated by their supervisor on a survey developed by the school.

DATA ANALYSIS: Data will be analyzed in the following way to determine that all student populations are achieving at high levels and to identify trends and needed adjustments to the curriculum and instruction:

- 1) Number and percent of students achieving proficiency and showing growth by subject as measured by the STEP, STAAR and MAP assessments, and TELPAS for ELL/LEP students;
- 2) Data on STEP, STAAR and MAP broken down for special education, ELL/LEP, and Gifted and Talented students to evaluate proficiency and growth levels;
- 3) Data broken down for new students as well as returning students to identify any differences to determine if the schools need to change onboarding practices;
- 4) Comparison of the school data to the school districts which students would have attended, high performing charter schools in the area, as well as the state, and state historical comparisons;
- 5) Comparison of Neighborhood Schools' campus data to composite peer district data;
- 6) Identifying the bottom 10% of students for proficiency as well as growth on STAAR and MAP tests;
- 7) Identifying the top 10% on proficiency/growth;
- 8) identifying any achievement gaps between subgroups such as low income, Hispanic, African American, Asian and comparison of achievement of these subgroups with state historical data to ensure that Neighborhood Schools is exceeding state levels in closing achievement gaps.

4. RATIONALE: Neighborhood Schools will measure student growth and proficiency in four competencies. For content knowledge, the primary metric will be the STAAR test, which is required by the state for grades 3-8 and provides valuable information on growth and mastery that can inform instruction. The school will conduct two STAAR benchmark tests to ensure that all students are well-prepared for the spring tests and to measure growth toward proficiency. The NWEA MAP test is a norm-reference test, administered by many charter and private schools, that enables Neighborhood

Schools to compare itself to high performing schools across the country. It will be given at the beginning and end of the year for all new students and then annually for all returning students, again to measure growth as well as proficiency. Neighborhood Schools is equally committed to the arts and physical education, and therefore will use a newly developed arts assessment and data from Interactive Health Technologies and the President's Physical Fitness test. For the additional competency Neighborhood Schools plans to measure, Habits of Success, Neighborhood Schools has selected the ISSLA test and Panorama SEL, which are widely used by many schools in the U.S. And for Creative Know How, Neighborhood Schools will develop rubrics for project-based learning based on rubrics developed by successful schools such as High Tech High and New Tech High to measure skills related to projects.

5. INDIVIDUALS RESPONSIBLE: The individual who is responsible for collecting data through the system is the Director of IT. The individuals on each campus who are responsible for training the faculty on how to interpret and use the data to inform future instruction are the principals. The requirements for the Director of IT position include: 1) a BA or BS degree at a minimum with an advanced degree preferred; 2) excellent background in using technology tools and software at the school level; 3) at least 3 years of experience in another school using a learning management system. A background in assessment is preferred.

The teachers that Neighborhood Schools will hire will be responsible for administering the STAAR and MAP tests and evaluating and utilizing the data produced by the STAAR and MAP test results, as well as data generated by the digital tools and other assessments. Teachers hired either will have at least two years of experience teaching in a high performing school, preferably an urban campus. analyzing student data and grouping students according to that data, providing appropriate interventions to students, and communicating to parents about the data in an understandable manner. If they have less than that level of experience necessary, they will be mentored and trained by their principal as well as possibly enrolling in the Neighborhood Schools' partner Relay Graduate School of Education's Masters in Teaching program to receive training in these areas.

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:

1. SCHOOL-WIDE POSITIVE CULTURE: School culture at Neighborhood Schools emanates from the Neighborhood Schools' School-Wide Positive Culture System. The vision for building this culture is: a) through purposeful systems, the school will build a positive school culture in which students will thrive; b) the school's teachers will help students develop character and practice empathy; c) through restorative practices, character formation, and social-emotional learning, teachers and students will develop virtues, self-respect for others, and will engage in meaningful reflection; and d) through consistent expectations and involving parents as partners, teachers will help students embark on their personal journey toward academic and personal success.

When you step into a Neighborhood School, you will see students, staff, and parents treating each other with dignity and respect; a community celebrating diversity; and a climate where students' college and career aspirations are supported, encouraged, and celebrated daily. It begins as families arrive on campus. Whether students and parents/guardians arrive by walking to school, coming by bus, or in the carpool line, teachers greet families warmly and inquire about how they are doing. In fact, even before daily arrival, Neighborhood Schools culture begins in the families' homes, as that is where the teachers and principals visit before the school year starts to meet each other, sign enrollment forms, and talk about how excited are the school community is to have the children and families as part of the Neighborhood Schools family.

Upon entering the school, students and parents/guardians will see items that promote school values and desired cultural norms, including logos from local community and business partners, and signage in Spanish, English, and any other native language of prominence in the student body. Each student and parent/guardian will be greeted by a principal who is trained to detect and discreetly address any challenges that may be occurring at home. Beginning in year 2, the schools will have a counselor and social worker to also work with the principal discreetly on these needs. Students, wearing school uniforms designed to cultivate comradery, head to their Advisory room, where teachers' college pennants are visible at the door. Students will see school values on banners overhead such as "Integrity," "Respect," "Collaboration," etc., and student art work will be displayed proudly on its walls and tables, including student writing, framed art work, science projects, display boards, and innovations crafted by students using the school's 3-D printer. A weekly, all-school community meeting will provide students the opportunity to share ideas or issues as well as present work to a large audience, fostering intellectual and social development, and encouraging self-expression and confidence. Everyone in the school – administrators, teachers, custodians, food service representatives, and students – will be committed to the standard of excellence that the Neighborhood Schools' Positive Culture strives to ensure. Neighborhood Schools believes in having all

adults in the school building internalize this quote by James Baldwin: "Children have never been good at listening to their elders, but they have never failed to imitate them." And from there, it is an employee expectation that all adults adjust their behavior and actions accordingly.

2. IMPLEMENTATION: At Neighborhood Schools, all decisions made by teacher and leaders will be purposeful and intentional. At Neighborhood Schools, LOVE is at the center of it all. Neighborhood Schools' staff will: a) LEAD students and families by building connections and being models of excellence through consistent speech and actions; b) show OPTIMISM by believing that its students and families can uplift their community and be the agents of change; c) are VISIONARY leaders who encourage creativity and innovation that will allow students to find their calling and passions and embark on their personal journey of success; and d) practice EMPATHY by creating a positive school culture where students and adults engage in meaningful service within the community.

With LOVE at the center, Neighborhood Schools will create school culture in several ways, prior to school opening, upon school opening, and throughout the school year, for all students, families, teachers and staff, regardless of when they enter the Neighborhood Schools community. Prior to school opening, Neighborhood Schools will hold a half-day training session, led by DePelchin Children's Center, to train teachers and administrators to recognize signs of abuse and enhance cultural sensitivity. Teachers and staff will also attend a full-day training session to learn how to create the Neighborhood Schools Positive School Culture: what the school values, how to model and exemplify these values, how to speak to parents and community, and how to interact with community partners. Teachers and staff will take neighborhood tours, visiting the streets and apartment complexes where students live, grocery stores where they shop, and parks to familiarize themselves with where students live and play.

FAMILY ACTIVITIES: For families, Neighborhood Schools will provide special interactive experiences, i.e. workshops, open-houses, home visits, and pot-luck dinners, that clearly outline the Neighborhood Schools Culture, including academic and behavioral expectations for students, best practices for parents to help with homework and ensure its completion, who to call when issues arise, the community resources available via school partners, and how to hold the school accountable when the school does not live up to its own standards and values. These interactive experiences will encourage open dialogue and ensure communal experiences for all interested families. Students and parent handbooks will also be distributed to all enrolled families prior to the start of the school year.

TRADITIONS: Upon school opening, and in some cases before, Neighborhood Schools will establish family traditions that enhance the home-school relationship, such as all school picnics, kite races, family potluck dinner nights, and a school field day. These informal interactions between families and school staff will build strong relationships that aim to be the hallmark of Neighborhood Schools. The first year of Neighborhood Schools will include several new traditions, including pairing the oldest students with the youngest for reading and storytelling sessions, and celebrating Culture Day, where students and families come to school wearing their culture's native garb and feast together over different native cuisines. The Eastex-Jensen campus will participate in the annual Eastex-Jensen Jubilee Festival and Parade. Student, staff, and parent-developed traditions will be highly encouraged, perhaps building a Habitat for Humanity home as the children get older as a school-wide activity.

INFUSED THROUGH THE CURRICULUM AND INSTRUCTION: Throughout the school year, and perhaps most essentially, Neighborhood Schools will incorporate the foundations of school culture within the curriculum and instruction itself. These tenants will include strong social emotional learning modules, promote a positive academic environment, and reinforce student intellectual and social development. The Neighborhood School Positive Culture will be organically integrated on all levels of instruction, throughout the entirety of school days, including all extra-curricular and summer

activities, to ensure year-long, school culture that is clear and consistent, regardless of when families enter the Neighborhood Schools' community. Teachers will utilize instructional methods that engage students' natural curiosity and enthusiasm for learning, encourage technologically-based, personalized learning, project-based learning, and utilize Socratic dialogue so students, even at an early age, will develop strong intellectual skills, reinforced by the values promoted and modeled at Neighborhood Schools. To maintain the Neighborhood Positive School Culture, the schools will train all teachers and staff in Restorative Disciplines (<https://irjrd.org/restorative-discipline-in-schools/>). "Restorative Discipline is a whole school relational approach to build school climate and address student behaviors that foster belonging over exclusion, social engagement over control, and meaningful accountability over punishments. (See Institute for Restorative Justice and Restorative Dialogue <https://irjrd.org/restorative-discipline-in-schools/>)." Neighborhood schools will develop a system based on this framework that includes Reflective and Restorative Conversations; Character Coins and Stamps/Awards handed out by students and staff to recognize exemplary character strength in interactions with peers and staff; an online system of kudos and nudges that can be issued by students or teachers; grade level and all school meetings to celebrate student character and academic success through shout outs and presentations; clear conduct rules and general consequences and a method of holding one another accountable for maintaining high standards of behavior; student self-assessment of their behavioral progress by completing a rubric once a quarter. Leaders, teachers, staff, and students will be trained to recognize and respond to bullying and sexual harassment, reporting it to the appropriate authority.

3. EVALUATION: Neighborhood Schools will have a comprehensive approach to measuring school culture. Neighborhood Schools will: a) administer a school climate survey at the end of each year, and compare ratings from leaders, teachers, students, parents, and support staff on critical variables such as student attitudes toward learning, parents feeling welcome in the school, school discipline practices, and feeling supported by the administration and governing board; b) track data on all behavior issues reported through the school learning system, consequences imposed and each quarter, disaggregate the data by race, income, and special populations to determine that there is equitable treatment; and c) survey community partners about their attitudes toward the school and how the school is doing in its commitment to community service and positively impacting the community. The superintendent, principals and teachers will analyze this data from parents, students, staff, and community partners to determine the effectiveness of the implementation of its Positive School Culture Plan and its Restorative Discipline Practices. The data will be shared with the Board Education Committee members who will make recommendations, in partnership with the superintendent and school leaders, for any changes to the current school practices to create a positive school culture for all.

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.

1. POLICIES: The Board of Neighborhood School Inc., upon the recommendation of the superintendent and principals, will establish promotion and retention policies in accordance with state law and in support of success for all students in the school. The school will establish a grading system aimed toward mastery of the TEKS standards and objectives, enabling students to master a topic through multiple attempts if needed. Per the state requirements,

students will need to have an overall yearly average of 70, and 70 or above in ELA, MATH, Science, and Social Studies and meet minimum requirements established by the state on the STAAR tests. For grades 5 and 8, as specified in the Student Success Initiative (<https://tea.texas.gov/student.assessment/ssi/>), "a student may advance to the next grade level only by passing the STAAR reading and math tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after additional instruction." In addition to these requirements, a student will be promoted to the next grade level only if he or she has not missed more than 10 instructional days. Any student who misses 10 or more days of instruction would need the unanimous support of his/her grade placement committee for promotion to occur.

2. SUPPORT: Neighborhood Schools begins working toward student promotion to each successive grade level with home visits prior to the start of school by teachers and in many cases the principal as well. Building a close relationship between families and the school is a vital ingredient to each student's success, as parents will be engaged to support their children in a positive, proactive way. In the first two to three weeks, students are given diagnostic assessments in reading and math as well as the MAP test to enable tracking growth during the year. This data – and daily data from digital tools the school will adopt – are summarized into an Individual Learner Profile (ILP) on the learning management system that will be actionable and easy to understand by teachers, students and parents. The school seeks to create a culture in which students own their learning process, set goals, track goals through the system so that they know they are on track for promotion and that there are no surprises at year end. Since parent will have access to the LMS portal, the same knowledge-sharing goals and involvement apply to the parents as well.

Neighborhood Schools has adopted a number of features in its educational model that will aid in each student's success toward promotion and graduation: 1) a daily advisory period enables a teacher and his/her advisees to develop a close relationship through which they can problem solve together any issues that impede progress; 2) an extended day and year schedule that provides more instructional time for all students to master the material; 3) additional time to master objectives through extended use of our digital learning tools through our after school partnership (4 to 6 p.m.) with the Boys and Girls Clubs; 4) students will receive coaching in Executive Functioning, character virtues, and training in Social Emotional Learning to gain skills in self-regulation, organization, collaboration, self-respect and respect for others, empathy, gratitude, and other life skills that have been shown to lead to academic and personal success. Different instructional modalities, such as the use of digital tools, project-based learning, direct instruction, and Socratic Dialogues can reach students who may engage more easily through a certain type of instructional approach, providing more avenues for student success.

Through the Connected Alumni Program (CAP), students will have access to mentors who can inspire them to dream, talk about high schools and colleges they attended, and learn how to achieve those dreams, motivating them to perform well in school. And it goes without saying that if students are hungry and cannot see or hear properly, their chances for success are diminished. Community resources such as the Food Bank and Title I funding will make certain that each child has healthy meals for breakfast, lunch, and dinner. And students will have

access to vision and hearing screenings and health check-ups through NSI's partnership with Legacy Health Partners.

In year 2, Neighborhood Schools will hire a school guidance counselor to work with the 7th and 8th grade students to identify high school options, learn about admission requirements for any private or magnet schools, provide opportunities for students to visit their potential options, and support the students through the application and matriculation process. As the schools grow, Neighborhood Schools will hire an Alumni Coordinator to support and guide the alumni as they make their way through high school and beyond, connecting them to resources to aid them on their journeys to continued success.

3. METRICS: Neighborhood Schools will use metrics of percent of students being promoted or retained at each grade level to determine in a real sense the effectiveness of their education plan – as the goal is for 100% of the students to master materials in each grade level and move on to the next. This metric will include the percent that were promoted only after a promotion committee approved this. The metric for students transitioning from middle school to high school will be the percent matriculating to high school and the percent accepted at high performing private, charter and magnet schools. The Board will also study student retention rates from grade to grade, particularly from elementary to middle school to make sure the transition orientation is working well.

4. MATRICULATION TO HIGH SCHOOL RATES: Neighborhood Schools is projecting that 100% of its students will matriculate from 8th grade to a variety of quality high school options including magnet schools, charter schools, and private schools. This projection is based on the matriculation rates of other high performing charter schools in the Houston area such as YES Prep, Harmony, Achievement First, and other national exemplars.

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:

1. PROCESS AND PLAN: Neighborhood Schools has a detailed 5-year strategic and financial plan to identify, recruit, and hire instructional staff who can effectively execute the Neighborhood Schools' mission, vision, and educational goals. The Neighborhood Schools' model incorporates the culture of highly effective charter schools, particularly KIPP and YES, and blended learning. Therefore, this economical and streamlined plan proposes to hire: 1) 50% of teachers with 2+ years of teaching experience from KIPP or YES Prep or other high performing schools; 2) 20% of teachers with 2+ years experience teaching in effective blended learning schools; and 3) 30% of teachers holding master's degrees.

In addition to hiring teachers well-versed in values and cultures that closely align with Neighborhood Schools, the superintendent and Board will clearly articulate the Neighborhood Schools' vision for the instructional staff from the onset. Neighborhood Schools will also work with Relay Graduate School of Education to bring in highly qualified Relay candidates who will serve as interns/teaching assistants while in the process of securing their master's degrees, a cost-effective way to reduce student to teacher ratios. All staff, including bilingual educators and special education teachers, will be properly certified in their respective fields.

Using the strategic HR plan, the superintendent will develop scoring rubrics for categories such as relevant experience, educational background, student outcome data from previous teaching positions, quality of the lesson plan, interview results, lesson quality, interaction with staff and parents, and response to feedback. The superintendent and principals will develop detailed job descriptions for instructional positions to be approved by the Board Education Committee. Neighborhood Schools plans to recruit highly qualified instructional staff through:

- 1) Social media (Facebook, Linked In, etc.) with targeted 'ads' to teachers with KIPP, YES and TFA connections as well as connections to other high performing schools;
- 2) Job descriptions posted at top tier universities with teacher education programs (UCLA, Vanderbilt, Trinity, Stanford STEP Program, Relay, etc.)

3) Job descriptions posted through KIPP, YES, and other nationally high performing charter alumni network; and

4) Personal networks from school leaders and existing teachers that include a personal touch, i.e. coffee meet ups with talent recruitment, flyer and postcard distribution at networking events initiated by other groups.

REQUIREMENTS: Prospective teachers will be required to submit a cover letter, resume, 2+ letters of recommendation, a sample lesson plan, and 3+ additional references. Prospective teachers will spend a day at a Neighborhood Schools with existing teachers and principals, teach a demonstration lesson to students, and receive immediate feedback. Prior to the school opening, prospective teachers will teach students who will be the children of school family members and friends. The existing instructional staff will interview, then score and rank the prospective teachers within the instructional rubric parameters. Each finalist will be required to take a personality test, i.e. Meyer-Briggs, KOLBE, Flippen Profile, and attend a family gathering in a neighborhood home to ensure new hires are strong fits for the Neighborhood Schools' community model. Top candidates will undergo additional reference checks, and must be approved by the superintendent before an offer is extended.

2. RESPONSIBLE PERSONS: As detailed above, the superintendent, Board Education Committee, principals, and existing teachers will plan, approve, and implement the evaluated recruitment activities. All persons involved will have bachelor's or advanced degrees. The superintendent and principals will have extensive experience in recruiting and hiring instructional staff and teachers will have a detailed, clearly outlined rubric to guide their involvement.

METRICS: Initial metrics for successful recruitment include: a) the number of qualified applicants; and b) the number of qualified applicants who pass the rigorous screening. Longitudinal data on teachers once hired will include teacher evaluations consisting of peer reviews, student outcome data including value-added growth measures, retention rates, and student, parent and community feedback on surveys. The ultimate standard of success for the teacher recruitment program will be determined by student outcome data and overall student satisfaction and engagement in the learning process, measured by end of the year student surveys. As data is collected, modifications to teacher recruitment will be made as necessary.

3. CONTINGENCY PLANS: The Neighborhood Schools model has been created by educators, with educators and students in mind. Therefore, the extensive pool of qualified candidates existing in the Houston metro area will consider Neighborhood Schools a highly attractive option and NSI does not anticipate a staff shortage. In addition to the large local talent pool, Neighborhood Schools will utilize the extensive national networks of KIPP and YES alumni, many of whom have already inquired about job opportunities. For long-term teacher absences that include maternity/paternity leave and unforeseen personal circumstances, Neighborhood Schools will have a large bank of substitute teachers approved and certified for every position. NSI is researching different approaches, including SWING (<https://swingeducation.com/>), a new company that vets and places substitute teachers, and an innovative strategy of organizing with an external nonprofit organization, a temp

agency for retired teachers, in order to ensure that a shortage of instructional staff does not occur.

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.

1.INNOVATIVE APPROACH: Perhaps the most innovative aspect of Neighborhood Schools will be its approach to teacher development. About \$18 billion is spent annually on teacher professional development (<https://www.educationnext.org/edstat-18-billion-year-spent-professional-development-u-s-teachers/>) with very little to show in the way of results. The Neighborhood Schools'

approach will be founded on the rigorous professional development approach used by Neighborhood Schools partner, Relay Graduate School of Education (<https://relay.edu/about-us>), and expanded upon to include a blended learning approach to professional development (PD) for teachers. Just as Neighborhood Schools is using a scaffolded approach to empower students to own their own learning, Neighborhood Schools plans to use a blended learning approach to empower teachers to own their own professional development.

FRAMEWORK AND CORE COMPONENTS: The framework for this system will follow the Continuous Improvement Model: Plan Do Study Act (PDSA). Teachers will be expected to set goals and develop plans for professional growth in four key areas: 1) classroom culture and overall school culture and values; 2) curriculum and instruction; 3) student and parent engagement; and 4) assessment and data analysis. The Neighborhood Schools' PD plan will include the following elements: team building activities, coaching and modeling by experts, including staff members and external consultants; online PD targeted to individual teacher needs based on gap analysis in student data; and opportunities for all teachers to visit classrooms in other schools and attend regional and national PD workshops aligned with their individual professional development plans (IPDP). Some of the workshops teacher will attend will address content expertise, RTI, ELL/LEP strategies, instructional strategies for special populations, and restorative discipline. All teachers will receive training in the Neighborhood Schools Positive culture; compliance and legal expectations; campus safety; and effective communication with families. The schools will also use co-teaching – experienced teachers working with and modeling for Relay interns in their classrooms—supporting the professional development of younger teachers.

Prior to the school opening, teachers will be given the Relay teacher effectiveness rubric by which they will be evaluated twice a year. They will do a self-assessment of their strengths and weaknesses and PLAN and create their Individual Professional Development Plan (IPDP). The principal will meet with the teacher prior to school starting, review the IPDP, request any modifications, and approve the final IPDP. Teachers will load this plan into the learning management system, described in the Education Plan section, and begin to execute the plan (DO). The learning management system provides data on student progress for each teacher in all subjects. As teachers evaluate this accessible, actionable data, in partnership with the principal or data coach, they may note additional areas of weakness. Online PD modules targeted to these areas of weakness, i.e. teaching division of fractions, will be made available for teachers to load into their learning management profile, to be viewed when time is available (STUDY). Each online PD module comes with an assessment, tracked in the system and viewable by the principals and other administrators. In the PDSA cycle of improvement, teachers will then make modifications to their teaching to improve their student outcomes (ACT). The cycle repeats at least four times throughout the year. In addition to this process, the superintendent and principal will offer periodic workshops and training that are needed to implement the instructional model, i.e., specialized training on the learning management system and digital and print curriculum. Teachers will be expected to document, through online surveys, any changes to their curriculum and instruction as a result of these trainings. Principals will visit classrooms monthly (30% of a principal's time will be in classrooms) to observe post-training implementation. In addition, Neighborhood Schools will raise scholarship dollars so that teachers can travel to workshops and/or exemplary schools using similar educational models to advance their professional skills.

2. RESPONSIBLE PERSONS: In the first two years, the school principals have the primary responsibility for teacher development and evaluation, while the superintendent provides oversight, overall evaluation, and high-quality PD resources – online as well as face-to-face trainings -- to aid in the process. Principals must have a bachelor's or advanced degree, have taught for at least five years,

have school leadership experience, and receive training from Relay on the use of their teacher evaluation rubric. As the school grows, the principals will hire an instructional coach in Year 3 who has an advanced degree, 3+ teaching experience, and 3+ years of experience providing professional development to teachers.

3. **SPECIFIC TRAININGS:** Teachers will begin PD one full week prior to the start of the school year to receive training in a number of areas: the Neighborhood Schools Positive Culture; how to use the chosen learning system platform; core and digital curriculum selected; cultural sensitivity and how to recognize child abuse from DePelchin; Executive Functioning Coaching from the Edge Foundation; strategies to address the needs of ELL/LEP, and Special Needs students; RTI; and how to utilize the Relay teacher evaluation rubric. At least one teacher at each campus will be trained by the Neuhaus Center on their reading instruction method; this teacher in turn will train other teachers and work with individual students with reading challenges. All teachers will build their individual professional development plans (IPDPs) after studying student data from students' previous schools in Year 1 and the previous school year in subsequent years as well as the Relay rubric. Prior to the school opening, teachers will also make home visits to all families. During the school year, teachers will meet weekly, for one hour during the school day, to review data and discuss any required student interventions. Neighborhood Schools will hold deep data dive teacher PD days once a month for one-half a day. Teachers may pursue a master's degree through the Relay program, facilitated by our partnership with Relay. Teachers will be encouraged to pursue other master's degree opportunities as they see fit.

4. **EVALUATION:** The principal will observe teachers on a continuous basis, at least once monthly. Teachers will receive feedback throughout the school year after a principal's classroom visit, and a formal evaluation through the Relay rubric in the fall and spring of each year. In addition to the Relay rubric, Neighborhoods Schools will develop a rubric for the effective implementation of blended learning in partnership with The Learning Accelerator (<https://learningaccelerator.org/>) to support and evaluate teachers with regard to blended learning.

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:

INITIAL PARENT ENGAGEMENT: Neighborhood Schools is deeply committed to developing strong relationships between families and the school. A primary motive for KIPP alumni and others from similar backgrounds to create Neighborhood Schools is to develop schools in underserved neighborhoods that will enhance close ties between parents, students, teachers, leaders, local businesses and nonprofits leading to student and parent success and positively impacting an entire community.

Upon application approval, Neighborhood Schools will join Families Empowered APPLY HOUSTON, and develop a growing database to track family interest in the school. Neighborhood Schools will use a multi-pronged strategic approach to engage families through: monthly Facebook postings, and weekly email and text blasts to all families in the database; bi-monthly family-friendly events including picnics, evening pot lucks, and game nights; interactive school open houses, where parents can share priorities and potential concerns for their children; and teacher home-visits prior to the school's opening in order to engage families in open dialogue about parents' hopes and dreams for their children.

2. PLAN: Neighborhood Schools views parents as partners in promoting student achievement. In the Neighborhood Schools digital learning platform, parents will have access to much of the same information teachers do, including summary progress data and pictures of their child's student work. Parents will also have digital tools that allow for easy communication between home and school (see Brightwheel for reference), and will receive training on how to access and understand their child's data, available both on mobile devices and laptops at home. If a parent does not have access to this technology at home, the school will provide community computers on campus during specified hours throughout the week. To ensure parent involvement and oversight, Neighborhood Schools will also utilize the tried-and-true homework folder, brought home every weekend and returned signed, by a parent or guardian, on Monday. Finally, Neighborhood Schools will utilize an innovative tool, PowerMyLearning (<https://powermylearning.org/learn/connect/family-playlists/>) that includes academic activities for parents to do with their children at home.

3. STRUCTURE: To involve parents in the life of the school, a Parent Engagement Committee (PEC) will

be activated with by-laws, leadership structure, membership, and roles and responsibilities. PEC members will support the school in a myriad of ways, including fundraising, volunteering, providing feedback, and organizing parent information sessions, inspirational speaker events, and transportation for field lessons. The Board will also include parents, limited to 50% of board seats, to ensure parent voices but also maintain a diversity in perspectives. All parents will sign a commitment form to attend at least two parent information sessions and volunteer at one or more school activities. In the Neighborhood Schools' commitment forms with parents, Neighborhood Schools will state that students will not be held responsible for parents' lack of participation.

4. COMMUNITY PARTNERS: Neighborhood Schools will serve as the heart beat of the community, keeping its doors open after hours for activities such as GED training, ESL training, workforce development to aid parent work opportunities and skills, and other training-needs based on community feedback. Neighborhood Schools will partner with the Food Bank to create a satellite food pantry at the school that, with the aid of parent volunteers, all families will be welcome to utilize. Other community partners include: Neighborhood Community Development Inc., a nonprofit committed to eliminating blight and revitalizing the surrounding neighborhood; Legacy Clinic, providing training on healthy lifestyles; DePelchin's Children's Center, providing parenting classes and teacher training; Food Bank, providing healthy food; ProUnitas, connecting resources to students, and many more (see Letters of Support pages 194 to 205) .

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.

EASTEX-JENSEN CAMPUS: A DAY IN THE LIFE: 5TH GRADE

Madison arrives at her Neighborhood School just after the doors open at 8:00 am. She is warmly greeted by Mr. Elizondo at the front door with a smile, a high five, and an enthusiastic "Good morning Madison, have a wonderful day!" She knows that the teacher is also quickly checking her uniform, including her shoes, belt, and backpack. She enters the colorful building and sees the school's values of LOVE written across the paw of the school mascot. This is a reminder that she is a proud member of her school community and family.

As always, the school leader is in the front lobby. She smiles and shakes her hand as she greets her by name, "Good morning, Madison, I hope you have a great and productive day!" She greets her back, and smiles as she walks toward the cafeteria. It will be a great day. Madison walks into the cafeteria and is met by the soft music filling the room, by Ms. Rufalo, her math teacher, and by Mrs. Carrasco, a parent who volunteers each morning. She walks to the breakfast line, then sits with her teammates. It's 8:20am as she waits for her table to be dismissed before she clears her area. Madison picks up her trash, and any other trash near her, as she knows that we show responsibility and gratitude for our spaces by leaving them cleaner than we found them. She then waits for her grade level teacher to call for 5th grade before walking in a quick, quiet, calm, courteous line towards her advisory.

In morning advisory, Madison sees the University of Texas pennant above the door. At the doorway, she is warmly greeted by Mr. Baxartxo—her advisory and social studies teacher—who welcomes her to class and asks her to collect her Advisory Journal. As she walks towards her seat, Madison looks at the board to read the Journal Prompt for the day which follows the “I CARE about my identity and identity of others” quarterly theme. The prompt reads: Describe how you can be empathetic (showing understanding) to someone with whom who you don’t get along. Do you think it is important to help people in other parts of the world who are suffering? Why or why not? Mr. Baxartxo continues to greet students at the threshold and smiles as he sees Madison showing integrity by working on her prompt at a Level 0. Madison writes following 5th Grade Writing Guidelines: she uses complete, simple and compound sentences; neat and legible handwriting; indenting paragraphs; and she stays on topic. In addition, she adds a picture at the end of her prompt showing kids from different counties holding hands. In the meantime, Mr. Baxartxo has moved to his desk to collect his Check-In, Check-Out Clipboard where he logs in the time he meets with every student in his advisory. Madison proudly beams as her teacher spot checks her journal entry, gives her a huge smile, and puts his initials at the top of the page.

It is now 8:35am, Madison walks next door to Ms. Lopez, and gets ready for her Literacy class by pulling out her homework binder and planner. She writes down the homework for the next day, and is ready to learn a new comprehension strategy. Even though she knows reading comprehension can be difficult, Madison is ready to take on the new challenge. She believes in her ability to learn, because her teachers always discuss what excellence looks like, and say how much they believe in her. In addition, she has seen evidence of her own growth on her MAP RIT band, and with more than half the year left, she has already shown a year’s growth!

After literacy, Madison is ready for math. Ms. Rufalo splits the class into two groups. One group will use Compass Learning on Chromebooks to work on place value, while the second small group will receive direct instruction on fractions and decimals. Halfway through the class, the groups will switch. Madison really enjoys this setup because not only does she have her teacher’s undivided attention in a small setting where she can ask questions, but she gets to use Compass Learning math where she can access interactive videos, replay the strategy if necessary, and practice until she meets mastery. Afterwards, Madison learns about author’s point of view in her ELA class. She knows this strategy will increase her ability to understand difficult texts, but she is having a hard time identifying author’s purpose on her own. Madison knows she and three other students will spend time with Ms. Lopez in a small group setting. During this time, she will be able to ask questions and practice some more before using Istation to hone in on the skill. After getting help in small group, Madison retrieves her assigned Chromebook and logs into Istation. She is thrilled when she sees that she scored “mastered” after correctly identifying author’s purpose on three passages!

Madison has accomplished so much this morning and it’s making Madison hungry! She heads to the cafeteria where she sits in her assigned area and waits for her teacher to dismiss her class to recess. During recess, Madison practices Care by sharing her soccer ball with her friends, demonstrating good sportsmanship, and using kind words towards her teammates, just like they discussed in their SEL time.

After her brain break, Madison transitions back to Ms. Lopez for Writer’s Workshop. While writing hasn’t always been easy, she feels that her teacher always does a great job of modeling the writing process. She is currently finishing up her first draft, and is excited to work with her peer on editing her grammar. Ms. Lopez lets them use a dictionary to check for spelling, as well as their Sentence Structure Journal to check that she has included correctly structured and used varying sentence types. After editing with her teammate’s help and her teacher’s feedback, Madison feels much more confident in her essay and knows she will be ready to revise the next day. When writing is over,

Madison has Extended Learning Time in math. She walks into her small group setting where she and seven other students work with Ms. Rufalo using skills from earlier in the day. Here, they review their exit ticket from the morning and identify misconceptions that led to any errors. Ms. Rufalo makes it clear that mistakes help us grow, so it's okay to make them, work through them, and overcome them. Madison understands that strong academic skills are necessary, but loves that her school is invested in engaging her through hands-on projects and encourages her to be an active participant at all times. She is ready to join Mr. Manrique for science class. She is extremely excited because they are finishing up their plant and animal cell science experiment. He is great about setting up exciting labs, hands-on projects, and helps them make real-life connections about the world around them. Next week, the class will get to visit the Museum of Natural Science and the Butterfly Exhibit, where they will analyze their ecosystem and identify ways in which butterflies impact and are impacted by their environment.

Madison finally heads to her Social-Emotional Learning block. She walks into class ready to learn about important issues that affect our everyday lives. The theme of Care continues in class, and students are currently working on ways to help others. Madison is excited to take on a leading role in the upcoming Penny Wars, a fundraising project that will help them offer aid to those in need. Robotics Club is Madison's chosen elective. She loves using STEM skills to build robots. Madison has learned to love science, technology, engineering and math even more, now that her teacher is helping her apply those skills to design, build, and write a code to program the robot. In a couple of months, she and her team of 10 will have their first competition. Madison is confident that they can place high because every student on the team is putting in a lot of time, effort, and heart into each step of the design and coding. She can't wait to show her parents how much her coding abilities have grown!

At 5:00pm, Madison is greeted by the Boys and Girls Club teacher who picks up the soccer students, while the rest head to dismissal. Madison heads to the restroom to change. Afterwards, he and the BGC teachers head to soccer practice. At 6:00, practice ends, and students gather at the front entrance to wait for their parents. Madison thinks about how much she has achieved in the day. She sees her mother drive up, turns to give her teacher a high-five, and proudly walks towards her car. She grins as she gets into her car and starts to tell her mother about everything she accomplished in a day.

STEVEN:

Steven, a student identified with a reading disability, experiences a very similar day to Madison – he is greeted warmly by teachers, has an advisory period, walks quickly, quietly, calmly and courteously in the halls. In addition, he has consistent instruction and examples of SEL, shows Care for others, and rotates through various classes and some electives with knowledgeable teachers. Steven's classroom teachers will follow the accommodations in his IEP. In his ELA class, Steven receives 45 minutes of push-in support three times a week from the Special Education teacher. During this time, the teacher comes into class and helps Steven during Core Lesson notes, is part of group work, listens to Steven's group input to identify any misconceptions he may have. Additionally, the teacher facilitates conversation that prompts Steven to correctly identify the main idea of the text. During Reading Extended Learning Time, Steven is pulled out for individualized reading support 30 minutes twice a week with a Neuhaus Center tutor to learn new reading strategies and mastering skills using text on his Lexile level. His ELA teacher uses modified notes where she pre-writes the majority of notes and leaves blanks for key words/phrases to allow Steven to keep up while participating in the core lesson. Steven has a dictionary available to him in all classes and uses supplemental aids such as a blank organizer, mnemonic devices, and a list that he can refer to of grade-appropriate grammar and mechanics for writing.

MARIA:

Maria is an ELL student who arrived from El Salvador two years ago. This is her first year taking all classes in English, but her peers and her advisor have made her feel confident in her ability to grow. During breakfast, Maria sits with her peers to eat, then waits for her homeroom to be called. During advisory, Maria uses a dictionary to look up any words she's unfamiliar with before starting on her Journal Prompt. During her literacy block, Maria previews important vocabulary necessary for ELA. Her teacher makes her feel ready for class when she gets exposed to it before it is presented in class. As Maria goes about her busy day, she is able to reference anchor charts showing mnemonic devices in ELA, a multiplication chart in math, enlarged blank maps in social studies, enlarged blank plant and animal cell diagrams in science, and a visual of the Writing Traits for Writer's Workshop.

Furthermore, Maria receives support from her ELA teacher in a small group with three other ELL students to help them with vocabulary and foundational reading skills. She enjoys working at her own pace on Istation, and likes the immediate feedback she receives after practicing a skill. In math class, Maria has access to Eureka online math lessons that she can work on at her own pace. Her teacher checks in with her every few minutes to ensure she can ask questions and always gives her several tips to help her figure out difficult words. When the vocabulary is too hard, she reminds her that she can also use a Spanish/English dictionary. Maria experiences the Neighborhood Schools' in a very personal way. She feels the strong emphasis on core values, academic achievement, and community. Like the rest of the students, Maria has access to meaningful digital tools to accelerate and track progress; an emphasis on service to others; exciting electives like robotics, photography, and dance, as well as access to teachers going the extra mile to support student on his or her personal journey.

THE NEIGHBORHOOD SCHOOLS SOUTHWEST DAY IN A LIFE: PRIMARY STUDENT

Madison arrives at the Neighborhood School at 7:50 AM and dances for a few seconds outside her car with Mr. Gomez, who greeted her with a warm smile as he opened her car door. She really looks forward to hearing the songs blaring from the School Leader's speakers every morning as it wakes her up and gets her ready for a day of learning and adventure. Madison steps through the doors of her school building, and is greeted by the School Leader, who gives her a menu of options for her morning greeting and tells her she is so happy to see her today. She loves seeing the Team and Family Tree on the wall that they created together at the beginning of the school year, as she walks to the cafeteria. Madison walks into the cafeteria to collect her breakfast and sits down for a calm start to her morning with classical music and cool, calming colors on the walls. When Madison is finished eating, she knows that she is to clean up her area, and that it is up to each person to leave a place better than they found it, so she picks up the napkin another student mistakenly left behind. She collects a book from the shared book bin and sits in her teacher's line to be picked up in just a few minutes. She enjoys the wide variety of books in the book bins and makes sure she takes good care of the shared school supplies so all may benefit from reading the stories. She knows others are counting on her to show integrity in everything she does. When Madison's teacher comes to the cafeteria at 8:25 AM, Madison stands up with her book in her hands and is ready to do the whole school chant to start the day. The School Leader goes over the day's goals for her and her classmates and she begins the short walk to her classroom led by her teacher. On her way out the door, she makes sure to place her book on the book return table.

Madison enters her classroom and goes straight to her cubby. She hangs up her backpack and takes out her homework folder. She cannot wait for her teacher, Ms. Lopez, to see how hard she worked on her assignment from the previous day. Ms. Lopez had given her some feedback on always doing her best work, no matter what the task, during her advisory pull out group during Monday's lunch block. Madison made sure to take her time on her handwriting and to really think about her answers and use complete sentences. It took her longer, but she knows it will be worth it, as Ms. Lopez

reminded them that writing is a skill they will use their entire life. Madison quickly turns in her folder and has a seat in Leader position (legs crossed, sitting up tall, hands to yourself, eyes on the speaker). She is ready for calendar time, where she reviews math skills and sees how she does in challenge questions her teacher prepares from the NWEA MAP checklists. Madison loves to feel challenged and knows that even if she gets the questions wrong, doing hard things will only help her brain grow stronger. She knows a lot about growth mindset because she learned about it in her lunchtime advisory group. Immediately after Calendar and Morning Meeting, Madison learns a new strategy to help her in her reading comprehension with her teammates on the carpet. When this time is over, she will get a chance to learn how to become a stronger reader with help from her teacher in a small group setting. She enjoys this time because she never feels scared to make a mistake. Her teacher even helps her see how mistakes can be exciting, because they can lead you to learn something you may not know you needed to learn. After spending time reading with her teacher and a few other teammates, Madison gets to show what she knows on her blended learning program. Madison works her hardest on her Istation reading lesson on her iPad because she knows that it teaches to what she knows and the harder she works, the more her program will teach her. After completing her Istation work, Madison is ready to apply all of her skills in the final portion of her reading block. Madison, now armed with comprehension strategies, word solving strategies, and new content taught during her work in blended learning, will get an opportunity to tie it all together as she tackles sustained silent reading in the library.

Madison feels pleased with her morning's accomplishments and heads out to recess for a well-deserved brain break. During recess, she helps her teammates find solutions using the getting along strategies the class learned during their Social-Emotional Learning block the week before.

After recess, Madison is ready for math. Ms. Lopez splits the class into two groups. Madison likes this because she is able to get more help from her teacher in a smaller group setting. When her time with the teacher is over, Madison uses ST Math to solve puzzles and grow her math abilities.

After math, it is time for writing. Writing has always been difficult for Madison, but her teacher always does a great job of modeling what she wants students to do and checks in with Madison to make sure she understands the day's task. The teacher even lets her use her dictionary and thesaurus when she gets stuck on a difficult word. After lunch and some time for Madison to develop play and social skills, she walks with her class to the Enrichment classroom. Madison's teachers have always taught her that it is not only important to work on your knowledge but to also have many other skills that will help you be a well-rounded person.

This quarter, Madison's class will participate in Spanish for their Enrichment. She speaks a little bit of Spanish at home and cannot wait to surprise her abuela with all the new vocabulary she is going to learn. Next quarter, her class will take Art and she hopes to make some art with Spanish words that her abuela will love.

Madison knows curiosity is an important trait to have as a scholar and she loves to show this as she engages in her science experiments and social studies explorations. All month long, they have studied plants and learned how chlorophyll changes with the change in the seasons. Her teacher loves to take them different places so they can see their learning in action. She is excited to attend the Arboretum next week so they can see the changes from summer to fall with their very own eyes. Madison has already started to write a report to teach her mom about these changes and what she saw on the field lesson.

As Madison starts to get ready to end her day, she gets to spend time with her classmates discussing important issues that affect them all. She appreciates being able to learn how to be a good citizen of the world and how to solve problems on her own. She thinks she might make a good president one day because she really enjoys using what she learns during her SEL block to help others find solutions.

Before heading home, Madison gets a chance to work on the newspaper article she has been preparing with her Electives teacher, Mr. Johnson. The Journalism Club is going to get to print their first newspaper next month. She is writing an article on the benefits of eating more fruits and vegetables, like the ones that the Garden Club is growing at her school. As Madison gathers her belongings to head home, she says goodbye to her teachers with a big hug. She feels sad that the day is over. She opens her folder and sees Ms. Lopez's note with a happy face on her homework sheet. Ms. Lopez wrote that she was proud to see her do her very best. She smiles and cannot wait to do it all over again the next day.

Mr. Perez waits for Madison in the front hallway of the school. He walks her over to the Family Center, where she is picked up by the Boys and Girls Clubs for her after-school program. Her mother has to work late on Mondays and Wednesdays but Madison doesn't mind because she really likes spending time with the staff at the BGC who help her read and answer the questions her teacher gives her every night and she can continue to use Istation and ST Math because BGC has the same programs as the school. One time, she was really confused about a math problem and her mother did not know how to help her but the after-school teacher taught her a trick that she uses, and now, she always gets it right. After she finishes her homework, the BGC leader teaches her how to dribble a basketball. Next week, she is going to learn all about tennis.

STEVEN:

Steven, a student identified with a reading disability, experiences a very similar day to Madison – he is greeted warmly by teachers, has access to technology to use Istation during the breakfast and morning arrival time, has consistent instruction and enjoys using SEL skills to get along with his classmates. Steven learns throughout the entire day alongside his classmates, while his teacher makes sure to follow the accommodations in his IEP. During the literacy block, Steven receives 45 minutes of push-in support three times a week from the Special Education teacher. The Special Education teacher sits with Steven during the comprehension lesson and listens to Steven's input during think-pair-share as well as any sharing out he does during class to identify any misconceptions and facilitates conversation that prompts Steven to correctly identify the key details in the text. Steven's Special Education teacher uses her knowledge of his performance in class to help him master reading objectives during his 30 minute pull-outs twice a week. Steven's self-contained teacher and Enrichment teacher make accommodations to ensure he feels supported in every subject and check in with the Special Education teacher so they may implement any suggestions or strategies that will help Steven master his personal goals and objectives.

MARIA:

Maria is an ELL student who has just arrived from Guatemala. She loves her new school, her "buddy" who was assigned to her to help her navigate her new school, her teachers, and her advisor. During breakfast time, Maria eats at the teacher's table while her peers eat their breakfast and complete morning work at their desks. She previews important vocabulary for exposure before it is presented in class. Maria's teacher placed an English picture dictionary as well as a Spanish-English dictionary at her table that she can take with her to all her classes. Maria likes taking these home to help her with her homework because her mom also uses the dictionary to help her understand words she struggled with.

As she goes about her busy day, Maria is able to reference anchor charts throughout the room with visuals and step-by-step guides during lessons. The anchor charts remain on the walls of the classroom, and Maria knows where to look if she ever feels stuck during independent work time. Maria receives support from her ELA teacher in a small group with two other English Learner students to help her with vocabulary and foundational reading skills and strategies to find word meaning on her own. She finds her individual work on Istation very helpful and she is making good progress on

her English Skills. In math class, she has access to the online math lessons from the Eureka Math curriculum her teacher uses that she can also preview at home so that she has additional time to practice and ask her teacher questions about concepts that were unclear before the lesson is presented to the class. She loves her new school and all the extra supports she receives to make her feel welcome and to improve her English while honoring her own family culture.

THE NEIGHBORHOOD SCHOOLS' DIFFERENCE. All three students experience the Neighborhood Schools' difference: the strong emphasis on core values and SEL skills consistently taught and modeled; daily advisory period for that important check in; blended learning with access to great digital tools to accelerate progress; an emphasis on service to others; cool electives like robotics and Spanish; field lessons on a regular basis; enrichment activities; and extended day, free of charge at the Boys and Girls Clubs; and teachers and tutors going the extra mile to support and encourage each student on his or her journey, supporting their individual needs and honoring their cultures.

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: Neighborhood Schools, Inc. held five community outreach meetings between November 28, 2018 and December 8, 2018 to solicit input from potential stakeholders of the two proposed school campuses: The Eastex-Jensen Neighborhood School and The Neighborhood School of Southwest Houston. Lupita Talley, Executive Director of Neighborhood Schools INC (NSI) and Board member of Neighborhood Schools, gave a short presentation of the proposed charter school plan, led an interactive activity, delivered questions developed for the Meeting Question Protocol, then encouraged an open discussion led by stakeholders. The Meeting Question Protocol consisted of two questions at the end of the presentation: 1) What dreams do you have for your children? and 2) What is your dream school for your child? Parents wrote their answers, and shared them verbally with other families and Board members.

The feedback included the following: Eastex-Jensen Neighborhood School: Dreams for your child: "To be a good student; to have goals that she can reach; finish high school and to have a good career so they have a better future; love learning; to develop strong emotional skills; happy and successful."

Dream school: "To feel like home, clean, safe, good discipline, to feel cared for and loved and not a burden to the teachers, hands on activities, good vision for the children, trustworthy, different school activities that expose children to more so they don't get bored, smart use of technology, fun learning, excellent teachers, students empowered of their own learning, to have resources, summer activities, happy place, competitive."

The Neighborhood School of the Southwest: Dreams for your child: "Reading comprehension and not just good readers, independence and incentive for them to know what they really want. For them to be good people and have a good heart. Acceptance of others and to know that money is not everything " Dream school: Hands on and interactive so that students are not bored, positive learning environment, safe and community feel, mentors that push our kids, people that our kids can look up to, sense of comfort, safe – no intimidation, children feel comfortable with teachers, other languages offered – maybe mandarin and Spanish. One parent at the community meeting, said, "You're the answer to our prayers."

Additionally, three NSI board members, Lupita Talley, Vanessa Ramirez and Jaciel Castro, held an outreach meeting with Eight Million Stories, a nonprofit founded by Vanessa Ramirez that provides comprehensive GED, job training and placement support for vulnerable youth entangled with the juvenile justice system. The purpose of this meeting was to understand why school failed these students and what they would want to see in a school that would promote success for students like them. These following questions were asked and the students answers are summarized below: What do you want in life/in 5 years?- "Money, financial stability, wealth, happiness, my children to love me when I have some, to be in my children's lives, simplicity, teaching, successful, help others in 3rd world countries with clean water, Ph.D., college degree, help people make money, entrepreneur, buy a house, be a welder.

"What did you like and didn't like about school?" Did not like: "Disrespectful adults, abusive of authority, in school suspension, ignorant, teachers (ignorant in the way they were treated), walking in lines, teachers that judges us before knowing us." Liked: "recess, science, music, computer class."

"What would be an ideal school?" "Hands on learning, breaks in the day, teachers that care and are not there just for a paycheck, career days, guidance and motivation by teachers, patient adults, good food in the cafeteria because for many kids this is the only place they get food."

"What about 8 million stories do you like/love?" "Teachers that care- they go above and beyond, they help us with metro cards to get to school, they gave me another chance at an education, they feed us, help us get jobs, they want us to be better, it has shorter school hours, they are more involved, help with GED, work with us even though we are behind."

2. SELECTION PROCESS: The NSI Board met by phone on August 25, November 2nd and December 19th of 2018, and in person for four hours on October 13, 2018, to discuss the opening of the two proposed school campuses and to solicit input for the charter application. During these in-person and phone meetings, several decisions were made: a) board members agreed to work with Families Empowered, utilize social media, and pass out flyers at neighborhood apartments, grocery stores, and other popular family gatherings to maximize specific outreach planning; b) board members also agreed to structure outreach meetings with board-led presentations, interactive activities, Meeting Protocol Questions, and stakeholder discussions; and c) to hold outreach meetings at specific, advantageous times to entice community engagement, including Saturday mornings and mornings after children are dropped off at school, as well as evenings after work. The rational for advertising and strategizing the above-mentioned community outreach was based largely on the board's personal and in-depth knowledge of the surrounding communities. The busy schedule of parents in the surrounding community neighborhoods is the main barrier to family engagement. Community outreach has therefore been structured with existent community patterns, centers, and social media

trends in mind.

3. PUBLIC MEETINGS: Neighborhood Schools held the following five community meetings:

At 9 a.m. on November 28, 2018, at the Northside Missionary Baptist Church, 5 people within a 5-mile radius of the Eastex-Jensen location gathered as Board member Lupita Talley led the Board-structured presentation, described in detail above. Cafecito con pan dulce was served.

At 6 p.m. on December 5, 2018 at the First Methodist Houston church – Westchase campus, 7 people within a 5-mile radius of the Southwest location, and 1 person within a 10-mile radius, gathered as Lupita Talley led the Board-structured presentation. Chick-fil-a sandwiches were served. Principal Diana Castillo and Board member Ramon Reyes were also in attendance.

At 10 a.m. on December 8, 2018 at Shady Lane Park, 3 people within a 5-mile radius of the Eastex - Jensen location gathered as Lupita Talley led the Board-structured presentation. Cafecito con pan dulce was served. Principals Gema Funez and Barbara Quintero were also in attendance.

At 6 p.m. on December 11, 2018 at the Tracy Gee Community Center, 5 people within a 5-mile radius of the Southwest location gathered as Lupita Talley led the Board-structured presentation. Chick-fil-a sandwiches were served. Principal Diana Castillo was in attendance. At 12:00 p.m. on December 5, 2018 a special outreach meeting was held at Eight Million Stories to solicit input from 25 formerly incarcerated youth whom the school systems had not served well. Lunch was served. Lupita Talley, Jaciel Castro and Vanessa Ramirez were in attendance.

4. STRATEGIES TO INCREASE ATTENDANCE: Despite extensive advertisement for outreach meetings, including ads in the Houston Chronicle, Families Empowered email blasts and social media posts, and 250+ flyers delivered to local grocery stores, convenient stores, pharmacies, day care centers, laundry mats, and local parks in the surrounding communities of both school locations, attendance to Neighborhood Schools outreach meetings was low. The meeting held on December 8th, expected to be the largest, was squelched by torrential downpour that closed several major roads in the area. The low attendance at these meetings was anticipated by the board members who understand the habits of families in these communities and their propensity NOT to attend community meetings.

Therefore, Neighborhood Schools has, and will continue to emphasize, home visits and personal phone calls to interested families to solicit input and feedback throughout its community. Board member and Executive Director of NSI, Lupita Talley, has personally spoken with 20 individuals in the surrounding neighborhoods, including residents, apartment complex managers, office workers in day cares, pharmacies, grocery stores and business patrons to elicit help in spreading the word of the Neighborhood Schools unique model and desire for community feedback. Additionally, Lupita Talley and Monica Reyes have texted and called families who, through Families Empowered, have expressed interest in new schools opening in 2019 and 2020.

5. COMMUNICATION WITH PUBLIC OFFICIALS: Neighborhood Schools' leaders have had extensive and repeated communication with several Texas State Board of Education (SBOE) representatives and elected officials about Neighborhood Schools' proposed charter school plan. Lupita Talley spoke to: Lawrence Allen (SBOE) on October 15th, 2018; Donna Bahorich (SBOE) on August 6th, 2018; and Barbara Cargill (SBOE) on August 9th, 2018. These communications included discussions about the vision, mission of Neighborhood Schools and the desire to apply for a state open enrollment charter for 2020. Lupita Talley and Danielle Davis spoke with Lawrence Allen (SBOE) on December 19th about the vision, mission of Neighborhood Schools and the desire to apply for a charter. Lupita Talley spoke to Councilwoman Carla Cisneros of District H (Northside) on June 14, 2018 and Lupita Talley and Vanessa Ramirez spoke to Councilwoman Amanda Edwards (At Large) on July 23, 2018 about the vision and mission of Neighborhood Schools and the desire to apply for a charter. Lupita Talley and Danielle Davis also spoke to Councilman Jerry Davis of District B (Northside) on September 17, 2018. Jerry Davis has agreed to be on the Neighborhood Schools' Advisory Board.

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

1. **PROCESS:** Neighborhood Schools is requesting that it open in August of 2020 with two campuses, strategically located in underserved communities in Houston as per Neighborhood Schools' mission and vision. As KIPP alumni and other individuals who benefitted as children from receiving an excellent education in high-quality charter schools, private schools, and magnet schools began meeting last spring and summer, the vision for neighborhood charter schools was born: a vision where those alumni charter students, now adults, would pass it forward by supporting current students and families with a high-quality education and finish the work of transforming their neighborhoods.

The following outlines the process to determine the number of campuses requested:

a) Because strong instructional leadership is one of the key variables of an effective school (Correlates of Effective Schools: Larry Lezotte 1991), the process began with the identification of three leaders with the passion, leadership training, and experience to start new schools: Gema Funez; Barbara Quintero, and Diana Castillo.

b) These principals were most enthusiastic about starting Neighborhood Schools in

the communities where they grew up, where their families now live, and where there continues to be a need to provide more children and families with better school options. Hence, Gema Funez and Barbara Quintero chose to start their new school in the Eastex-Jensen area; Diana Castillo chose to start her new school in Southwest Houston.

c) Once the general area was identified for the new campuses, the principals selected worked with fellow alumna, Lupita Talley, Executive Director of Neighborhood Schools, Inc., the sponsoring entity, to further refine the locations based on waitlist data from Families Empowered, population census data that indicated low income, predominantly Hispanic families with children under the age of 18, and the condition of the neighborhood. Also, the team looked at school data from nearby traditional public and public charter schools to assess the need. The school locations chosen are near chronically low-performing public schools: Patrick Henry Middle School (IR in HISD) in the Eastex-Jensen area and Sneed Elementary School (IR in Alief) in the Southwest area.

[REDACTED]

[REDACTED]

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

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: | Eastex-Jensen campus: 6915 Curry Road, Houston, TX 77093 Southwest Campus: 10570 Westpark Drive, Houston, TX 77042 |
|-------------------------------|---|

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

| | | |
|--|---|-----------------------------|
| Has the building been issued a certificate of occupancy for educational use? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
|--|---|-----------------------------|

- 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.
- 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.*
- Detail the proposed acquisition process to account for any lease or purchase agreements. Include projected acquisition timeline(s) and associated 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:

1. **PROCESS AND PERSONS INVOLVED:** The Neighborhood Schools’ Board met in August and identified criteria for the facilities to lease for the two proposed campus sites that included the following elements: 1) located in the area where students are to be served; well-built; ADA compliant; sufficient classroom space for the first two years; the ability to secure the facility; and green space adjacent or nearby. Board members then networked with their contacts in those areas to identify options in the designated neighborhoods.

[illegible]

[REDACTED]
[REDACTED]. No Board members have any direct affiliation nor any relationship with any leaders of the that the applicant will be within the 2nd or 3rd degree of consanguinity or affinity to the lessor.

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 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:

N/A

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.

OVERVIEW: Neighborhood Schools, by name and definition, intends to serve children in nearby residing neighborhoods of the two school locations, and therefore believes most students will not need transportation help due to their close proximity. All families who have attended outreach meetings, with one exception, live within five miles of the proposed school locations. Furthermore, based on school leaders’ previous experience, there is sufficient existing transportation in operation in the Eastex-Jensen and Southwest Houston communities to provide transportation for children that live within 2-3 miles of the schools’ locations. Also, Families Empowered survey results of families on charter school waitlists indicate that a majority of families indicate that if they were to receive a seat

in a school of their choice, they would accept that seat regardless of the transportation offerings of the school. Nonetheless, the school will provide bus services beginning in 2020 for those students who will need it and for any students with IEPs, as required by law.

DESCRIPTION OF SERVICES AND FUNDING: We anticipate that the numbers requiring transportation services will be low, and therefore we do not anticipate applying for transportation reimbursement from the state in the first year of operations. Conversations have already started with First Student, Inc. to create necessary routes based on family needs following enrollment in the spring of 2020.

While strong transportation infrastructure already exists in this area, the surrounding neighborhoods contain many single-parent families, or families where both parents work full-time. Therefore, Neighborhood Schools will assist families with daily, punctual school arrival solutions.

Using a neighborhood approach and drawing from early KIPP procedures, the Executive Director of Community Partnerships will connect families in the area for carpooling solutions, as well as work with small business owners who have existing transportation services. While these small business owners may not meet the requirements of the state for reimbursement, they do meet requirements for families. Neighborhood Schools will allocate funds for due diligence with these local business transport services, regardless of state reimbursement, including past performance and safety records, background checks, proof of proper insurance coverages, etc., so parents will be able to make proper, informed decisions about their child's transportation. Based on historical experience with early KIPP procedures, we anticipate that the potential creative transportation solutions described here could be free or very low costs to families. Neighborhood Schools is budgeting \$500 per students to support parents in covering transportation costs for their children. That amount is higher than anticipated, but Neighborhood Schools wants to ensure that any help that families need with transportation will be available. Any transportation dollars that are not used will increase EBITDA (see more in the budget narrative section) and help Neighborhood Schools with annual financial health goals.

TRANSPORTATION FOR STUDENTS WITH IEPs. All Neighborhood School students with IEPs that include transportation requirements will be met by traditional school bus providers with the proper state standards and equipment. As school enrollment and student ages increase, Neighborhood Schools anticipates the need for additional transportation services. Neighborhood Schools will contract with traditional school bus companies, such as First Student, Inc., to meet the needs of our students and families, and will then seek reimbursement from the state for transportation services. [See Budget Narrative page 113]

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:

TARGET GROUPS: Since Neighborhood Schools seeks to serve students in the surrounding neighborhoods, students residing within three miles of campus have been the main focus of student recruitment. The 2016 Community Survey (Census Bureaus Poplulation Estimates) data indicate that the population near the Eastex-Jensen campus is 82.3% Hispanic, 10.6% Black; and 74% speak Spanish. In the Southwest campus area, the data show that 61.7% are Hispanic, 15.4% are Black, 15.5% are Asian; and 77.4% speak a language other than English. In addition to surrounding neighborhood recruitment efforts, Neighborhood Schools has targeted, through Families Empowered, students on waiting lists for charter schools in the Houston area.

2. RECRUITMENT STRATEGIES: In the Eastex-Jensen campus, the focus will be to recruit students in grades Kindergarten, 1st, and 5th and 6th in the first year 2020, with a goal of expanding up and down so that within four years the campus will grow to serve PreK–8th grades; in the Southwest campus, the focus will be on starting with grades K-2 and 5, eventually growing to the same PreK–8th grade after four years of operation. Based on Neighborhood Schools understanding of existing community patterns and needs, Neighborhood Schools plans to “meet families where they are,” and has developed the following detailed recruitment strategy:

APPLY HOUSTON: September 1, 2019: List the schools with Family Empowered and Apply Houston for easy application under those well-established community networks.

SOCIAL MEDIA: August 1, 2019 – June 1, 2020: Upon state charter approval (anticipated August 2019), Neighborhood Schools will launch a social media campaign. Social media outreach will include Facebook, Instagram, Twitter, and frequently updated, mobile-friendly school websites. Neighborhood Schools anticipates the demand will exceed the capacity; therefore, Neighborhood Schools will hold a Lottery on March 1, 2020. If a lottery is not necessary, the social media campaign will continue.

FLYER DISTRIBUTION: September 1, 2019 – July 1, 2020: Eastex-Jensen and Southwest campus will create flyers in English and Spanish and distribute these to apartment complexes, supermarkets, WIC clinics, the WIC store, early childhood centers, and other community organizations. While distributing these flyers, staff members will engage in dialogue and cultivate relationships with individuals leading these organizations. At parks, school staff members will approach interested families, supplying cards and relevant information. At apartment complexes, Neighborhood Schools will participate in speaker events and special gatherings, i.e. Christmas coffees. At grocery stores, Neighborhood Schools will hand out flyers. On the Northside, Eastex-Jensen campus leaders will visit Bonita House and Santa Maria Hostel to meet with women in recovery who are housed there with their children.

MEETINGS: September 15, 2019- July 1, 2020: Neighborhood Schools will hold meetings with families in all churches within a 5-mile radius of each campus, as well as “cafecito con pan dulce” gatherings in community centers, and in families’ homes who have already have committed to Neighborhood Schools.

SCHOOL OPEN HOUSES: October 1, 2019 – May 1, 2020: Neighborhood Schools will host monthly open houses at each campus for families to visit the school and meet with principals, teachers, and Board members.

NETWORKING: September 1, 2019- March 1, 2020: KIPP and YES alumni will utilize their extensive networks to reach families, focusing on families within the 3-mile radius of the two school campuses.

ADS and PR: September 1, 2019 – March 1, 2020: Neighborhood Schools will generate press through monthly spots in local newspapers, radio, and television, as well as interviews by school leaders and Board members featured in local radio and TV networks. Neighborhood Schools also hopes to secure a strong human interest story in the Lifestyle Section and Education Section of the Houston Chronicle about first generation KIPP alumni starting NextGen schools to transform their neighborhood.

3. ROLES AND RESPONSIBILITIES: Neighborhood Schools Inc. is in the process of establishing the Neighborhood Schools Community Development nonprofit organization. If and when the charter is approved, Lupita Talley will resign as Executive Director of Neighborhood Schools, Inc. and assume the role of Executive Director of the new organization. A KIPP alumna, Lupita Talley, in this new capacity, will head development and execution of the recruitment strategy. After graduating from Trinity University, Talley joined KIPP Houston Public Schools to establish the Marketing and Communications Department; she accumulated over a decade of experience. In the past year, Talley has revitalized her neighborhood through volunteering and partnership efforts with pastors and local leaders, promoting events and reestablishing the local Super Neighborhood city chapter of whom she is the Vice President. Working closely with the Neighborhood Schools Inc. Board, Talley will carry out the student recruitment plan described in detail above, delegating responsibilities to Board members, teachers, and committed parents as appropriate.

4. METRICS: To monitor the success of the recruitment strategy, Neighborhood Schools will create metrics with clear targets in place, detailed and recorded by school staff on properly organized Excel sheets. Furthermore, through the partnership with Families Empowered and Apply Houston, Neighborhood Schools will have access to those applications through the

software SchoolMint to help track interested families and applications.
(<https://applyhouston.schoolmint.net/welcomeback>).

Metrics to track implementation of recruiting strategies include: a) social media tracking (number of Facebook, Twitter, and Instagram followers); b) attendance tracking (number of attendees at each event held at community centers, churches, etc., as well as number of attendees at each open house); c) distribution tracking (number of flyers distributed to apartment complexes, handed out at grocery stores, etc.); d) face-to-face encounters (number of individuals approached in the process); and e) Apply Houston website and accompanying SchoolMint software.

Metrics to track effectiveness of recruiting strategies include: each applicant being asked the question, either on an application form, through text or a phone call, "How did you find out about the school?"

Metrics to track outcomes of the recruitment strategies include: a) number of applicants (through Families Empowered Apply Houston and directly through the two schools); b) demographics of applicants (to ensure target groups were reached); c) distance of applicants from campus locations (to ensure target groups – students residing within 3 miles of each campus to allow for the vision of "neighborhood schools" -- were reached.)

These metrics will be presented monthly to the Board, enabling the Board and Executive Director of Neighborhood Schools Inc. to make course corrections as necessary. If the number of applicants by March 1 is not sufficient to hold a lottery, the Board will continue with the proposed recruiting strategies, while adding supplemental strategies: information about the schools placed in Value Coupon packs that are mailed to homes; outreach to local business to place flyers directly in their windows; additional paid ads placed in local newspapers; additional school open houses; and utilizing already-enrolled families to assist with recruitment of their neighbors and children's classmates.

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:

Neighborhood Schools is committed to enrolling a diverse student population from underserved communities, primarily from within a three-mile radius of each school campus. Neighborhood Schools will conduct extensive marketing outreach in these neighborhoods to achieve these goals.

1. **ADMISSIONS PERIOD AND APPLICATION FORMS:** Neighborhood Schools will follow the Families Empowered Apply Houston Application period, generally from November 1 to February 15 each year, and encourage families to fill out the forms on that site. Apply Houston is an effort to make the school application process easier on families by providing a single website and a single set of opening and closing dates for a group of charter schools across the Houston area. Neighborhood Schools will also have websites for each campus, and families can apply through the website, completing the exact same forms used by Apply Houston. Applications will be date and time stamped as they are received. All applications received after the application deadline will be placed at the bottom of the waiting list for that particular grade level in the order in which they were received.

2. **ENROLLMENT LOTTERY IF NEEDED:** Pursuant to section RS 17:3991(C)1a, Neighborhood Schools shall enroll any eligible student who submits an application before the deadline. If the number of applications exceeds the capacity of any grade level or the school campus as a whole, Neighborhood Schools will hold a public lottery in March, 2020, using computer software that generates random numbers and gives each applicant an equal chance of being admitted through this process with the following exception: students applying from the primary attendance zones (77093 zip code for Eastex-Jensen campus and 77042, 77036, and 77072 zip codes for the Southwest campus) will be given priority and will go through the lottery process first. Students who are not admitted through the lottery are placed on a waiting list in the order in which his or her name was drawn. If openings occur during the school year or from year to year due to families moving or not recommitting, Neighborhood Schools will draw from this waiting list beginning with the first names on the waiting lists to reach capacity enrollment for each grade level.

3. **EXEMPTIONS:** In accordance with RS 17:3991 (B), Lottery Rules and Procedures, Neighborhood Schools has elected to grant enrollment preference to returning students, siblings of Neighborhood Schools students, and children of founders, current board members and staff. These groups will be excluded from the lottery. The school projects that 10% of the applicants will be exempted from the lottery using these guidelines.

4. **NOTIFICATION:** Parents will be notified via mail, text, phone calls, and email of their child's acceptance within fifteen (15) days after the lottery is held. Families will have twenty-one (21) days to respond to the school in writing of their decision to attend. Neighborhood Schools faculty will also conduct home visits to answer any additional questions and help prepare the enrollment forms live in

the homes. If an accepted applicant decides not to attend, the slot will be given to the first person on the waiting list for that particular grade level.

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.

SCHOOL CALENDAR AND SCHEDULE: The proposed Neighborhood Schools will begin serving students in the 2020-2021 school year. Classes will begin on Monday, August 17, 2020 and end on Friday, June 4, 2021. The student and staff holidays that year will be Labor Day, September 7, 2020; Fall Break, October 12, 2020; Thanksgiving, November 23-27, 2020; Winter Break, December 21, 2020-January 1, 2021; MLK Day, January 18, 2021; Spring Break, March 15-19, 2021; Good Friday, April 2, 2021 and Memorial Day, May 31, 2021. In addition, there will be one-half day (early dismissal) set aside for staff development and teacher planning each month and three days before school opens in August and two days after school ends, for a total of 9.5 PD days.

The proposed school calendar includes more instructional days (175) and a longer school day (8.0 hours ending at 4 p.m.) than either Houston ISD or Alief ISD, the districts in which the two proposed schools will be located. Neighborhood Schools students will receive 88,800 minutes, exceeding the state required instructional minutes of 75,600. For the 2018-2019 school year, Houston ISD's school start date was August 27 and the end date is May 31. The HISD calendar contains days off for the same holidays Neighborhood Schools proposes and includes 15.5 days for teacher service and preparation days and staff development. Alief ISD's school calendar for 2018-2019 has a start date of August 15 and an end date of May 23. The calendar includes nine staff development days and the same holidays as our proposed school calendar.

The proposed school schedule for the school day and week does vary slightly between the elementary and middle school levels.

ELEMENTARY SCHOOL DAILY SCHEDULE: For the elementary grades, early drop-off for students begins at 7:45 a.m. with breakfast served at 8:00 a.m. The morning consists of a morning meeting, 90 minute blockss for reading and math that include time for blended learning, and a designated time for writing to focus specifically on developing that skill. The remainder of the day consists of enrichment courses (different each quarter), science and social studies instruction, social and emotional learning, and electives. The school day ends at 4:00 and the majority of the students will attend the after school Boys and Girls Clubs program on site at the school. This daily schedule allows teachers to dedicate the majority of the day to developing a strong foundation for students in reading, writing, and math. Additionally, teachers are able to devote specific time to social and emotional learning, which teaches students the all-important skills of interacting appropriately with peers and adults and coping with emotional issues. Neighborhood Schools also places importance on providing academic enrichment and elective opportunities for its students, such as language instruction, Journalism Club, and Garden Club. These options broaden the world for students who often have limited opportunities to experience what many take for granted.

MIDDLE SCHOOL DAILY SCHEDULE: The middle school students are assigned to certain academic/college teams and rotate through core classes and electives daily based on those teams. All students attend literacy, English language arts, and math classes every day. However, some classes (science, social studies, Spanish, PE, art, social and emotional learning) are on the schedule every other day. Students begin the day at 7:45 a.m. with breakfast at 8:00 a.m. After advisory and literacy, students split into their academic/college teams to begin 1.5 hour long blocks for English language arts including 30 minutes for writer's workshop. Math instruction is 1.5 hours during the day as well. Students attend classes in science and socials studies and fine arts that are offered every other day from 12:50 to 3:05. The remainder of the day—until 4:00 p.m.—is spent in enrichment clubs with the exception of students who are not achieving on grade level who will receive one-on-one or small group instruction between 3:05 and 4:00. This schedule, with a heavy focus on English language arts, writing, and math, is necessary for Neighborhood School students who need additional time to become proficient in these subjects. It is important to give these students opportunities to experience enrichment courses that broaden their understanding of possible careers. All students will be offered after school programming from 4:00 – 6:00 pm through the Boys and Girls Clubs of Houston, where they will be able to work on homework, extend work in the schools' digital programs, receive additional tutoring, and have enrichment activities as well. The longer school day and partnership with after school programming is important as Neighborhood Schools wants to be good partners with its families, many of whom have the adult(s) in the family working until at least 5 pm. Thus, Neighborhood Schools becomes the partner for families that provides a one-stop-shop and eliminates the need for the family to search for after school care for their children. See Attachment on pages 304-305 for proposed daily schedule details. (Note: this application template was not conducive to schedule formats.)

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:

1. START-UP PLAN: The Board will meet at least once monthly, either as the Board or as specialized board committees, until the third year when it will have fewer meetings in the summer months. Board committees will initially include the Finance and Audit committee, as well as the Education Committee. The Finance and Audit Committee, in partnership with the Superintendent and Director of finance, will assemble the chart of accounts and financial controls, open bank accounts and maintain banking relationships, finalize vendor contracts for food, transportation, insurance, etc., and help create, alongside the Education Committee and outside counsel, the student and employee handbooks. The Education Committee, in partnership with the Superintendent and Principals, will finalize curriculum selection, research-based best practices, and instructional materials for all subject areas including core curriculum, fine arts, physical education, and health and wellness. The Board meetings will be open to the public as required by law and will be videotaped. Board committees will be added as need arises.

To round out the leadership team's deep-seated personal knowledge of the successful KIPP and YES instructional models, the Superintendent and Principals will conduct site visits to exemplary schools to see other best practices and blended learning in action. Scheduled visits include the Brooklyn Lab School and Seton's Brilla College Prep Charter in New York City, as well as Responsive Ed Thrive School in Texas. The programs of interest implemented in these schools include the highly touted

blended learning approach at Brooklyn Lab School and the character formation program at Brilla College Prep. In addition to site visits, the Superintendent and Principals will lead recruitment and hiring of teachers with experience serving the type of students who will attend Neighborhood Schools, and whose values are aligned with those of the school.

The Executive Director of Neighborhood Schools, Inc. (NSI) will aid the Superintendent and Principals with student recruitment, lottery, and enrollment. Home visits, where school leaders familiarize families with the Neighborhood Schools mission, culture, and promise to create deep relationships with all families, has proven successful in limiting student attrition, and will be made available for all interested families. The Executive Director of NSI will finalize partnerships with Houston Food Bank, Legacy Community Health, ProUnitas, Boys and Girls Clubs of Greater Houston, DePelchin Children's Center, Neuhaus Education Center, and other partner organizations that have pledged their support (See Letters of Support pages 194-211.)

Neighborhood Schools has Memoranda of Understanding (MOUs) for the Southwest campus and Eastex-Jensen campus facilities that already include E-occupancy certificates. The NSI Executive Director will oversee minor repairs to optimize these learning facilities. As detailed in the financial section, private funds are secured for the start-up budget, and the bank accounts will include a line of credit for contingency, in case of delay with state funding. Specific and logistical work, i.e. daily schedules, will not occur until late spring, 2020 and over summer before the first year begins.

2. **START-UP BUDGET:** includes \$175,000 for salaries for the Superintendent (9 months) and funds for a contract with the Executive Director of Neighborhood Schools Community Development Director (9 months) to lead student recruitment and partner outreach, and the three principals (2 months) during the 2019-2020 fiscal year before the first year of operation's fiscal year begins on July 1, 2020. \$7,500 has been budgeted for outside legal counsel to review vendor contracts and the student and employee handbooks, as well as for an outside accountant and/or auditor to create financial books and facilitate annual audits. Budgeted funds in the start-up year also include initial liability insurance for Directors and Officers and \$20,000 in contingency for unexpected expenses before the first year of operations starts on July 1, 2020.

Neighborhood Schools has budgeted \$105,000 for the Eastex-Jensen facility renovations, including paint, flooring, and wall reconstruction to make way for larger classrooms. While most of the budget for classroom FFE and the technology necessary for this blended learning school is incorporated into the Year 1 budget that starts July 1, 2020, some start-up funds will go towards FFE if procurement needs to happen prior to July 1, 2020.

3. **BOARD MONITORING:** The Finance and Audit Committee will meet every month with the Superintendent during the start-up phase and review budgeted versus actual expenses and send a report to the Board Chair about its findings. At each Board meeting, the Finance and Audit Committee will report on the implementation of the start-up budget. In this manner, all Board members will stay informed of the start-up budget execution and be in a position to make recommended changes, and if necessary, secure additional grants to cover any expenses due to unforeseen circumstances or agree to utilize contingency funds.

4. **WASTE AND FRAUD MITIGATION:** The Finance/Audit Committee will establish clear guidelines for contractor and vendors regarding insurance, reference checks, submission of invoices in a timely manner, review of invoices and double signatures prior to payment, and other factors to mitigate fraud and waste. The Board also will set a low threshold – \$1,000—for discretionary spending by the Superintendent; expenses above that amount will require a signature from one of two designated board members. The Board has elected to use Skyward Business for K-12 Schools for its financial accounting system to ensure compliance with state required accounting practices. Between the excellent financial accounting software and the Board oversight of the start-up budget described in

the previous section, the Board and Superintendent will be able to identify any wasteful practices that could impact the start-up budget.

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.

1. SERVICES: Neighborhood Schools will have the following services: a) Food (breakfast, lunch, snack, supper for after-school events; b) Nightly cleaning service; c) Daily security service; d) Payroll service; e) Auditor f) Transportation bus service for Individual Education Plan (IEP) students for students who cannot get to school by any

other means.

PLAN AND PROCESS: The Board Finance and Audit Committee, along with the Superintendent and Director of Finance (DoF), will develop a written process for procuring all contracted services, including rubrics to score potential vendors and checks for any conflict of interest between Board and vendors. Rubrics for each vendor, based on preliminary discussions, may be broken down as follows: a) 40%, performance history and strong references from previous clients; b) 40%, economic values; c) 20%, evaluation of proposed plan in the vendors response to the RFP. If rubric scoring is equivalent, preference will be given to minority owned businesses and vendors certified as Historically Underutilized Businesses (HUB).

The process for contracted services, based on preliminary discussions, would be as follows: a) Board issues a 60-day Request for Proposals (RFP) that could be shortened if there is an urgent need; Superintendent and Director of Finance review the proposal submissions based on the rubric above and then make recommendations to the Board Finance/Audit Committee; c) Board Finance/Audit Committee reviews proposals; d) Board Treasurer presents recommendations to Board; e) Board approves the vendor and authorizes the Superintendent to negotiate contracts.

REVIEW: All final contracts with vendors will be reviewed by legal counsel and Board Treasurer. The start-up budget includes a \$1,000 threshold for procuring contracted services. As the school grows, the Board Finance/Audit Committee will establish higher thresholds --\$2,500 to \$5,000 -- that require board approval and thresholds for vendor contracts that the Superintendent can execute without board approval.

2. CONTRACTS FOR ACCOUNTING/TAX PREPARATION. Neighborhood Schools plans to contract with Blazek & Vetterling, a firm specializing in accounting and tax preparation for nonprofit organizations; for tax preparation and conducting the annual audit. This firm's prices are competitive; the final contract will be negotiated by the superintendent and Board Treasurer and presented to the full Board for approval. The schools will also contract with a payroll vendor but has not yet made a selection and will get several bids.

3. STATE PROCESS: Neighborhood Schools will adopt the provisions of TEC, Chapter 44, Subchapter B as the process to award a contract for construction, repair or renovation of a structure and other improvements or additional to real property.

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:

PEIMS COORDINATOR REQUIREMENTS: As was noted in the Supplemental Human Resources Form for our PEIMS Coordinator, Neighborhood Schools will require candidates to possess a Bachelor's degree and have at least two year prior experience working with PEIMS and submitting data to TEA. The schools will hire a PEIMS Coordinator in Year 1 that the schools open, and that person will train the two school Office Managers to assist him/her in the PEIMS data collection, input, and submissions. Therefore, starting in the first year, Neighborhood Schools will have an experienced PEIMS Coordinator on staff with the addition of two other staff members assisting to ensure PEIMS data and submissions are accurate and timely. The starting salary range will be \$55,000, again to ensure that the school is able to hire an experienced PEIMS Manager. The Superintendent will conduct a comprehensive search for the best candidates to be interviewed by the Comptroller/Director of Finance, who will oversee the responsibilities of the PEIMS Coordinator. (The school will not have an HR Director in the first year).

SPECIFIC RESPONSIBILITIES: The PEIMS Coordinator will have these specific responsibilities: 1) oversee the timely and accurate submission of PEIMS data to TEA; 2) Provide oversight and training to PEIMS data entry clerks and office staff; 3) Work with the PEIMS data standards to address all school data submissions to TEA; 4) produce reports on PEIMS data for the principals, superintendent, and board of directors; 5) evaluate the efficiency and effectiveness of the school data systems and processes related to PEIMS; 6) provide trainings to school staff on data collection and state and federal requirements that are PEIMS related; 7) Attend training to stay current on state regulations for PEIMS and share that information with the school staff and Board.

TRAINING: The PEIMS Coordinator will have access to excellent training provided by Region 4 Education Service Center in Houston. Region 4 Public PEIMS training sessions cover topics such as the Student Attendance Accounting Handbook, Texas Education Data Standards, and Staff Data Reporting. Registration for these sessions runs from \$150 to \$200 per session. Neighborhood Schools

is budgeting \$2,000 for the PEIMS Coordinator and School Office Managers to attend these trainings in Year 1 of the schools and will provide professional development funds in subsequent years for trainings as needed.

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.

1.SUPERINTENDENT JASON BERNAL: Neighborhood Schools could not be more fortunate in securing the service of Jason Bernal as the superintendent of Neighborhood Schools. Jason has served as the Houston Independent School District (HISD) School Support and Chief School Officer the past three years, coaching and evaluating principals and working to transform some of HISD's most challenging schools. He also served as President and CEO at YES Prep Public Schools,

considered one of the top charter school networks in the nation, from 2011 - 2015. Bernal oversaw 9,000-plus students at 13 campuses, and in 2012, YES Prep won the first Broad Prize for Public Charter Schools, one of the highest honors in the nation for a charter school. Bernal began his education career in 1997 in YES Prep schools. Since then, he has also served as a principal, head of schools, and vice president of operations. Jason is skilled at starting and growing schools; hiring and managing teacher and staff; leadership development; effectively managing budget and finance; and curriculum and instruction.

2. METRICS TO EVALUATE THE SUPERINTENDENT: In addition to holding the superintendent accountable for student, staff, and financial performance through the year at monthly board meetings, Neighborhood Schools will conduct a fair, written evaluation of the superintendent in June of each year based on key elements of the duties and responsibilities outlined in his job descriptions and contract. The board will assign an Ad Hoc committee, chaired by the Board Chair, the responsibility of collecting data on the following areas using key metrics:

GOVERNANCE AND BOARD RELATIONS: Metrics -- Data from annual survey by the board of the superintendent's relationships with board members (1 to 5 LIKERT scale: goal is a 5);

COMMUNITY RELATIONS: Metrics: Data from end-of-year survey of all school constituents, including parents and community partners (1 to 5 LIKERT Scale: target goal is a 4.5 average).

Documented evidence kept by the superintendent's assistant of community events attended by superintendent.

STAFF RELATIONS: Metrics: Data from end-of year survey by staff of superintendent and other school climate factors (1 to 5 Likert Scale: target goal is 4.5 average); Teacher and staff retention rates; Analysis of exit interviews from any staff leaving the school.

BUSINESS AND FINANC: Metrics: Variances between budget and actual during the course of the year and at the end of the year; clean audit; realistic budget projections for following year.

INSTRUCTIONAL LEADERSHIP: Metrics: Student performance data – students achieving 85% proficiency rates on STAAR, 90% meeting growth goals on MAP; high levels on other metrics such as the panorama SEL survey and the ISSLA for Executive Functioning that are important to the school; teacher evaluation data, summarized, to indicate quality indicators for instruction; record of visits by the superintendent to observe teachers in the classroom (process data.)

SCHOOL GROWTH AND OUTREACH: Metrics: Meeting enrollment targets; annual analysis of how families are discovering and applying through the school so the superintendent and team can adjust marketing efforts

The Board may then meet in Executive Session to review the data collected by the Ad Hoc Committee, and then meet with the superintendent to go over the written evaluation, allow the superintendent to provide feedback and any corrections, before the board finalizes the evaluation and makes it part of the superintendent permanent record at Neighborhood Schools.

3. STARTING SALARY: The Board plans to offer Jason Bernal a starting salary of \$125,000. This is comparable to other charter school superintendent salaries based on the source (<https://rptsvr1.tea.texas.gov/cgi/sas/broker.>) A \$125,000 salary is in line with statewide averages for superintendent salaries in districts with 700—1,000 students. Given Neighborhood Schools quickly will grow into a 2,000-student school system within 5 years, the Board has chosen to recruit and compensate a superintendent with the skills to effectively lead a 2,000-student school system, not just a 700-student school system.

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:

1. **RECRUITMENT PROCESS:** The superintendent and principals will draft job descriptions including job responsibilities required qualifications, preferred qualifications, salary range, and process for applying to a job at the school campus for each position needed to support school operations. These will be reviewed by the Chief Financial Officer (CFO) and Finance/Audit Committee to ensure that the salary ranges are reasonable and competitive prior to posting. Because Neighborhood Schools is so committed to community revitalization and supporting families in the area to have financial stability and lead fulfilling lives, Neighborhood Schools will take a very proactive, hands on approach to filling the available positions with qualified individuals from surrounding neighborhoods. Neighborhood Schools will post these job descriptions at places where qualified candidates gather – at apartment service centers, community centers, grocery stores, parks, WIC clinics, and local early childhood centers. They will network these job descriptions with small business owners and any anchor businesses in the area, while the schools will network these job descriptions through the Connected Alumni Program (CAP) that Neighborhood Schools will establish. Neighborhood Schools will also post these job opportunities through traditional routes: on the schools' websites and Facebook pages; LinkedIn and Indeed websites; and for business positions, the Texas Association for School Business Officials and other sites recommended by staff at the Texas Charter School Association.

HIRING PROCESS: The hiring process will be rigorous, and although the school seeks to hire individuals from the community, finding the best person for each position is the priority. Candidates for all school service operations positions must submit a cover letter, resume, written letter of recommendation, and at least three references. Candidate applications will be screened based on rubrics developed by the superintendent and principals, and finalists who score the highest on the rubrics will be invited to the school for an interview. The superintendent and principals will interview any candidates for business related positions. The principals will interview all other prospective staff members and those individuals who will work most closely with the position will also interview the individuals. If appropriate for the position, such as custodial or cafeteria service workers, several students may also interview the candidates. Candidates will complete a personality test such as the KOLBE or Meyers-Briggs to identify personality traits that will be a good fit for the school campus. Finalists must complete a criminal background check and degree verification, if the candidate is degreed.

2. **STRATEGIES:** Because Neighborhood Schools' two campuses will be located in densely populated zones within the Houston Metro area, school leaders do not foresee any shortages for staff positions. However, the school will prudently create a bank of vendors and temporary agencies who can supply individuals, such as custodians, security personnel, office assistants, and cafeteria workers should an emergency arise, or the individual employed by the school is on maternity or paternity leave.

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:

Start-up schools succeed primarily for one of three reasons: 1) sustainable funding and meeting enrollment; 2) strong leadership; and 3) good governance. Good governance, while last in this list, comes first as a priority.

GOVERNANCE SYSTEM: Neighborhood Schools Inc. (NSI) has established a governance system based on best practices in independent and charter schools, as charter school governance is a combination of traditional school district boards and nonprofit boards. NSI has drawn from the Handbook of Trustees published by the National Association of Independent Schools and information from the Texas Charter School Association. The Board has established four leadership positions: 1) The Board Chair will chair all board meetings and oversee the functioning of the school board; 2) the Vice Chair will chair board meetings in the absence of the Chair; 3) the Board Secretary will record and preserve all meeting minutes and ensure that the meetings are conducted according to the Open Meetings Act; and 4) the Treasurer provides oversight to all school finances, including the annual budget and audit, and chairs the Finance/Audit board committee. The Superintendent is not a board member but will be present at all board meetings and committee meetings as an ex-officio member.

ROLES AND RESPONSIBILITIES: The NSI Board has these primary roles and responsibilities: a) establishing policies and procedures that support the vision and mission of the school; b) developing accountability metrics for both academic and performance indicators and monitoring performance on these metrics on specific timetables; c) creating strategic long-range plans and 3- to 5- year budget projections; d) approving all capital improvements and contracts over an amount designated by the board; e) managing legal issues that arise; f) being good fiscal stewards – making sure the school has a clean audit each year and raising funds if needed to sustain operations, as well as using the policies and controls in place to ensure there is no waste, fraud, or abuse; and g) hiring and evaluating the superintendent. Hiring a strong superintendent for the school is perhaps the Board's most important role, as this leader will hire all the staff and manage the day-to-day operations. Although the Board assumes ultimate responsibility for the success of the school in all areas, it delegates this responsibility to the superintendent.

The NSI Board will establish an open, good dialogue with the superintendent. The Board Chair will communicate weekly with the superintendent. The NSI Board has created by-laws, including conflict of interest policies and a code of ethics. From the outset, the board will set policies related to the following areas: 1) superintendent and board relationships; 2) expectations of board and superintendent community outreach and engagement; 3) expectations for relationships between the superintendent, board, and staff; 4) fiscal management, such as contract and vendor amounts that require multiple signatures; 5) policies related to the curriculum and instruction, including specific offerings the school will provide; 6) salary schedules and benefits; 7) admission policies and procedures; 8) school safety and security; 9) emergency procedures in the event of storms or other crisis. The board will develop additional policies as needs arise in the course of school operations. The Board will comply with the Open Meetings Act. All board meetings will be open and will be videotaped. Electronic and hard copy minutes of each meeting will be kept and will also be open to the public. Annual reports required by TEA in Board Governance will be submitted in a timely manner.

2. BOARD COMPOSITION: Currently Neighborhood Schools, Inc. has 5 board members, all of whom live in Texas, but anticipates that this number will increase to an overall board number of 7 to 11 members. The Board will set a limit of no more than 50% of the board members having children currently in the school to ensure a diversity of views and ideas. As it expands, the board will secure additional talent and expertise to support academic performance, school finance, legal issues, real estate acquisition, fundraising, and community engagement and marketing. But most importantly, it will invite individuals to join who are aligned with the mission and vision of the school. No board member plans to seek employment at the school. No board member is related to another board member or the proposed superintendent of the school. The current Board Members of Neighborhood Schools, Inc. bring expertise and experience to contribute to the effective governance of the school.

VANESSA RAMIREZ (Chair): Vanessa, part of the first KIPP class in 1994, graduated from Occidental College in Los Angeles with a Bachelor of Arts in Economics for Business and Management. After college, Vanessa worked in a financial consulting firm. KIPP DC and then KIPP Houston for eight years. In 2013 she founded Eight Million Stories, Inc., a nonprofit organization for vulnerable youth entangled with the juvenile justice system. Vanessa has most recently served as the Chief Program Officer for SER-Jobs for Progress. Vanessa will contribute her expertise in board service, start-ups, nonprofit management, finance, and creating programs for underserved youth.

LUPITA TALLEY (Vice Chair and Secretary): Lupita, part of the first KIPP class in 1994, graduated from Trinity University with a Bachelor of Science in Business Administration. After college, she helped start the Communications and Marketing Department at KIPP Houston where she managed and grew

a team for 10 years. She has recently connected with pastors and local leaders that are working to revitalize the Houston's Eastex-Jensen neighborhood. Lupita is currently serving as the founding Executive Director of Neighborhood Schools, Inc. Lupita will contribute her passion for community development and her expertise in marketing and public relationships as well as her understanding of the education program the Neighborhood students will need to succeed in college.

JACIEL CASTRO (Treasurer): Jaciel's journey took him to KIPP Academy in Houston where teachers helped him through high school and into college. He attended The University of Houston – Downtown where he earned a Bachelor of Science degree in Structural Engineering Technology and Design (2011) and a Bachelor of Applied Arts in Organizational Development (2014). Jaciel just completed his master's of finance in Real Estate Development and Investments and has started another master's in Urban and Regional Planning at the University of Texas at San Antonio. Jaciel was appointed by Governor Abbott as the only Student Regent of The University of Texas System, representing 233,000 students. Jaciel brings expertise in start-ups, business and finance, charter school growth, real estate acquisition, and remarkable board/governance experience due to his service as a student Regent at U.T. System.

DANIELLE DAVIS: Danielle, part of the first KIPP class in 1994, attended Sam Houston State University where she earned a Bachelor of Business Administration and then an MBA in accounting. She is currently a Senior Financial Analyst and Accountant for Virtus Partners. Danielle brings expertise in accounting and finance and will support the budgeting and audit process.

RAMON REYES: Ramon and his family found KIPP in 1998 for his 8th grade year. After graduating from high school, he joined the United States Marine Corps and in 2002 shipped out to USMC Recruit Depot, San Diego California just 2 weeks after high school graduation. Recently Ramon completed his bachelor's degree while deployed in 2017 from Texas Southern University. Ramon's most current job has been focused on fighting the war on drugs working for the DEA on several levels. Ramon will support the school in developing safety and security policies that are front and center to parents concerns and community outreach.

ADVISORY BOARD: The board has also formed an advisory board to help fill in expertise in other areas that the current five board members do not possess. The advisory board members will serve as ex-officio members of the Finance/Audit Committee and Education Committee, and will contribute as needed and requested by the board and/or the Superintendent. Please see Attachment on page 210 for a complete list of these advisory board members and their roles.

3. BOARD SCHOOL RELATIONSHIP: The Board members will be actively involved in the school, attending school and community events, speaking at school events, and sharing their expertise and passion. However, they will have a clear understanding that they do not get involved in day-to-day operations. The Board will meet monthly in the start-up year with the superintendent and Director of Finance who will present formal, written reports to the board on education, finance, facilities, and any safety issues as well as others that may arise. Variances between budgeted and actual expenses will be reported monthly.

4. Neighborhood Schools, Inc. is not a grantee or sub-grantee of a state or federal grant. It is not under any investigation.

5. BOARD EVALUATION: The Board will develop a self-evaluation tool adapted from sources such as the National Association of Independent Schools, Texas Charter School Association, and the Center for Reform of School System. Each board member will be expected to complete this self-evaluation in May of each year. The results of these will be tabulated and summarized and shared at an annual Board retreat held in June of each year. The board self-evaluation will be supported by external feedback from staff, parents, and community partners in the school climate survey that will be given

in the spring of each year and will include questions related to the visibility of Board members at the school and their effectiveness. The Board will hire an external facilitator to lead the Board retreats.

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 propose 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.

1. BOARD PLAN: The Board will establish an Education Committee, comprised of several board members as well as non-board community members with expertise in education, such as retired leaders of private or charter schools, former school superintendents, and master teachers. This committee will develop a plan to assess academic performance indicators for the four MyWays competencies outlined in the education plan curriculum and instruction section.

SPECIFIC INDICATORS AND THRESHOLDS:

CONTENT KNOWLEDGE: Reading/ELA K-2- BOY, MOY and EOY results on STEPSuccess. Target: 85% of K, 1 and 2 students developed in reading by year-end. Failure Threshold: 70% developed.

READING/ELA, MATH, SCIENCE and SOCIAL STUDIES 3-8:

Growth on STAAR test measured annually Success Target: Average student growth of 50%. Failure Threshold: Average student growth of 25%.

Proficiency on STAAR test measured annually. Success Target: 85% of students proficient. Failure Threshold: 65% of students proficient.

Mastery on STAAR test measured annually. Success Target: 40% of students exhibit mastery. Failure Threshold: 25% of students exhibit mastery.

Growth on NWEA MAP Test measured annually. Success Target: 25% growth from BOY to EOY Failure Threshold: 15% growth from BOY to EOY

Performance on fall and early spring benchmark STAAR assessments. Success Target: 95% of students

on target to pass STAAR. Failure Threshold: 80% of students on target to pass STAAR.

ELL/LEP students: Target: 85% Proficiency on TELPAS. Failure Rate: 60%.

SPECIAL EDUCATION STUDENT: Target: 85% meeting IEP goals. Failure Rate: 60%

In addition to these average targets, the Education Committee will view disaggregated data to ensure that no subgroup averages are more than 10% lower than any other subgroup averages.

High School and College Readiness Indicators: Percent of students passing Algebra I STAAR test in 8th grade. Success Target: 75% of students passing. Failure Threshold: 50% of students passing.

Percent of students projected to score 21 on ACT. Success Target: 85% of students. Failure Threshold: 50% of students.

HABITS FOR SUCCESS: Percent of students showing growth in the ISSLA and SEL Panorama surveys. Thresholds to be determined; no baseline for these in other TX charter schools.

CREATIVE KNOW HOW: Average students scores on Project-based learning rubrics (1 to 5 scale). Success Target: Average of 4.0. Failure Threshold: 3.0.

WAYFINDING ABILITIES: 7th and 8th grade student internship ratings by supervisors on performance (1 to 5 scale). Success Target: Average of 4.5. Failure Threshold: 3.5 rating.

2. BOARD MEMBERS INVOLVED: Neighborhood Schools, Inc. is fortunate to have three board members with the experience and expertise to review these academic performance indicators: LUPITA TALLEY is the Board Vice Chair and Secretary. As a student from the first KIPP class and the first in her family to graduate from college, Lupita fundamentally understands the opportunities that a higher education provides for an individual, family, and community. With personal experience in traditional public school, charter public school, and private school, she has learned that various forms of a quality education are the key to empowering children from low-income homes. She has experienced the performance requirements in top charter and private schools as well as a university, and therefore is equipped to participate in establishing and evaluating academic performance metrics. After graduating from Trinity University, Lupita joined KIPP Houston Public Schools to establish and build the Marketing and Communications department and has the added experience of spending time with students pre- and post charter school enrollment. Lupita is currently the Founding Executive Director of Neighborhoods Schools, Inc.

VANESSA RAMIREZ, Board Chair, is a native Houstonian and the proud daughter of Mexican immigrants. She graduated from Occidental College in Los Angeles with a BA in Economics for Business and Management. Vanessa Ramirez serves as the Chief Program Officer for SER-Jobs for Progress, where she supports the development, implementation, and delivery of program goals to fulfill the mission of SER, and the objectives of each of SER's adult and youth programs. SER's mission is to help individuals transform their lives by providing the training, tools and knowledge they need to gain sustainable employment. In this capacity, she tracks performance metrics related to program goals that support the students. She is also the Founder of Eight Million Stories, Inc., a nonprofit organization committed to an effective alternative education to vulnerable youth entangled in the juvenile justice system. In this role, she works with system-involved youth to identify their academic and socio-emotional needs and develop them into self-sustaining members of society who will transform our world. Here again, she understands and can evaluate performance metrics related to the success of these students.

JACIEL CASTRO and his family immigrated to United States when he was young. His educational journey took him to KIPP Academy in Houston where teachers helped him through high school and into college. He attended and graduate from The University of Houston – Downtown with a Bachelor of Science degree in Structural Engineering Technology and Design (2011) and a Bachelor of Applied Arts in Organizational Development (2014). Jaciel has spent the past four years working at KIPP Texas Public Schools - San Antonio designing community engagement programs and supporting the

expansion of KIPP- San Antonio. His work includes looking for new properties to plant schools, analyzing real estate opportunities and designing the statewide strategic plan on student recruitment. He is very familiar with all the performance metrics and targets for success in the KIPP- San Antonio Schools network and can translate that experience to Neighborhood Schools. Jaciel was appointed as Student Regent for The University of Texas System Board of Regents by Governor Greg Abbott for a one-year term that began on June 1, 2017 representing over 233,000 students on the Board of Regents. Through this experience, he became very familiar with academic performance metrics at the university level, valuable experience to add to Neighborhood Schools where most students will aspire to receive a 4-year college degree.

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.

1.VISION: The Board of Neighborhood Schools is committed to the sustainability of these schools long-term. The vision is for these schools to become beacons of hope for students and their families as well as centers for the revitalization of the communities in which they are located. This will take time. To ensure that the schools achieve their mission and vision, the Board will create a 5-year strategic plan, including detailed financials for each year of operation. The Board will delegate the monthly monitoring of this plan to the Finance and Audit Committee.

FINANCIAL INDICATORS: The Board Members on the Finance and Audit Committee plan to review metrics performance indicators in a 3-F model: FUNDING, FINANCIN, and FINANCIAL. Funding will be a review of both ADA, WADA, and the actual funding amounts from TEA as compared with budget projections. Financing will be a review of any debt service coverage ratios (DSCR) to ensure all debt covenants are being met along with a goal of a healthy excess to perform better than DSCR, which is viewed by this Board as a minimal threshold indicator For example, if a debt covenant has a DSCR of 1.1, then the Board will have a performance indicator set at 1.2. Financials will be a review of the monthly and year to date proformas with a performance indicator focused on the earnings before interest, tax, depreciation, and amortization (EBITDA). To be more conservative, the annual budgets will contain a contingency line which will be part of expenses before EBITDA is calculated, thus creating a second financial cushion in case of emergency or surprise variance from expected revenues and expenses.

The Finance/Audit Committee will also track the following financial indicators according to a strict timetable: a) for each school year, budgeted versus actual revenue and expenses on a monthly basis; b) beginning and ending cash balances, as well as cash balances on a monthly basis; c) Average Daily Attendance (ADA) tracked through PEIMS data on a monthly basis, as inaccurate PEIMS data can lead to loss of funding and revenue is dependent on ADA; d) enrollment compared to projections each month during the application period, as projected revenue is dependent on enrollment; e) Neighborhood Schools' salary data compared to surrounding public charter and traditional public schools reviewed annually, as teacher and staff retention can be related to satisfaction with compensation; f) contracted services expenses annually with comparisons to similar vendors (such as transportation and food service), to ensure that the school's contractors and vendors are cost effective; g) major capital expenditures, such as school renovations, actual vs budget.; h) annual audit. The Board/Audit Committee along with the Director of Finance will create reports for each board meeting and electronic reports as needed in between meetings.

THRESHOLDS: Any financial performance indicator that is not met, as defined as ADA revenue coming in less than budget whether due to lower enrollment, lower attendance, or lower revenue allocations per ADA; DSCR less than 1.2; or EBITDA being reported as below budget projections whether due to lower revenue and/or higher expenses will receive a "deep dive" at the Finance and Audit Committee level to identify the problem and the cause. The Committee will also create a plan to address the issue and a timeline for that indicator to return to an acceptable level. That plan will be reported immediately to all Board members and the next Board of Directors meeting will review that plan – and the plan will be on the agenda of each Board of Directors meeting until the financial metrics and thresholds return to an acceptable level. The Finance and Audit Committee will also set the following thresholds that will trigger a warning to ask tough question and take necessary action: a) more than a 5% overall variance between budgeted and actual revenue and expenses, and more than a 15% variance between budgeted expenses in any one category; b) cash reserves below 5% of the school's annual operating budget; c) 5% dip in expected ADA tracked through PEIMS; d) 10% dip in applications to the school during the enrollment period; e) Neighborhood Schools teacher and staff salaries 10% lower than comparable schools; f) contracted services over budget by 10%; g) major capital expenditures over budget by 5%; h) an audit that is not clean with material findings.

2. BOARD INVOLVEMENT AND PLAN: The Neighborhood Schools, Inc. Board of Directors has excellent skills and experience to monitor the financial health of the organization, as well as ensure there will be no waste, fraud, or abuse. Between Danielle Davis' MBA in Accounting and a decade in the corporate accounting industry, Jaciel Castro's Master's degree in Finance along with his experience on the University of Texas Board of Regents Finance Committee and UTIMCO Investment Committee, and Vanessa Ramirez's Chief-level operating experience in a nonprofit at SER Jobs For Progress, the Board of Directors takes the fiscal health responsibility extremely seriously. These three Board members will make up the Finance and Audit Committee and will meet monthly to review key financial performance indicators with the Superintendent and Director of Finance/Comptroller, as well as prepare for annual audits. Those meeting minutes and any relevant business for the entire Board of Directors will be discussed in a regular report of financial health at every full Board meeting as well. Beyond the creation of the Finance and Audit Committee and its monthly meetings to review the funding, financing, and financials, the Committee will work with the Superintendent and Director of Finance/Comptroller to:

- 1) Establish an annual budget approval process that has the Committee first approving the annual budget before bringing the annual budget to the full Board for approval each spring before the fiscal year begin;
- 2) Establish and review the financial controls that include the employees who will handle any cash or checks from donations and school operations to ensure there is redundancy in the

processes, multiple employees sign off on the collections, deposits, and reports, and a periodic review of the systems and processes to confirm that the charter leadership team is following those systems with fidelity. (This periodic review will occur on top of the annual independent audit that will also review such systems and procedures.); 3) Create thresholds of spending that do not require board approval and at every meeting review those thresholds to ensure they are not so low as to impede normal operations, although the Board plans to err on the side of having thresholds that are too low rather than too high, such as an initial threshold of spending that will not require Board approval is \$1,000; 4) Create and review the system for tracking capital expenditures and the asset/inventory mapping of all asset expenditures; and 5) Focus specifically on the expenditures per student and allocations to schools for special education programs to ensure both federal and state guidelines are being followed, as well as ensure proper resources are being maximized to those students who most need the additional financial resources – and while special education allocations are the top priority for special populations, make sure similar procedures are in place for ESL/Bilingual, Compensatory Education, and Gifted and Talented student populations as well; 6) Create and review the system for tracking all restricted and unrestricted funds that are received through fundraising, and ensuring those funds are being coded separately from all government funds; and 7) Create a financial scorecard for each of the two campuses to break down the charter school funding, financing, and financials to a level where any problems can be viewed at the root cause, along with a plan to monitor and fix.

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:

EXPENSE ASSUMPTIONS: The enrollment and special population assumptions come from the averages of the school district demographics that Neighborhood Schools would serve, with an emphasis on the disaggregated averages for the schools surrounding the two Neighborhood Schools campuses. Opening campuses with 375 and 350 students between the two campuses is a balance between starting with enough enrollment to not create financial challenges in the start-up years, but not too many children to make establishing the schoolwide culture and routines a challenge either. Given the 31,000 students on waiting lists who want to enroll in a charter school in Houston, as identified by Families Empowered (see Letter of Support page 195) having 300-400 elementary and middle school students across 3-4 grade levels remains a conservative number of students in year one. The schools set our attendance rate at 94% from a budget perspective even though the school performance goal will be in the 97-98% range. 94% means, on average, each child is missing over 10 days of school per year. That would be unacceptable school performance, but from a budget revenue perspective, it is a prudent and conservative estimate to use to help ensure actual revenue is higher than budgeted revenue. The Board is assuming a special education population of 10%, ranging from speech to mainstream needs. Two special education teachers and one special education coordinator possibly are more FTE's than are needed in the first year, but the schools will ensure a

smooth transition with ARDs and IEPs for incoming students in the first year, as well as with those 3 FTE's, the school will be prepared to handle more severe special needs students and/or contract out with the appropriate services to ensure all IEP's are being met and children are being served well. Assuming 60% of the school's students will be bilingual/ESL is a low estimate compared with the neighborhoods in which our campuses will serve children and families, especially given a vast majority of our students will be younger elementary students and have not yet had a chance to test out of bilingual and ESL services, but again, for budget revenue purposes, the schools aim to be conservative so that WADA and revenue variances will be positive, not negative. Lastly, budgeting 85% for compensatory enrollment based on the federal breakfast and lunch qualifications is also a low and conservative estimate as compared to the demographics of the surrounding area and surrounding schools. One noteworthy absence is a lack of budgeting for any transportation reimbursement. To be conservative, the Board has budgeted for transportation expenses, but not for transportation revenue. First, the transportation reimbursement levels from the state cover only a small portion of actual expenses. Also, given the very mission of Neighborhood Schools is to work with families and the entire neighborhood in a deep-rooted way, there are certain ways in which transportation networks among families can be set up that would benefit the families but not qualify for state reimbursement. This is another area in which the Board has chosen to have a conservative budget and not depend on revenue that may or may not materialize.

ENROLLMENT: After the initial enrollment of 725 students on our two campuses, each campus will add an incoming class of elementary and of middle school students to the existing student body until by year 4, each campus has filled all the grades from Kindergarten through 8th grade. Also, the schools will start a PreKindergarten in the third year with 3-year-olds, so that by year 4 there is a full PreK with 3-and 4-year olds as well, creating a seamless pathway from PreK through 8th grade at each campus. The 4-year ramp-up to full grade levels served is by design a healthy way to grow into a full school and ensure the culture is engrained across the entire school and lived by students, faculty, and parents alike. Starting PreK in year 3 is also intentional given the larger K-7 enrollment that year will make it easier financially to absorb the challenge of PreK students counting as 50% ADA. While the PreK classrooms will have less students than the K-8 classrooms (capped at 20 students with 1 teacher and an assistant), the total size of the PreK class will have more students than our initial K-8 classes. This is another conservative estimate to ensure there is less risk of under-enrollment. Once the schools are firmly established by Year 3, it is anticipated to enroll the full 120 PreK students into each school and have that large number of students filter through subsequent grade levels as the children advance to the next grade each year. The budget shows 120 students in year 3 for PreK and 240 students in year 4 for PreK because each student is counted as a half student. The actual PreK enrollment will be 120 three-year old's and 120 four-year old's in each campus. In that way, while the schools will serve all PreK-8th grades by year 4, the school will continue to add enrollment for the first 10 years, thereby allowing the school to grow in a slow, calculated, deliberate way to ensure the culture and procedures remain strong, positive, and healthy. Special population estimates remain the same as year 1, except for bilingual assumptions. As the school grows into older grade levels and as the students progress with us for several years, the schools would expect to see a number of those students celebrate their bilingual labels being removed (Being bilingual is indeed a celebration that the school will maintain for our students, but from a budget perspective, removing bilingual labels means reducing the revenue assumptions). Therefore, the schools assumes a modest drop in bilingual students from 60% to 50%, and it is expected to see that percentage drop even further in subsequent years.

PERSONNEL: Neighborhood Schools plans to have a lean central office, with most of the personnel and budget allocations at the campus levels. The financials assume one lead homeroom teacher for

every 20 students in PreK, and assumes one lead homeroom teacher for every 25 students in K-8th grade. There will be a second adult in every PreK classroom, and a second adult rotating among the classrooms at each grade level from Kindergarten through 8th grade. In K-8, that extra adult will rotate from classroom to classroom as the grade level and principal determine what is the best use of the extra teacher. These extra adults in both PreK and K-8 will be more than just teacher aides; they will be Graduate Teaching Fellows who are training with Relay Graduate School of Education to be lead teachers (see Relay Partnership letter on page 200). This classroom experience for the year is part of their practicum for graduation and certification, and this strategy is also the way in which Neighborhood Schools plans to grow its future teacher staffing needs from within, instead of having to constantly recruit from other schools and districts. While starting with two special education teachers might be more than enough in year 1, as already explained, the schools need to be ready in case a higher percentage of students have special education labels and/or if some special education needs are severe. As the two campuses grow, the schools plan to add an additional special education teacher and an additional special education coordinator to ensure all services are met, performed well, and there is excellent communication with the families. In addition to homeroom teachers and their aides/Graduate Teaching Fellows, there will be approximately one co-curricular teacher for every grade level in each school. These teachers will teach important subjects to supplement the students' education including Art, Music, Technology, Physical Education, Drama, and other subjects that are a priority as identified by the Superintendent, Principals, and feedback from families. In addition, each school will employ a part-time science specialist for grades 1-4. Starting in Year 1, each campus will have a principal for the elementary school, a principal for the middle school, and an office manager/PEIMS clerk. As the schools grow to full size, each school will hire an additional office clerk. Also, each school will hire an Assistant Principal in year 2, and a second Assistant Principal in year 4 as the schools grow to full size. These Assistant Principals may either be assigned to grade levels (elementary or middle) or be assigned by focus of work (instruction or culture) as the needs of the school are identified by the Superintendent and Principals. Each school will receive an FTE to hire either a Social Worker or Counselor in year 2, depending on which one is a higher priority as determined by the Superintendent and Principals, and a second FTE in year 4 so that by year 4 each campus will have both a Social Worker and Counselor. Given the mission of Neighborhood Schools, both the social worker and counselor will work closely with the Executive Director of Neighborhood Schools Community Development organization to ensure other community partners and their services are finding their way into the schools to meet the needs of children and families. Finally, each campus will have a custodian during the school day to keep the school in order so that the nightly cleaning is not the only time the schools are being maintained and kept orderly. At the central office level, the Superintendent in Year 1 will be supported by the Executive Director of Neighborhood Schools Community Development entity who will be creating the partnerships with such organizations as the Houston Food Bank, Legacy Community Health, Boys and Girls Clubs, SER Jobs for Progress, among others (see attachments on pages 194-211 for partnerships already established by the Executive Director). The school will hire a Comptroller/Director of Finance to be responsible for the book-keeping and financial controls, reporting into the Superintendent as well as Board Finance and Audit Committee, a PEIMS Coordinator to oversee the PEIMS clerks at the campuses and ensure all PEIMS reporting is done accurately and on time, and an IT Director who will work closely with the schools on implementing their blended learning strategies and ensure the IT network system remains in operation on all school days. In future years, a Director of Operations will be added to allow the Director of Finance to focus exclusively on the book-keeping and financial controls, and a Director of HR will be added for employee engagement and ensure there is a healthy amount of staff retention. Two office clerks will be added as the charter grows its two campuses to

full size as well to support all the above activities. The average teacher salary is \$55,000 which allows Neighborhood Schools to compete for teacher talent at the level consistent with the salaries of teachers in surrounding school districts and charter schools. The school leaders certainly want to take good care of the teachers, and an average salary of \$55,000 will allow the schools to hire younger teachers, more experienced teachers, and cover additional time outside of the traditional school day and year for Professional Development training. Principal starting salaries of \$80,000 are consistent with market area administrative salaries, and a superintendent salary of \$125,000 would be slightly high for an initial enrollment of 725 students, but given the two campuses will grow to over 2,000 students over the first 6 years, the Board feels it is prudent to present a Superintendent salary that is consistent with where the enrollment is headed – and expect the Superintendent to have the skillset not just to lead a 725-student school system, but to lead a 2,000-student school system as well.

Other administrative salaries are all in line with market-area averages for those levels and skillsets. **REVENUE ASSUMPTIONS:** State revenues were calculated using the above enrollment growth projections as well as assumptions of special populations. As already highlighted, several areas of conservative estimates were put in place to help ensure any revenue variance will be positive variances. Those conservative estimates apply to other sources of revenue. Federal revenues include Title programs, IDEA-B, and the nutrition program. Neighborhood Schools plans to provide students with breakfast, lunch, and a snack daily. The revenue estimates for federal reimbursement match the expense estimates for the vendor contract. The Board is not assuming enough federal revenue to cover any of the costs of the office clerks who will help monitor and do the record-keeping on campus. This is another assumption strictly to maintain a conservative budget estimate. For the Title and IDEA-B funds, the Board is assuming \$300/student, which is well below the actual federal Title and IDEA-B revenues per student in the past several years as reported by Houston-area school districts and charters. This under-assumption will be another way in which any revenue variance will be positive. Lastly, we are including private sources of revenue which have already been received or pledged. As documented in Attachment on page 290, there is \$350,000 dollars that Neighborhood Schools, Inc. has received for its start-up year, and another \$260,000 that NSI has received for the first year. While there are potential sources of private funding beyond the first year, for budget conservative purposes, the Board is assuming no private dollars beyond these identified dollars in year 0 and year 1. The support in year one comes from a pledge from Gallery Furniture and gifts already made by Thrive School Network and The Chao Foundation (see Attachments pages 290 - 294).

START-UP BUDGET: The \$350,000 in private dollar support in the start-up year comes from a grant already received from Charter School Growth Fund, as well as the fact that two of our founding principals have received the Shawn M. Hurwitz Fellowship for school leadership training, and that Fellowship includes up to \$100,000 for each of them to cover their salaries, benefits, and any training expenses. These gifts are documented in Attachments pages 290 - 294. The start-up expenses include \$175,000 in salaries and benefits for the Superintendent (9 Months) and contract funds for the Executive Director of Neighborhood School Community Development nonprofit (9 months) to assist with recruitment and outreach. Other leadership team members will join later in the year so that most other salaries will not count in the start-up year but instead will fall into the Year 1 budget (the fiscal year starts July 1 so that all the school start-up work with school staff in July and early August will be part of Year 1, not Year 0). The Board is also budgeting for audit and legal fees to get established and ensure all controls and policies are properly in place before the school opens. NSI will begin to cover board and liability insurance in the start-year, and plans to spend \$105,000 on the initial facilities on top of the landlord tenant improvements to ensure both campuses are up to code and ready for students.

ADDITIONAL INFORMATION: To be safe, there is \$20,000 budgeted for contingency purposes as well. Budget from Years 1-5: Nearly 85% of personnel costs will be instructional personnel, as the schools grow to full size. In addition to salaries and benefits, 2% of salaries is set aside as a bonus/appreciation pool to be used at the discretion of the principals and superintendent to provide team incentives and awards for meeting annual goals. All staff will receive health and dental insurance as well. The schools will contract out for special education services on top of the initial 3 (and growing to 6) special education personnel on staff. These services will be to cover any IEP items that are beyond the scope of our faculty to provide. The schools will also contract out for auditing and legal services. The auditors, beyond providing the annual third-party independent audit, will also help establish the proper financial controls to ensure the board and the organization are minimizing any risk of fraud or waste. School operations will cover field lessons, classroom supplies, classroom equipment, and a healthy amount of technology hardware and software given the use of blended learning on top of group learning. The schools will also have a budget to spend on textbooks and workbooks to supplement the allowances already provided by the state for instructional materials. This is a contingency in case there is a need for more materials beyond what the state provides in the instructional materials allowance. All teachers will receive a smart phone to help with data entry on the blended learning platforms, as well as to use to communicate with parents on the progress of their children. The phones will also be used in the evenings, as students will be encouraged to reach out to their teachers if they have homework questions. While the students will be in uniforms and the families will be responsible for these uniforms, the schools are budgeting for uniforms as well, so the school can help any family who has a financial hardship and cannot afford the uniforms. The schools are also budgeted for athletics and fine arts activities/clubs, as well as after school supplies in anticipation of keeping children on campus after school while their parents are working until later in the afternoon or early evening. This extended day service is all part of the "Neighborhood Schools Heartbeat" to become the central hub of the community. There will be over \$1,000 per faculty member to provide ongoing professional development annually, including travel costs in case some excellent professional development opportunities are outside Houston. Neighborhood Schools is budgeting \$500/student to help cover transportation costs with getting our students to and from school. Given the neighborhoods in which the schools are located, many children are coming from homes where the single parent or both parents are working, and they need assistance with transportation. While most of the parents of the younger, early childhood students will take care of transportation themselves, some parents will rely on other family members or look to the school for help, and the Board anticipates that need will grow as the children get older. At \$500/student, the schools can afford to contract out over half of the students to a traditional school bus company and see at least a portion of those expenditures covered by the state with the transportation reimbursement. As already highlighted, to be conservative and assume not all families who need transportation help would best be served by a traditional school bus company, the schools will use those dollars to work with families in a cooperative way to help find other solutions, including carpools, which will be very much aligned with the Neighborhood Schools mission of connecting families in the neighborhood to all work together. Assuming these other solutions will not receive state reimbursement, our budget reflects the transportation expenditures without any revenue. NSI is budgeting \$1,000 per student for rent, and at the time of this application, Neighborhood Schools, Inc. has two signed non-binding MOU's with education facilities, contingent on receiving a charter (see attachment page 208 for MOU's). Those leases will include utilities, but we NSI is budgeting for some utility costs as well to be conservative. NSI is also budgeting for small building repairs that need to happen quickly to not interrupt instruction, so we do not need to wait on the landlord to address. The Board plans to have a security guard at each campus as well, given many students will be very

young. The full suite of liability insurance policies is included in our budget, including Directors and Officers, General Liability, Workers Comp, Umbrella, and NSI also going to have student accident insurance to ensure our students are treated with excellent health care for any accident at school or at a school event, even if the family does not have health insurance of their own.

CONTINGENCY PLANNING. NSI has budgeted over 2% annually in our contingency budget line to account for any negative revenue or expense variance. In situations where that amount is not adequate, the Board will look to the field lesson expenditures, which are a healthy \$250 per each student, including early childhood students. NSI intentionally budgeted that high amount for every single student so that: 1) Field lessons and learning outside of the classroom were possible experiences for all students; and 2) This is a budget line item where the expectation is to see a positive variance given younger students will not have that many or that extensive of field lesson experiences. Schools could more than double contingency costs simply by re-allocating field lesson expenditures. While this is not an action the schools would do without careful consideration, in a hardship year, that is a plan that shows how the schools could continue to function well and have field lessons be postponed until the following year. Beyond contingency needs on an annual basis, there are also contingency needs on a timing basis, especially in the start-up years of a charter school when expenses occur faster than the state and federal revenue flows. Given \$335,000 of the private dollars raised are already received, Neighborhood Schools, Inc. is in a financially healthy position to account for timing challenges with revenue. An additional \$200,000 is available if and when the charter is authorized, and the principals begin their Hurwitz Fellowship training. NSI expects the remaining \$75,000 in pledges to be paid out in 2019, well before the school operations start. Thus with \$610,000 in private funding in the bank, that cushion will help with any contingency needs that arise due to timing as the schools begin first year operations. The Board will also explore a line of credit with a banking partner if and when a charter is granted, so in case of extreme contingency needs, there is a Plan E.

Plan A: employ prudent, conservative budgeting practices by overestimating absenteeism, underestimating federal revenue, underestimating the percent of special populations, underestimating transportation revenue, and overestimating student expenses not at the core of the school plan such as field lessons;

Plan B: use contingency dollars to cover any revenue or expense negative variance

Plan C: use some of the field lesson dollars to cover additional contingency needs

Plan D: use the private dollars raised faster than anticipated to cover any start-up timing challenges

Plan E: establish a line of credit with our banking partner to tap into as needed for extreme challenges.

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



RFA: 701-18-116

SAS: 562-19

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: Neighborhood Schools

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

Application Contact Name: Guadalupe Talley Title/

Role: Board Vice Chair

Email: ltalley@neighborschools.org

Phone: 832-549-9425

Board Member Attending: Guadalupe Talley

Board Member Attending: Jaciel Castro

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.

Provide the Following:

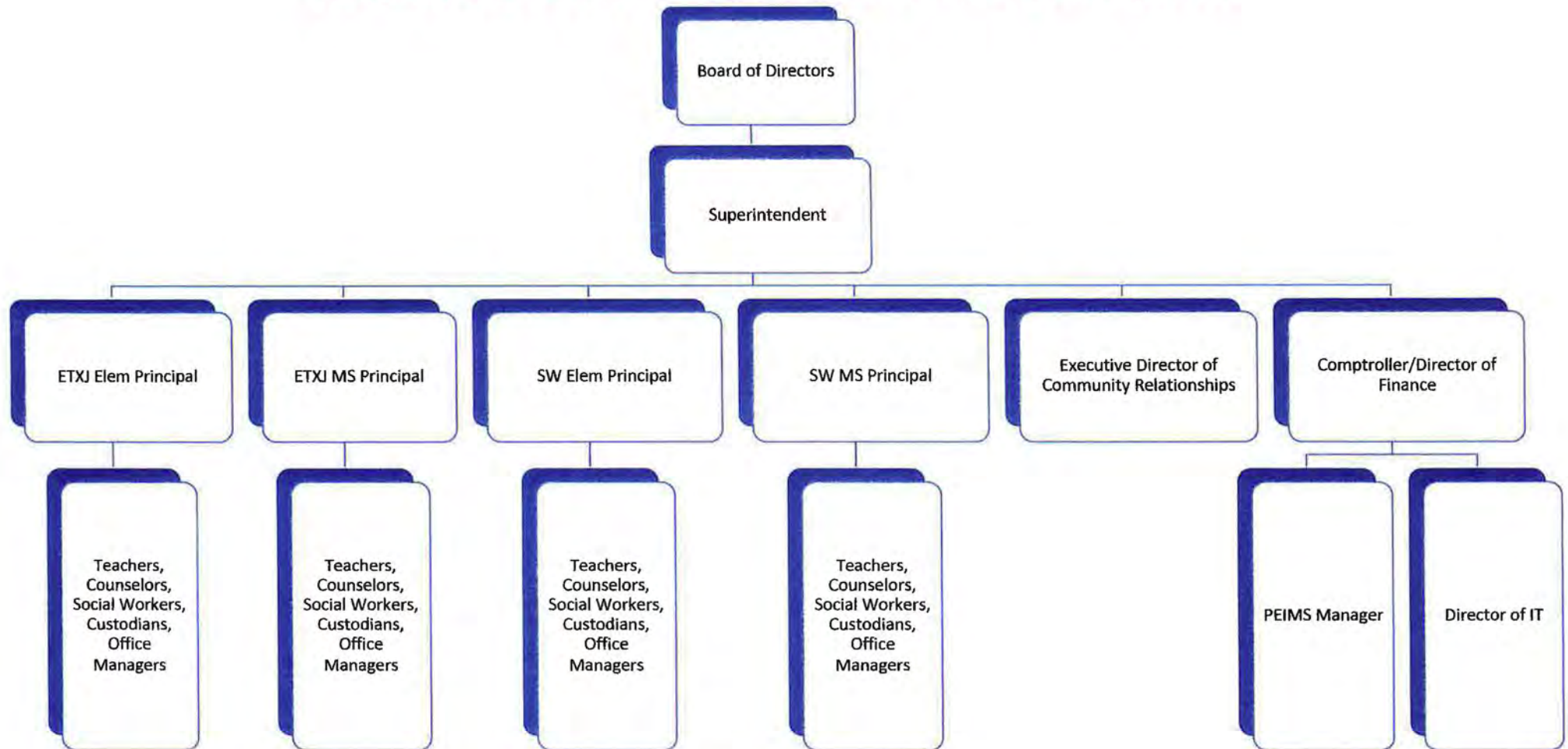
Organizational charts that show the school governance, management, and staffing structure. An applicant must submit separate organizational charts for 'year one' and 'at-capacity.' If the organizational structure is not projected to change during the initial contract period; an applicant must indicate 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.

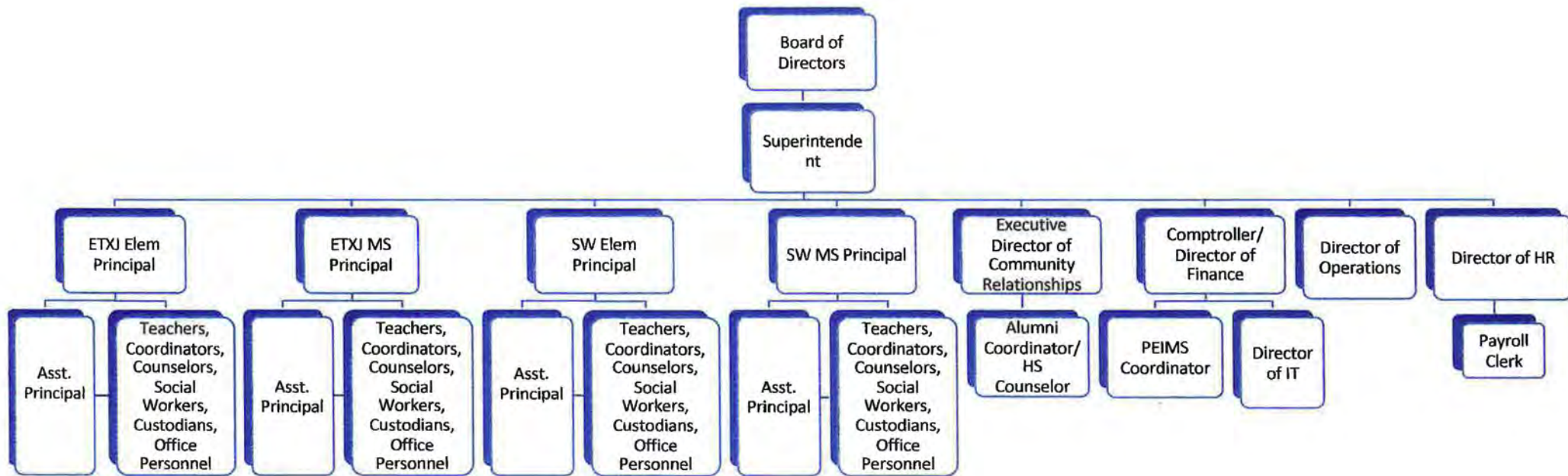
All positions listed on the organizational charts shall be noted on the Staffing Chart provided as Attachment O2 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment O3.

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

Neighborhood Schools Organizational Chart Year 1 (2020)



Neighborhood Schools Organizational Chart Full Scale



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: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools Inc.

| Staff | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|-----------|-------------|-------------|-------------|-----------|
| ELEMENTARY SCHOOL CAMPUS STAFF | | | | | |
| Principal | 2 | 2 | 2 | 2 | 2 |
| Assistant Principal | 0 | 1 | 1 | 2 | 2 |
| 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) | 19 | 26 | 39 | 47 | 50 |
| Classroom Teachers (Specials) | 3 | 4 | 6 | 6 | 7 |
| Student Support Position 1 [Social Worker/Coun] | 0 | 1 | 1 | 2 | 2 |
| Student Support Position 2 [SPED] | 1 | 1 | 1.5 | 1.5 | 1.5 |
| Specialized Campus Staff 1 [specify] | | | | | |
| Specialized Campus Staff 2 [specify] | | | | | |
| Teacher Aides and Assistants | 3 | 4 | 8 | 12 | 13 |
| Campus Operations Support Staff | 4 | 6.5 | 8 | 8 | 9.5 |
| Total FTEs at elementary campus(es) | 32 | 45.5 | 66.5 | 80.5 | 87 |

| | | | | | |
|---|-----------|-------------|-------------|-------------|-----------|
| MIDDLE SCHOOL CAMPUS STAFF | | | | | |
| Principal | 2 | 2 | 2 | 2 | 2 |
| Assistant Principal(s) | 0 | 1 | 1 | 2 | 2 |
| 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) | 10 | 16 | 22 | 25 | 28 |
| Classroom Teachers (Specials) | 3 | 4 | 6 | 7 | 7 |
| Student Support Position 1 [Social Worker] | 0 | 1 | 1 | 2 | 2 |
| Student Support Position 2 [SPED] | 1 | 1 | 1.5 | 1.5 | 1.5 |
| Specialized Campus Staff 1 [specify] | | | | | |
| Specialized Campus Staff 2 [specify] | | | | | |
| Teacher Aides and Assistants | 3 | 4 | 8 | 12 | 13 |
| Campus Operations Support Staff | 5 | 6.5 | 8 | 8 | 9.5 |
| Total FTEs at middle school campus(es) | 24 | 35.5 | 49.5 | 59.5 | 65 |

Comments:
see next page
for additional
comment box
space.

Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools 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 | 56 | 81 | 116 | 140 | 152 |

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: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: \$125,000

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.

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

Number of Students anticipated in year one: 725 In year five: 1,880

Minimum Qualifications Required:

Education Required: Bachelor's degree required; graduate degree preferred

Experience Required: A minimum of ten years of teaching and school leadership experience required; experience in an urban school setting preferred.

Certification Required: None

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

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 101912 | Houston | 214,175 | \$345,000 |
| Alief | 101903 | Houston | 46,263 | \$345,850 |
| Aldine | 101902 | Houston | 67,331 | \$289,798 |

Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, Inc.

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

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

1. Develop staff, parent and student unity for the school's vision, mission and goals.
2. Work with the Board of Directors to create and revise the school's strategic plan.
3. Oversee the hiring and management of staff and staff evaluations.
4. Establish strong community ties and lead efforts to establish external support for the school.
5. Oversee all school contracts and expenditures to ensure fiscal accountability.
6. Approve reports and data submissions required by TEA.
7. Evaluate school curriculum and instructional practices to ensure optimum student performance.
8. Develop annual budgets to submit to the Board of Directors for approval.
9. Work with the Board of Directors to establish school policies and procedures.
10. Maximize opportunities for continued professional growth.

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: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: Principal

Reports to: CEO/Superintendent

Salary Range: \$80,000

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.

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

Number of Students anticipated in year one: 725 In year five: 1,880

Minimum Qualifications Required:

Education Required: Bachelor's degree required; graduate degree preferred

Experience Required: A minimum of five years of teaching and school leadership experience required; experience in an urban school setting preferred.

Certification Required: None

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

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 101912 | Houston | 214,175 | \$100,601 |
| Alief ISD | 101903 | Houston | 46,263 | \$107,621 |
| Aldine ISD | 101902 | Houston | 67,331 | \$98,403 |

Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, Inc.

Position: Principal

Reports to: CEO/Superintendent

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

1. Ensure that staff are executing the school's vision, mission and goals.
2. Oversee the collection and analysis of student performance data to improve school practices.
3. Create an open and respectful relationship with students and their families.
4. Hire and manage staff; oversee staff evaluations and professional development opportunities.
5. Implement a clearly defined student behavior management system.
6. Implement a clearly defined policy of staff expectations and behavior.
7. Work with teachers on the selection of books and other instructional materials.
8. Manage the selection and administration of student assessments.
9. Meet regularly with leadership staff at the school.
10. Maximize opportunities for continued professional growth.

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: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: Assistant Principal

Reports to: Principal

Salary Range: \$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.

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

Number of Students anticipated in year In year five:

Minimum Qualifications Required:

Education Required: Bachelor's degree required; graduate degree preferred

Experience Required: A minimum of 3 years of teaching and school leadership experience required; experience in an urban school setting preferred.

Certification Required: None

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

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 101912 | Houston | 214,175 | \$72,469 |
| Alief ISD | 101903 | Houston | 46,263 | \$76,733 |
| Aldine ISD | 101902 | Houston | 67,331 | \$74,250 |

Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, Inc.

Position: Assistant Principal

Reports to: Principal

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

1. Assist the Principal in ensuring that staff are executing the school's vision, mission and goals.

2. Assume all Principal duties in the absence of the Principal.

3. Take a leadership role in implementing the school's student behavior management system.

4. Take a leadership role in working with students and their families to address any concerns.

5. Coordinate any co-curricular and extracurricular activities.

6. Work with the academic and support leadership at the school on an ongoing basis.

7. Assist the Principal to address the needs of teachers and staff at the school.

8. Observe classrooms on a formal or informal basis and report findings to the Principal.

9. Maximize opportunities for continued professional growth.

10. Execute duties delegated by the Principal

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: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: Special Education Coordinator

Reports to: Principal

Salary Range: \$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.

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

Number of Students anticipated in year one: 725 In year five: 1,880

Minimum Qualifications Required:

Education Required: Master's Degree in Special Education.

Experience Required: 2 years of classroom teaching experience, in an urban school setting, as a special education teacher; 2 years of experience as a special education coordinator.

Certification Required: Certification in Special Education.

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 |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 121912 | Houston | 214,175 | \$67,757 |
| Alief ISD | 121903 | Houston | 46,263 | \$70,634 |
| Aldine ISD | 101902 | Houston | 67,331 | \$66,395 |

Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, Inc.

Position: Special Education Coordinator

Reports to: Principal

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

1. Oversee the special education teachers.
2. Review all IEP/504 plans for students.
3. Ensure appropriate delivery of both special education instruction and related services.
4. Ensure compliance by the school with all local and Federal laws and regulations.
5. Effectively communicate with parents and guardians the special education process.
6. Coordinate with special education teams to complete quarterly progress reports.
7. Ensure IEPs are developed and instruction implemented and relevant to individual students.
8. Oversee special education inventory of equipment and materials.
9. Gather data for all reporting requirements concerning students with IEPs/504 plans.
- 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: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: Special Education Teacher

Reports to: Principal

Salary Range: \$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.

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

Number of Students anticipated in year one: 725 In year five: 1,880

Minimum Qualifications Required:

Education Required: Bachelor's degree required; graduate degree preferred

Experience Required: 2 to 3 years experience working with special education students required; experience teaching in an urban school setting preferred.

Certification Required: Special Education Certification

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

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 101912 | Houston | 214,175 | \$54,538 |
| Alief ISD | 101903 | Houston | 46,263 | \$59,173 |
| Aldine ISD | 101902 | Houston | 67,331 | \$57,817 |

Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, Inc.

Position: Special Education Teacher

Reports to: Principal

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

1. Identify through multiple sources students with special needs
2. Work with students, parents and colleagues to create IEPs through the ARD process
3. Demonstrate knowledge of research based instruction and activities for special needs students
4. Collaborate with general education teachers to explain and implement IEP modifications
5. Use appropriate assessments to modify instructional strategies and monitor student progress.
6. Follow behavior management consistent with a student's IEP to ensure growth in social behavior.
7. Understand the requirements for extended year and transitional services.
8. Maintain ongoing communication with students' parents.
9. Demonstrate behavior that is professional, ethical and reflects school values
10. Participate in all relevant professional development

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: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: General Education Teacher

Reports to: Principal

Salary Range: \$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.

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

Number of Students anticipated in year In year five:

Minimum Qualifications Required:

Education Required: Bachelor's degree required; graduate degree preferred

Experience Required: A minimum of 2 years of teaching experience required; experience in content area required; experience teaching in an urban school setting preferred.

Certification Required: Certification in teaching field or degree in subject hired to teach.

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 |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 101912 | Houston | 214,175 | \$54,538 |
| Alief ISD | 101903 | Houston | 46,263 | \$59,173 |
| Aldine | 101902 | Houston | 67,331 | \$57,817 |

Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, Inc.

Position: General Education Teacher

Reports to: Principal

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

1. Employ research-based instructional strategies to maximize success for all students

2. Use the school's 3-tier instructional model with fidelity to ensure that no student is left behind

3. Use instructional technology to extend and enhance learning opportunities

4. Follow the school's behavior management system to ensure growth in social behavior

5. Use school assessment data to personalize and adjust instruction for all students

6. Demonstrate behavior that is professional, ethical, and reflects school values

7. Work with colleagues to plan units and create detailed lesson plans

8. Provide opportunities for families of students to participate in classroom activities

9. Be accessible to students for extra instruction and support

10. Participate in all relevant professional development

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: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: Teacher-In-Residence (Relay)

Reports to: Principal

Salary Range: \$32,000

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.

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

Number of Students anticipated in year one: 725 In year five: 1,880

Minimum Qualifications Required:

Education Required: Bachelor's degree.

Experience Required: 1-2 years of relevant teaching experience.

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 |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 101912 | Houston | 214,175 | \$20,255 |
| Alief ISD | 101903 | Houston | 46,263 | \$23,113 |
| Aldine ISD | 101902 | Houston | 67,331 | \$21,432 |

Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, Inc.

Position: Teacher-In-Residence (Relay)

Reports to: Principal

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

1. Support the classroom teacher in implementing curriculum and instruction.
2. Complete necessary coursework, assessments and gateways with Relay.
3. Gradually increase teaching responsibilities throughout the school year.
4. Perform all duties listed in the job description as a lead teacher towards the end of the program.
5. Follow the school's behavior management system to ensure growth in social behavior.
6. Demonstrate behavior that is professional, ethical and reflects school's values.
7. Be accessible to students for extra instructional and support.
8. Communicate with parents about students progress.
9. Attend all school Professional Development sessions during the summer & within the school year.
- 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: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: Counselor

Reports to: Principal

Salary Range: \$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.

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

Number of Students anticipated in year one: 725 In year five: 1,880

Minimum Qualifications Required:

Education Required: Bachelor's degree required; graduate degree preferred

Experience Required: 3 to 5 years experience as an elementary and middle school counselor, in an urban school setting preferred.

Certification Required: School Counselor Certification

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

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 101912 | Houston | 214,175 | \$66,189 |
| Alief ISD | 101903 | Houston | 46,263 | \$72,899 |
| Aldine ISD | 101902 | Houston | 67,331 | \$70,198 |

Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, Inc.

Position: Counselor

Reports to: Principal

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

1. Conduct counseling services in individual or group settings.
2. Make appropriate referrals for students when needed.
3. Work with the Community Relations Director to assign mentors and tutors to students.
4. Team with the Principal/teachers to provide academic interventions for students who need help.
5. Assist teachers in analyzing assessment data to adjust education plans for students.
6. Organize career days to expose students to possible career options.
7. Assist teachers in organizing academic field lessons to enhance learning opportunities.
8. Maximize opportunities for professional development.
- 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: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: Social Worker

Reports to: Principal

Salary Range: \$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.

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

Number of Students anticipated in year one: 725 In year five: 1,880

Minimum Qualifications Required:

Education Required: Bachelor's degree; Graduate degree preferred.

Experience Required: 2 years experience in case management.

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 |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 101912 | Houston | 214,175 | \$49,014 |
| Alief ISD | 101903 | Houston | 46,263 | \$57,002 |
| Aldine ISD | 101902 | Houston | 67,331 | \$62,593 |

Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, Inc.

Position: Social Worker

Reports to: Principal

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

1. Work with social service agencies, when necessary, to coordinate services for students.
2. Provide referral information to parents in need of special programs and services.
3. Work with teachers to address discipline issues related to student/family circumstances.
4. Provide crisis intervention for families; refer them to crisis intervention agencies.
5. Conduct home visits if necessary.
6. Maintain records of all contact with and referrals to social service agencies.
7. Maximize opportunities for professional development.
- 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: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: Office Manager

Reports to: Principal

Salary Range: \$45,000

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.

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

Number of Students anticipated in year one: 725 In year five: 1,880

Minimum Qualifications Required:

Education Required: High school diploma required; some college credit or Bachelor's degree preferred.

Experience Required: At least 2 years of relevant experience; good organizational and communication skills required; knowledge of the community and experience working in a school preferred.

Certification Required: None.

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

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 101912 | Houston | 214,175 | \$39,996 |
| Alief ISD | 101903 | Houston | 46,263 | \$40,516 |
| Aldine ISD | 101902 | Houston | 67,331 | \$33,491 |

Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, Inc.

Position: Office Manager

Reports to: Principal

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

1. Coordinate a variety of office activities and special school events.
2. Maintain school calendar; schedule appointments and staff meetings.
3. Arrange substitute teachers.
4. Maintain inventory of equipment, keys, textbooks, and instructional materials.
5. Track and report staff attendance.
6. Reconcile and adjust records for student attendance, excessive absences, tardies and dismissals.
7. Contact parents or guardians to report and verify excused/unexcused absences.
8. Provide administrative support to the principal.
9. Prepare and accurately maintain files, records, reports and other documents.
- 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: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: Office Clerk

Reports to: Principal

Salary Range: \$30,000

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.

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

Number of Students anticipated in year one: 725 In year five: 1,880

Minimum Qualifications Required:

Education Required: High school diploma required.

Experience Required: At least 1 year experience in related clerical duties.

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 |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 101912 | Houston | 214,175 | \$26,784 |
| Alief ISD | 101903 | Houston | 46,263 | \$26,489 |
| Aldine ISD | 101902 | Houston | 67,331 | \$24,544 |

Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, Inc.

Position: Office Clerk

Reports to: Principal

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

1. Answer phones and direct callers to the appropriate staff member.
2. Greet visitors cordially and conduct screens to check them in and produce visitor tags.
3. Maintain the security of confidential employee and student records and other sensitive material.
4. Assist school officers to produce letters, reports, and other written communication.
5. Assist with the coordination of special school functions.
6. Help with the processing of student report cards and student transcripts.
7. Maintain records for student attendance, absences, tardies and dismissals.
8. Assist with proper recording of meals program.
- 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: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: Custodian

Reports to: Principal

Salary Range: \$30,000

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.

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

Number of Students anticipated in year one: 725 In year five: 1,880

Minimum Qualifications Required:

Education Required: High school diploma or GED required.

Experience Required: Experience in custodial duties including cleaning and maintenance.

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 |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 101912 | Houston | 214,175 | \$23,574 |
| Alief ISD | 101903 | Houston | 46,263 | \$38,400 |
| Aldine ISD | 101902 | Houston | 67,331 | \$28,400 |

Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, Inc.

Position: Custodian

Reports to: Principal

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

1. Conduct cleaning at the campus on a daily basis.
2. Report any maintenance issues to the Principal.
3. Perform minor repairs at the request of the Principal.
4. Maintain a professional and ethical relationship with staff and students.
5. Create a schedule of less frequent cleaning to be performed (washing windows, waxing floors).
- 6.
- 7.
- 8.
- 9.
- 10.

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

Name of Proposed Charter School: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: Director of Community Relations

Reports to: CEO/Superintendent

Salary Range: \$85,000

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.

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

Number of Students anticipated in year one: 725 In year five: 1,880

Minimum Qualifications Required:

Education Required: Bachelor's degree required

Experience Required: 5 years of experience in community/parent relations in a school or in a for- or non-profit organization; fluency in Spanish is preferred.

Certification Required: None

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

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 101912 | Houston | 214,175 | \$148,608 |
| Alief ISD | 101903 | Houston | 46,263 | \$178,479 |
| Aldine ISD | 101902 | Houston | 67,331 | \$170,211 |

Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, Inc.

Position: Director of Community Relations

Reports to: CEO/Superintendent

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

1. Create partnerships with businesses/organizations to donate equipment/services to the schools.
2. Promote parent involvement in the schools through extensive volunteer opportunities.
3. Establish partnerships with service providers to serve school families at night and on weekends.
4. Identify and apply for grants to benefit the schools.
5. Organize and conduct school fundraising events.
6. Assist the CEO/Superintendent in handling public relations and media communications.
7. Work with the IT Director to create online opportunities to donate to the schools.
8. Explore educational and extracurricular programming with other schools in the area.
9. Develop relationships with businesses and organizations to mentor and tutor students.
- 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: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: Alumni Coordinator/HS Counselor

Reports to: Director of Community Relations

Salary Range: \$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.

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

Number of Students anticipated in year one: 725 In year five: 1,880

Minimum Qualifications Required:

Education Required: Bachelor's degree required.

Experience Required: Experience in computers and applicable software, internet and web-based resources for high school and college placement.

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 |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 101912 | Houston | 214,175 | \$62,391 |
| Alief ISD | 101903 | Houston | 46,263 | \$69,756 |
| Aldine ISD | 101902 | Houston | 67,331 | \$60,121 |

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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

Name of Proposed Charter School: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: Comptroller/Director of Finance

Reports to: Superintendent

Salary Range: \$70,000

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.

Proposed Location (City and County):

Number of Students anticipated in year one: 725 In year five: 1,880

Minimum Qualifications Required:

Education Required: Bachelor's degree required; graduate degree preferred.

Experience Required: 5 years of financial management experience.

Certification Required: Certified accountant preferred

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 |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 101912 | Houston | 214,175 | \$95,557 |
| Alief ISD | 101903 | Houston | 46,263 | \$104,760 |
| Aldine ISD | 101902 | Houston | 67,331 | \$66,248 |

Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, Inc.

Position: Comptroller/Director of Finance

Reports to: Superintendent

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

1. State and Federal financial reporting.
2. Analyze variances between budgeted and actual revenues and expenses
3. Collection and reporting of resources; primarily tax collections, state program revenues, and
4. Track all revenues and expenses in financial software
5. Prepare monthly financial reports for the superintendent and board
6. Oversee PEIMS coordinator to ensure proper input of ADA
7. Produce annual and long-term budgets
8. Oversee the annual budget
9. Oversee Director of IT
- 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: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: Director of Information Technology

Reports to: Superintendent

Salary Range: \$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.

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

Number of Students anticipated in year one: 725 In year five: 1,880

Minimum Qualifications Required:

Education Required: Bachelor's degree required.

Experience Required: 3-5 years of experience managing information technology at a school or other organization; knowledge of educational technology platforms and products.

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 |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 101912 | Houston | 214,175 | \$43,192 |
| Alief ISD | 101903 | Houston | 46,263 | \$76,302 |
| Aldine ISD | 101902 | Houston | 67,331 | \$69,278 |

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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

Name of Proposed Charter School: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: PEIMS Coordinator

Reports to: Comptroller/CFO

Salary Range: \$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.

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

Number of Students anticipated in year one: 725 In year five: 1,880

Minimum Qualifications Required:

Education Required: Bachelor's degree.

Experience Required: 2-3 years of prior experience working with PEIMS data and submitting data to TEA.

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 |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 101912 | Houston | 214,175 | \$72,263 |
| Alief ISD | 101903 | Houston | 46,263 | \$76,302 |
| Aldine ISD | 101902 | Houston | 67,331 | \$69,278 |

Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, Inc.

Position: PEIMS Coordinator

Reports to: Comptroller/CFO

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

1. Oversee the timely and accurate submission of the school's data to TEA.
2. Provide oversight and training to PEIMS data entry clerks and office staff.
3. Work with the PEIMS data standards to address all school data submissions to TEA.
4. Produce reports on PEIMS data for the Principals, Superintendent and Board of Directors.
5. Evaluate the efficiency & effectiveness of the school data systems & processes related to PEIMS
6. Provide trainings to school staff on data collection and state and federal requirements.
7. Attend trainings to stay current on current regulations for PEIMS.
8. Update school personnel and board members on all areas related to PEIMS.
- 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: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: Director of Operations

Reports to: Superintendent

Salary Range: \$70,000

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.

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

Number of Students anticipated in year one: 725 In year five: 1,880

Minimum Qualifications Required:

Education Required: Bachelor's degree required; graduate degree preferred

Experience Required: 5 years experience in all aspects of operating a school

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 |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 101912 | Houston | 214,175 | \$94,592 |
| Alief ISD | 101903 | Houston | 46,263 | \$111,388 |
| Aldine ISD | 101902 | Houston | 67,331 | \$84,532 |

Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, Inc.

Position: Director of Operations

Reports to: Superintendent

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

1. Develop and implement procedures to ensure that the school is safe.
2. Develop and implement procedures to ensure that the school is running efficiently.
3. Be the point of contact for all vendors.
4. Manage the procurement of all goods, equipment, supplies for the school.
5. Work with leadership staff to implement the logistics of arrival, breakfast, lunch and dismissal.
6. Manage the logistics of all school events.
7. Maintain a record of and review all assets of the school.
8. Maintain adequate liability and replacement insurance for the school.
9. Manage all repair and maintenance of school property.
- 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: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: Director of Human Resources

Reports to: Superintendent

Salary Range: \$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.

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

Number of Students anticipated in year one: 725 In year five: 1,880

Minimum Qualifications Required:

Education Required: Bachelor's degree required; graduate degree preferred

Experience Required: 3-5 years experience in a leadership position in a Human Resource office

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 |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 101912 | Houston | 214,175 | \$194,361 |
| Alief ISD | 101903 | Houston | 46,263 | \$114,201 |
| Aldine ISD | 101902 | Houston | 67,331 | \$101,841 |

Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, Inc.

Position: Director of Human Resources

Reports to: Superintendent

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

1. Coordinates the development and placement of job postings including advertising positions
2. Coordinates interviews with job candidates, checks references and manages required screenings
3. Maintains compliant personnel files for all employees
4. Manages employee benefits and coordinates information sessions to explain benefits
5. Maintains all records related to sick, annual and other types of leave
6. Oversees the development of the employee handbook and policies
7. Oversees the dissemination of information on training/professional development opportunities
- 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: Neighborhood Schools

Name of sponsoring entity: Neighborhood Schools, Inc.

Position: Payroll Clerk

Reports to: Director of HR

Salary Range: \$45,000

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.

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

Number of Students anticipated in year one: 725 In year five: 1,880

Minimum Qualifications Required:

Education Required: High school diploma. Associates degree in business or related field or some college credits preferred.

Experience Required: Knowledge of principles and practices in payroll processing required. 2-3 years experience in payroll department preferred.

Certification Required: None.

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

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|------------------|--------|-------------------|----------------------|--------------|
| Houston ISD | 101912 | Houston | 214,175 | \$39,996 |
| Alief ISD | 101903 | Houston | 46,263 | \$40,516 |
| Aldine ISD | 101902 | Houston | 67,331 | \$33,491 |

Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, Inc.

Position: Payroll Clerk

Reports to: Director of HR

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

1. Prepares the production of payrolls and required salary deductions.
2. Prepares the required federal and state tax reporting requirements.
3. Process new hires, terminations, approved leave changes, and direct deposits.
4. Distribute payroll.
5. Compiles, prepares, and generates payroll reports as required.
6. Manages time sheets for hourly employees.
7. Assist Director of HR as needed.
- 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 [redacted] 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.

AFFIDAVIT OF PUBLICATION

STATE OF TEXAS:
COUNTY OF HARRIS:

Before me, the undersigned authority, a Notary Public in and for the State of Texas, on this day personally appeared: Victoria Bond, the Newspaper Representative, at the HOUSTON CHRONICLE, a daily newspaper published in Harris County, Texas and generally circulated in the Counties of: Harris, Trinity, Walker, Grimes, Polk, San Jacinto, Washington, Montgomery, Liberty, Austin, Waller, Chambers, Colorado, Brazoria, Fort Bend, Galveston, Wharton, Jackson, and Matagorda and that the publication, of which the annexed herein, or attached to, is a true and correct copy, was published to-wit:

11/20/2018 Ad#183749

Neighborhood Schools

Victoria Bond AIR Clerk
Newspaper Representative

Sworn and subscribed to before me, this 28 day of November, 2018 A.D.

Delilah Metzger
Notary Public in and for the State of Texas



LOCAL ARTISTS, SHOPS
READY TO SELL

PAGE D1



HOUSTON★CHRONICLE

Tuesday, November 20, 2018 | HoustonChronicle.com and Chron.com | Vol. 118, No. 38 | \$2.00 ★★

Sunny: High 62, Low 42

A10 | Tuesday, November 20, 2018 | HoustonChronicle.com and chron.com | Houston Chronicle ★★

FROM THE COVER

the challenges, calling for unity as his central theme. Pledges supporting his candidacy have come from both Republicans and Dem-

session," said Murphy, who called Bonnen's "passion" and "ability to speak clearly and bluntly" necessary characteristics of any

crats and a coalition of Republicans.

"Members' biggest problem with Straus was that he allowed

vance the position of the House vis a vis the lieutenant governor? I think Dennis has more than proved that he can do that."

ed a on during the last session with Speaker Straus and the lieutenant governor, and the governor to some extent."

Neighborhood Schools, Inc. and the board members, Vanessa Ramirez, Lupita Talley, Jaciel Castro, Danielle Davis, and Ramon Reyes will conduct a community meeting for The Eastex Jensen Neighborhood School at Northside Missionary Baptist Church (6915 Curry Rd., Houston, TX 77093) on **November 28th at 9:00 am** and at Shady Lane Park (10220 Shady, Houston, TX 77093) on **December 8th at 10:00 am**. The Eastex-Jensen Neighborhood School campus plans to be an open-enrollment charter school starting fall of 2020 with grades Kinder, 1st, 2nd, 5th, and 6th.

Neighborhood Schools, Inc. y la mesa directiva Vanessa Ramirez, Lupita Talley, Jaciel Castro, Danielle Davis, y Ramon Reyes realizará una reunión comunitaria para The Eastex Jensen Neighborhood School en la Iglesia Northside Missionary Baptist Church (6915 Curry Rd., Houston, TX 77093) el **28 de Noviembre** a las **9:00 am** y en Shady Lane Park (10220 Shady, Houston, TX 77093) el **8 de Diciembre** a las **10:00 am**. La escuela The Eastex-Jensen Neighborhood School planea ser una escuela charter de inscripción abierta comenzando el otoño de 2020 con los grados Kinder, 1er, 2º, 5º y 6º.

SALE
25% OFF

Statewide Remodeling is a professional remodeling company that has been in business for over 20 years. We are proud to be a part of the Houston community and to provide quality remodeling services to our customers.

**NO MONEY DOWN
NO INTEREST &
NO PAYMENTS**
FOR UP TO 18 MONTHS

**GET PAYMENTS
AS LOW AS
\$125/month**
on a \$10,000 project

Quick Bath Systems to Full Bathroom Remodels



**FREE ESTIMATE AND
DESIGN CONSULTATION**

KOHLER Walk-In Bath
KOHLER Shower System

- Locally owned and based in Texas
- Over 24 years in business
- Wide range of products to support our Texas homeowner's needs

Statewide Remodeling
100% Satisfaction Guaranteed

281-738-3527
StatewideRemodeling.com



168

AFFIDAVIT OF PUBLICATION

STATE OF TEXAS:
COUNTY OF HARRIS:

Before me, the undersigned authority, a Notary Public in and for the State of Texas, on this day personally appeared: Victoria Bond, the Newspaper Representative, at the HOUSTON CHRONICLE, a daily newspaper published in Harris County, Texas and generally circulated in the Counties of: Harris, Trinity, Walker, Grimes, Polk, San Jacinto, Washington, Montgomery, Liberty, Austin, Waller, Chambers, Colorado, Brazoria, Fort Bend, Galveston, Wharton, Jackson, and Matagorda and that the publication, of which the annexed herein, or attached to, is a true and correct copy, was published to-wit:

11/27/2018 Ad#184102

██████████ – Neighborhood Schools

Victoria Bond AKC
Newspaper Representative

Sworn and subscribed to before me, this 28 day of November, 2018.

Delilah Metzger
Notary Public in and for the State of Texas





HOUSTON ★ CHRONICLE

Tuesday, November 27, 2018 | HoustonChronicle.com and Chron.com | Vol. 118, No. 45 | \$2.00 ★★

Sunny: High 59, Low 41

A6 | Tuesday, November 27, 2018 | HoustonChronicle.com and Chron.com | Houston Chronicle ★★

CITY | STATE

ly before his hearing. She lodged fairly new accusations that Siddiqi had burned her, attempted to blackmail her with nude photos and threatened her life.

The judge reset her sentencing to Wednesday so that he could

ing life hearing. They said quickly, so he took on more product. When Siddiqi learned the drugs were made locally, he decided he would get in on that aspect of the business as well, Schaffer said.

Siddiqi ran a kush lab at a farm

activity specialist for him. Police were also tipped off to the kingpin's cash flow when Siddiqi's son began passing out \$100 bills to his middle school classmates.

At sentencing, the federal

her forearm, where Medrano said Siddiqi had burned her by holding her hand to a burning hot stove. He waved a thick manila envelope at the judge, saying it contained X-rated photographs

took to Dubai. Khurram paid installments on the life insurance policy that Siddiqi set up to protect her, the lawyer said.

Neighborhood Schools, Inc. and the board members, Vanessa Ramirez, Lupita Talley, Jaciel Castro, Danielle Davis, and Ramon Reyes will conduct a community meeting for **The Neighborhood School of Southwest Houston** at 8 Million Stories (6500 Chimney Rock Rd. Bldg 5, Houston, TX 77081) on **December 5th at 12:00 pm**; at First Methodist Church (10570 Westpark Dr., Houston, TX 77042) on **December 5th at 6:00 pm**; and at Tracy Gee Community Center (3599 Westcenter Dr., Houston, Texas 77042) on **December 11th at 6:00 pm**. The Neighborhood School of Southwest Houston campus plans to be an open-enrollment charter school starting fall of 2020 with grades Kinder, 1st, 2nd, and 5th.

Neighborhood Schools, Inc. y la mesa directiva Vanessa Ramirez, Lupita Talley, Jaciel Castro, Danielle Davis, y Ramon Reyes realizarán una reunión comunitaria para **The Neighborhood School of Southwest Houston** en 8 Million Stories (6500 Chimney Rock Rd. Bldg 5, Houston, TX 77081) el **5 de Diciembre a las 12:00 pm**; en la Iglesia First Methodist Church (10570 Westpark Dr., Houston, TX 77042) el **5 de Diciembre a las 6:00 pm**; y en Tracy Gee Community Center (3599 Westcenter Dr., Houston, Texas 77042) el **11 de Diciembre a las 6:00 pm**. La escuela The Neighborhood School of Southwest Houston planea ser una escuela charter de inscripción abierta comenzando el otoño de 2020 con los grados Kinder, 1er, 2º, y 5º.

SALE
25% OFF

Quick Bath Systems to Full Bathroom Remodels

Statewide Remodeling's licensed professionals can quickly transform remodeling projects and help your home look like it's brand new!

NO MONEY DOWN | **GET PAYMENTS**
NO INTEREST | **as low as**
NO PAYMENTS | **\$125/month***
FOR UP TO 36 MONTHS

FREE ESTIMATE AND DESIGN CONSULTATION

KOHLER Walk-In Bath
KOHLER Shower System

- Locally owned and based in Texas
- Over 24 years in business
- Wide range of products to support our Texas homeowner's needs

Statewide Remodeling
100% Satisfaction Guaranteed

281-738-3527
StatewideRemodeling.com

500
KOHLER



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.

The image shows a 'CERTIFIED MAIL RECEIPT CARD' form. It is divided into two main sections: 'SENDER, COMPLETE THIS SECTION' and 'COMPLETE THIS SECTION ON DELIVERY'. The sender section includes fields for 'Article Addressed to', a barcode, and an 'Article Number'. The delivery section includes checkboxes for 'Signature', 'Agent', 'Address', and 'Return Receipt by First-Class Mail'. It also has a section for 'Service Type' with options like 'Registered Mail', 'Registered Mail Restricted Delivery', and 'Registered Mail Return Receipt'. The form is labeled 'PS Form 3811, July 2015 PSN 7500-02-000-9000'.

CERTIFIED MAIL RECEIPT CARD

The image shows a 'U.S. Postal Service CERTIFIED MAIL RECEIPT' form. It features a large barcode on the left side and a section for 'Signature' and 'Date' on the right. The form is labeled 'U.S. Postal Service CERTIFIED MAIL RECEIPT' and 'PSN 7500-02-000-9000'.

CERTIFIED MAIL RECEIPT

PLEASE NOTE: Attachment A3 is referenced on the Outreach and Public Meetings narrative page of the Finance/Operations/Governance Plans.

7017 3040 0000 1293 0393

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
HOUSTON, TX 77073

Certified Mail Fee \$3.45
\$2.75
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.50

Total Postage and Fees \$6.70

0381
10

Sent To Superintendent - Aldine ISD
Street and Apt. No., or PO Box No.
2520 W.W. Thorne Blvd.
City, State, ZIP+4®
HOUSTON, TX 77073

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

7017 3040 0000 1293 0461

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
HOUSTON, TX 77073

Certified Mail Fee \$3.45
\$2.75
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.50

Total Postage and Fees \$6.70

0381
10

Sent To Board President - Aldine ISD
Street and Apt. No., or PO Box No.
2520 W.W. Thorne Blvd.
City, State, ZIP+4®
HOUSTON, TX 77073

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

7017 3040 0000 1293 0416

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
HOUSTON, TX 77072

Certified Mail Fee \$3.45
\$2.75
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.50

Total Postage and Fees \$6.70

0381
10

Sent To Superintendent - Alief ISD
Street and Apt. No., or PO Box No.
4250 Cook Rd.
City, State, ZIP+4®
HOUSTON, TX 77072

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

7017 3040 0000 1293 0478

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
HOUSTON, TX 77072

Certified Mail Fee \$3.45
\$2.75
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.50

Total Postage and Fees \$6.70

0381
10

Sent To Board President - Alief ISD
Street and Apt. No., or PO Box No.
4250 Cook Rd.
City, State, ZIP+4®
HOUSTON, TX 77072

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

7017 3040 0000 1293 0423

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
HOUSTON, TX 77065

Certified Mail Fee \$3.45
\$2.75
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.50

Total Postage and Fees \$6.70

0381
10

Sent To Superintendent - CyFair ISD
Street and Apt. No., or PO Box No.
10300 Jones Rd.
City, State, ZIP+4®
HOUSTON, TX 77065

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

7017 3040 0000 1293 0119

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
HOUSTON, TX 77065

Certified Mail Fee \$3.45
\$2.75
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.50

Total Postage and Fees \$6.70

0381
10

Sent To Board President - CyFair ISD
Street and Apt. No., or PO Box No.
10300 Jones Rd.
City, State, ZIP+4®
HOUSTON, TX 77065

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

7017 3040 0000 1293 0430

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

SUGAR LAND, TX 77479

Certified Mail Fee \$3.45
\$2.75
Extra Services & Fees (check box, add fees as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.50

Total Postage and Fees \$6.70

Sent To Superintendent - Ft. Bend ISD

Street and Apt. No., or PO Box No. 16431 Lexington Blvd

City, State, ZIP+4® Sugarland, TX 77479

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7017 3040 0000 1293 0126

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

SUGAR LAND, TX 77479

Certified Mail Fee \$3.45
\$2.75
Extra Services & Fees (check box, add fees as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.50

Total Postage and Fees \$6.70

Sent To Board President - Ft. Bend ISD

Street and Apt. No., or PO Box No. 16431 Lexington Blvd

City, State, ZIP+4® Sugarland, TX 77479

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7017 3040 0000 1293 0386

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

HOUSTON, TX 77092

Certified Mail Fee \$3.45
\$2.75
Extra Services & Fees (check box, add fees as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.50

Total Postage and Fees \$6.70

Sent To Superintendent - HISD

Street and Apt. No., or PO Box No. 4400 West 18th Street

City, State, ZIP+4® Houston, TX 77092

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7017 3040 0000 1293 0133

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

HOUSTON, TX 77092

Certified Mail Fee \$3.45
\$2.75
Extra Services & Fees (check box, add fees as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.50

Total Postage and Fees \$6.70

Sent To Board President - HISD

Street and Apt. No., or PO Box No. 4400 West 18th Street

City, State, ZIP+4® Houston, TX 77092

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7017 3040 0000 1293 0447

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

KATY, TX 77494

Certified Mail Fee \$3.45
\$2.75
Extra Services & Fees (check box, add fees as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.50

Total Postage and Fees \$6.70

Sent To Superintendent - Katy ISD

Street and Apt. No., or PO Box No. 16301 S. Stadium Lane

City, State, ZIP+4® Katy, TX 77494

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7017 3040 0000 1293 0140

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

KATY, TX 77494

Certified Mail Fee \$3.45
\$2.75
Extra Services & Fees (check box, add fees as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.50

Total Postage and Fees \$6.70

Sent To Board President - Katy ISD

Street and Apt. No., or PO Box No. 16301 S. Stadium Lane

City, State, ZIP+4® Katy, TX 77494

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7017 3040 0000 1293 0454

| U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only | |
|--|------------|
| For delivery information, visit our website at www.usps.com ®. | |
| HOUSTON, TX 77024 | |
| Certified Mail Fee \$3.45 | 0381 10 |
| \$2.75 | |
| Extra Services & Fees (check box, add fee as appropriate) | |
| <input type="checkbox"/> Return Receipt (hardcopy) \$0.00 | |
| <input type="checkbox"/> Return Receipt (electronic) \$0.00 | |
| <input type="checkbox"/> Certified Mail Restricted Delivery \$0.00 | |
| <input type="checkbox"/> Adult Signature Required \$0.00 | |
| <input type="checkbox"/> Adult Signature Restricted Delivery \$0.00 | |
| Postage \$0.50 | |
| Total Postage and Fees \$6.70 | |
| Sent To Superintendent - Spring Branch ISD | |
| Street and Apt. No., or PO Box No. 955 Campbell Rd. | |
| City, State, ZIP+4® Houston, TX 77024 | |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions | |



7017 3040 0000 1293 0157

| U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only | |
|--|------------|
| For delivery information, visit our website at www.usps.com ®. | |
| HOUSTON, TX 77024 | |
| Certified Mail Fee \$3.45 | 0381 10 |
| \$2.75 | |
| Extra Services & Fees (check box, add fee as appropriate) | |
| <input type="checkbox"/> Return Receipt (hardcopy) \$0.00 | |
| <input type="checkbox"/> Return Receipt (electronic) \$0.00 | |
| <input type="checkbox"/> Certified Mail Restricted Delivery \$0.00 | |
| <input type="checkbox"/> Adult Signature Required \$0.00 | |
| <input type="checkbox"/> Adult Signature Restricted Delivery \$0.00 | |
| Postage \$0.50 | |
| Total Postage and Fees \$6.70 | |
| Sent To Board President - Spring Branch ISD | |
| Street and Apt. No., or PO Box No. 955 Campbell St. | |
| City, State, ZIP+4® Houston, TX 77024 | |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions | |



7017 3040 0000 1293 0164

| U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only | |
|--|---------|
| For delivery information, visit our website at www.usps.com ®. | |
| HOUSTON, TX 77047 | |
| Certified Mail Fee \$3.45 | 0381 10 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| <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 | |
| Postage \$0.50 | |
| Total Postage and Fees \$6.70 | |
| Sent To LAWRENCE ALLEN, Jr., SBOE | |
| Street and Apt. No., or PO Box No. 3717 Cork Dr. | |
| City, State, ZIP+4® HOUSTON, TX 77047 | |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions | |

7017 3040 0000 1293 0171

| U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only | |
|--|---------|
| For delivery information, visit our website at www.usps.com ®. | |
| HOUSTON, TX 77279 | |
| Certified Mail Fee \$3.45 | 0381 10 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| <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 | |
| Postage \$0.50 | |
| Total Postage and Fees \$6.70 | |
| Sent To Donna Bahorich, SBOE | |
| Street and Apt. No., or PO Box No. P.O. Box 79842 | |
| City, State, ZIP+4® HOUSTON, TX 77279 | |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions | |

7017 3040 0000 1293 0185

| U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only | |
|--|---------|
| For delivery information, visit our website at www.usps.com ®. | |
| BEAUMONT, TX 77701 | |
| Certified Mail Fee \$3.45 | 0381 10 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| <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 | |
| Postage \$0.50 | |
| Total Postage and Fees \$6.70 | |
| Sent To DAVID BRADLEY, SBOE | |
| Street and Apt. No., or PO Box No. 2145 North Street | |
| City, State, ZIP+4® Beaumont, TX 77701 | |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions | |

7017 3040 0000 1293 0188

| U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only | |
|--|---------|
| For delivery information, visit our website at www.usps.com ®. | |
| CONROE, TX 77384 | |
| Certified Mail Fee \$3.45 | 0381 10 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| <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 | |
| Postage \$0.50 | |
| Total Postage and Fees \$6.70 | |
| Sent To Barbara Carhill, SBOE | |
| Street and Apt. No., or PO Box No. 15257 Rynnymede St. | |
| City, State, ZIP+4® Conroe, TX 77384 | |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions | |

7017 3040 0000 1293 0201

| U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only | |
|--|---------|
| For delivery information, visit our website at www.usps.com ®. | |
| FLORENCE, TX 76527 | |
| Certified Mail Fee \$3.45 | 0381 10 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| <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 | |
| Postage \$0.50 | |
| Total Postage and Fees \$6.70 | |
| Sent To Tom Maynard, SBOE | |
| Street and Apt. No., or PO Box No. P.O. Box 625 | |
| City, State, ZIP+4® Florence, TX 76527 | |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions | |

7017 3040 0000 1293 0331

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

HOUSTON, TX 77096

Certified Mail Fee \$3.45
\$2.75
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.50

Total Postage and Fees \$6.70

Sent To Rep. Alma Allen

Street and Apt. No., or PO Box No. 10101 Fendren Rd. Ste. 500

City, State, ZIP+4® Houston, TX 77096

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

0381
10

7017 3040 0000 1293 0522

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

AUSTIN, TX 78768

Certified Mail Fee \$3.45
\$2.75
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.50

Total Postage and Fees \$6.70

Sent To Rep. Hon. Cecil Bell, Jr.

Street and Apt. No., or PO Box No. P.O. Box 2910

City, State, ZIP+4® Austin, TX 78768

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

0381
10

7017 3040 0000 1293 0232

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

HOUSTON, TX 77079

Certified Mail Fee \$3.45
\$2.75
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.50

Total Postage and Fees \$6.70

Sent To Senator Paul Bettencourt

Street and Apt. No., or PO Box No. 11451 Kirby Hwy, Suite 209

City, State, ZIP+4® Houston, TX 77079

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

0381
10

7017 3040 0000 1293 0379

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

HOUSTON, TX 77080

Certified Mail Fee \$3.45
\$2.75
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.50

Total Postage and Fees \$6.70

Sent To Rep. Duwayne Bohac

Street and Apt. No., or PO Box No. 2600 Gessner, Ste. 212

City, State, ZIP+4® Houston, TX 77080

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

0381
10

7017 3040 0000 1293 0485

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

BELLAIRE, TX 77401

Certified Mail Fee \$3.45
\$2.75
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.50

Total Postage and Fees \$6.70

Sent To Rep. Hon. Sarah Davis

Street and Apt. No., or PO Box No. 6300 West Loop S, Ste 140

City, State, ZIP+4® Bellaire, TX 77401

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

0381
10

7017 3040 0000 1293 0294

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

HOUSTON, TX 77029

Certified Mail Fee \$3.45
\$2.75
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.50

Total Postage and Fees \$6.70

Sent To Rep. Harold V. Dutton Jr.

Street and Apt. No., or PO Box No. 4799 N. Loop East, Suite 805

City, State, ZIP+4® Houston, TX 77029

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

0381
10

7017 3040 0000 1293 0577

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
HOUSTON, TX 77065

| | | |
|--|--------|------|
| Certified Mail Fee | \$3.45 | 0381 |
| Extra Services & Fees (check box, add fee as appropriate) | \$2.75 | 10 |
| <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 | |
| Sent To Rep. Hon. Gary Elkins | | |
| Street and Apt. No., or PO Box No. 9601 Jones Rd., Ste 215 | | |
| City, State, ZIP+4® Houston, Tx 77065 | | |

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

7017 3040 0000 1293 0508

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
HOUSTON, TX 77249

| | | |
|--|--------|------|
| Certified Mail Fee | \$3.45 | 0381 |
| Extra Services & Fees (check box, add fee as appropriate) | \$2.75 | 10 |
| <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 | |
| Sent To Rep. Hon. Jessica Cristina Farrar | | |
| Street and Apt. No., or PO Box No. P.O. Box 30099 | | |
| City, State, ZIP+4® Houston, Tx 77249 | | |

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

7017 3040 0000 1293 0218

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
HOUSTON, TX 77029

| | | |
|--|--------|------|
| Certified Mail Fee | \$3.45 | 0381 |
| Extra Services & Fees (check box, add fee as appropriate) | \$2.75 | 10 |
| <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 | |
| Sent To Senator Silvia Garcia | | |
| Street and Apt. No., or PO Box No. 8799 North Loop E Fl 4, Suite 240 | | |
| City, State, ZIP+4® Houston, Tx 77029 | | |

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

7017 3040 0000 1293 0248

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
HOUSTON, TX 77005

| | | |
|---|--------|------|
| Certified Mail Fee | \$3.45 | 0381 |
| Extra Services & Fees (check box, add fee as appropriate) | \$2.75 | 10 |
| <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 | |
| Sent To Senator Joan Huffman | | |
| Street and Apt. No., or PO Box No. 3375 Westpark Dr., Suite 135 | | |
| City, State, ZIP+4® Houston, Tx 77005 | | |

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

7017 3040 0000 1293 0492

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
HOUSTON, TX 77091

| | | |
|--|--------|------|
| Certified Mail Fee | \$3.45 | 0381 |
| Extra Services & Fees (check box, add fee as appropriate) | \$2.75 | 10 |
| <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 | |
| Sent To Rep. Hon. Jarvis Johnson | | |
| Street and Apt. No., or PO Box No. 6112 Wheatley St. | | |
| City, State, ZIP+4® Houston, Tx 77091 | | |

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

7017 3040 0000 1293 0263

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
BRENNHAM, TX 77833

| | | |
|--|--------|------|
| Certified Mail Fee | \$3.45 | 0381 |
| Extra Services & Fees (check box, add fee as appropriate) | \$2.75 | 10 |
| <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 | |
| Sent To Senator Lois W.olkhorst | | |
| Street and Apt. No., or PO Box No. 2000 S. Market St. #101 | | |
| City, State, ZIP+4® Brenham, Tx 77833 | | |

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

7017 3040 0000 1293 0225

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

HOUSTON, TX 77004

| | | |
|--|--------|------|
| Certified Mail Fee | \$3.45 | 0381 |
| \$ | \$2.75 | 10 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| <input type="checkbox"/> Return Receipt (hardcopy) | \$0.00 | |
| <input type="checkbox"/> Return Receipt (electronic) | \$0.00 | |
| <input type="checkbox"/> Certified Mail Restricted Delivery | \$0.00 | |
| <input type="checkbox"/> Adult Signature Required | \$0.00 | |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$0.00 | |
| Postage | \$0.50 | |
| Total Postage and Fees | \$6.70 | |
| Sent To <u>Senator Boris Miles</u> | | |
| Street and Apt. No., or PO Box No. <u>5302 Alameda, Suite A</u> | | |
| City, State, ZIP+4® <u>HOUSTON, TX 77004</u> | | |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions | | |

7017 3040 0000 1293 0355

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SUGAR LAND, TX 77478

| | | |
|--|--------|------|
| Certified Mail Fee | \$3.45 | 0381 |
| \$ | \$2.75 | 10 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| <input type="checkbox"/> Return Receipt (hardcopy) | \$0.00 | |
| <input type="checkbox"/> Return Receipt (electronic) | \$0.00 | |
| <input type="checkbox"/> Certified Mail Restricted Delivery | \$0.00 | |
| <input type="checkbox"/> Adult Signature Required | \$0.00 | |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$0.00 | |
| Postage | \$0.50 | |
| Total Postage and Fees | \$6.70 | |
| Sent To <u>Rep. Rick Miller</u> | | |
| Street and Apt. No., or PO Box No. <u>130 Industrial Blvd Ste 126</u> | | |
| City, State, ZIP+4® <u>SUGARLAND TX 77478</u> | | |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions | | |

7017 3040 0000 1293 0300

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

HOUSTON, TX 77024

| | | |
|--|--------|------|
| Certified Mail Fee | \$3.45 | 0381 |
| \$ | \$2.75 | 10 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| <input type="checkbox"/> Return Receipt (hardcopy) | \$0.00 | |
| <input type="checkbox"/> Return Receipt (electronic) | \$0.00 | |
| <input type="checkbox"/> Certified Mail Restricted Delivery | \$0.00 | |
| <input type="checkbox"/> Adult Signature Required | \$0.00 | |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$0.00 | |
| Postage | \$0.50 | |
| Total Postage and Fees | \$6.70 | |
| Sent To <u>Rep. Jim Murphy</u> | | |
| Street and Apt. No., or PO Box No. <u>9525 Katy Freeway, Suite 215</u> | | |
| City, State, ZIP+4® <u>HOUSTON, TX 77024</u> | | |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions | | |

7017 3040 0000 1293 0560

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

HOUSTON, TX 77070

| | | |
|--|--------|------|
| Certified Mail Fee | \$3.45 | 0381 |
| \$ | \$2.75 | 10 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| <input type="checkbox"/> Return Receipt (hardcopy) | \$0.00 | |
| <input type="checkbox"/> Return Receipt (electronic) | \$0.00 | |
| <input type="checkbox"/> Certified Mail Restricted Delivery | \$0.00 | |
| <input type="checkbox"/> Adult Signature Required | \$0.00 | |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$0.00 | |
| Postage | \$0.50 | |
| Total Postage and Fees | \$6.70 | |
| Sent To <u>Rep. Hon. Tom Oliverson</u> | | |
| Street and Apt. No., or PO Box No. <u>12345 Jones Rd, Ste 221</u> | | |
| City, State, ZIP+4® <u>Houston, TX 77070</u> | | |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions | | |

7017 3040 0000 1293 0362

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

MISSOURI CITY, TX 77489

| | | |
|--|--------|------|
| Certified Mail Fee | \$3.45 | 0381 |
| \$ | \$2.75 | 10 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| <input type="checkbox"/> Return Receipt (hardcopy) | \$0.00 | |
| <input type="checkbox"/> Return Receipt (electronic) | \$0.00 | |
| <input type="checkbox"/> Certified Mail Restricted Delivery | \$0.00 | |
| <input type="checkbox"/> Adult Signature Required | \$0.00 | |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$0.00 | |
| Postage | \$0.50 | |
| Total Postage and Fees | \$6.70 | |
| Sent To <u>Rep. Ron Reynolds</u> | | |
| Street and Apt. No., or PO Box No. <u>2440 Texas Pkwy. Ste 102</u> | | |
| City, State, ZIP+4® <u>MISSOURI CITY, TX 77489</u> | | |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions | | |

7017 3040 0000 1293 0546

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

HOUSTON, TX 77084

| | | |
|--|--------|------|
| Certified Mail Fee | \$3.45 | 0381 |
| \$ | \$2.75 | 10 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| <input type="checkbox"/> Return Receipt (hardcopy) | \$0.00 | |
| <input type="checkbox"/> Return Receipt (electronic) | \$0.00 | |
| <input type="checkbox"/> Certified Mail Restricted Delivery | \$0.00 | |
| <input type="checkbox"/> Adult Signature Required | \$0.00 | |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$0.00 | |
| Postage | \$0.50 | |
| Total Postage and Fees | \$6.70 | |
| Sent To <u>Rep. Hon. Mike Schofield</u> | | |
| Street and Apt. No., or PO Box No. <u>1550 Fairlake Dr, Ste 120</u> | | |
| City, State, ZIP+4® <u>HOUSTON, TX 77084</u> | | |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions | | |

7017 3040 0000 1293 0553

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

ROSENBERG, TX 77471

| | |
|--|--------|
| Certified Mail Fee | \$3.45 |
| Extra Services & Fees (check box, add fee as appropriate) | \$2.75 |
| <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

Sent To Rep. Hon. Phil Stephenson

Street and Apt. No., or PO Box No. 834 Third St.

City, State, ZIP+4® Rosenberg, TX 77471

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

0381
10Postmark
Here

12/13/2018

7017 3040 0000 1293 0515

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

SPRING, TX 77389

| | |
|--|--------|
| Certified Mail Fee | \$3.45 |
| Extra Services & Fees (check box, add fee as appropriate) | \$2.75 |
| <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

Sent To Rep. Hon. Valoree Swanson

Street and Apt. No., or PO Box No. 6012 Root Rd G

City, State, ZIP+4® Spring, TX 77389

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

0381
10Postmark
Here

12/13/2018

7017 3040 0000 1293 0348

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

HOUSTON, TX 77054

| | |
|--|--------|
| Certified Mail Fee | \$3.45 |
| Extra Services & Fees (check box, add fee as appropriate) | \$2.75 |
| <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

Sent To Rep. Shawn Thierry

Street and Apt. No., or PO Box No. 2616 Sam Loop. W. Ste 635

City, State, ZIP+4® HOUSTON, TX 77054

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

0381
10Postmark
Here

12/13/2018

7017 3040 0000 1293 0287

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

HOUSTON, TX 77016

| | |
|--|--------|
| Certified Mail Fee | \$3.45 |
| Extra Services & Fees (check box, add fee as appropriate) | \$2.75 |
| <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

Sent To Rep. Senfronia Page Thompson

Street and Apt. No., or PO Box No. 10527 Homestead Road

City, State, ZIP+4® HOUSTON, TX 77016

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

0381
10Postmark
Here

12/13/2018

7017 3040 0000 1293 0324

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

HOUSTON, TX 77072

| | |
|--|--------|
| Certified Mail Fee | \$3.45 |
| Extra Services & Fees (check box, add fee as appropriate) | \$2.75 |
| <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

Sent To Rep. Hubert V.D.

Street and Apt. No., or PO Box No. 7474 South Kirkwood, Suite 1100

City, State, ZIP+4® HOUSTON, TX 77072

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

0381
10Postmark
Here

12/13/2018

7017 3040 0000 1293 0270

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

HOUSTON, TX 77076

| | |
|--|--------|
| Certified Mail Fee | \$3.45 |
| Extra Services & Fees (check box, add fee as appropriate) | \$2.75 |
| <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

Sent To Rep. Armando Walle

Street and Apt. No., or PO Box No. 150 W. Parker Rd. Suite 700

City, State, ZIP+4® HOUSTON, TX 77076

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

0381
10Postmark
Here

12/13/2018

7017 3040 0000 1293 0256

| U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only | |
|---|------------|
| For delivery information, visit our website at www.usps.com ®. | |
| HOUSTON, TX 77007 | |
| Certified Mail Fee \$3.45 | 0381 10 |
| Extra Services & Fees (check box, add fee as appropriate) | \$2.75 |
| <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 | |
| Sent To Senator John Whitmire Street and Apt. No., or PO Box No. 603 Vale St City, State, ZIP+4® HOUSTON, TX 77007 | |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions | |

7017 3040 0000 1293 0317

| U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only | |
|--|------------|
| For delivery information, visit our website at www.usps.com ®. | |
| HOUSTON, TX 77074 | |
| Certified Mail Fee \$3.45 | 0381 10 |
| Extra Services & Fees (check box, add fee as appropriate) | \$2.75 |
| <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 | |
| Sent To Rep. Gene Wu Street and Apt. No., or PO Box No. 6000 Rockin Bldg. C. Office 2:3 City, State, ZIP+4® HOUSTON, TX 77074 | |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions | |

7017 3040 0000 1293 0550

| U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only | |
|---|------------|
| For delivery information, visit our website at www.usps.com ®. | |
| KATY, TX 77494 | |
| Certified Mail Fee \$3.45 | 0381 10 |
| Extra Services & Fees (check box, add fee as appropriate) | \$2.75 |
| <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 | |
| Sent To Rep. Hon. John Zerwas Street and Apt. No., or PO Box No. 22310 Grand Corner Dr. Ste 110 City, State, ZIP+4® Katy, TX 77494 | |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions | |

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.

COMMUNITY MEETINGS

**05
DEC**

**First Methodist
Houston**
10570 Westpark Dr.
Houston, TX 77042
@ 6:00 pm

**Tracy Gee
Community Center**
3599 Westcenter
Houston, TX 77042
@ 6:00 pm

**11
DEC**

Please join us to learn more about our school.
Acompáñenos para aprender mas sobre nuestra escuela.
Questions/preguntas: 832.549.9425 (Lupita)

**NEIGHBORHOOD
SCHOOLS**

KIPP alumni starting schools to transform our neighborhoods.

COMMUNITY MEETINGS

**28
NOV**

**Northside Missionary
Baptist Church**
6915 Curry Rd.
Houston, TX 77093
@ 9:00 am

Shady Lane Park
10220 Shady Ln.
Houston, TX 77093
@ 10:00 am

**8
Dec**

Please join us to learn more about our school.
Acompáñenos para aprender mas sobre nuestra escuela.
Questions/preguntas: 832.549.9425 (Lupita)

**NEIGHBORHOOD
SCHOOLS**

COPYRIGHT MATERIAL

4 pages have been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.



Like Follow Share



Families Empowered

December 3 at 5:30 PM

Join Neighborhood Schools for a community meeting in #Houston to learn more about their school! Meetings will be held this Wednesday, December 5, and Tuesday, December 11. #FamiliesEmpowered #EducationMatters

Families Empowered
@FamiliesEmpowered

Home

Fundraisers

About

Reviews

Photos

Videos

Events

Posts

Community

Info and Ads

Create a Page

COMMUNITY MEETINGS

05 DEC First Methodist Houston
10570 Westpark Dr.
Houston, TX 77042
@ 6:00 pm

11 DEC Tracy Gee Community Center
3599 Westcenter
Houston, TX 77042
@ 6:00 pm

Please join us to learn more about our school.
Acompáñenos para aprender mas sobre nuestra escuela.
Questions/preguntas: 832.549.9425 (Lupita)

NEIGHBORHOOD SCHOOLS
KIPP alumni starting schools to transform our neighborhoods.

and 3 others

1 Share

Like

Comment

Share



Families
Empowered
@FamiliesEmpowered

- Home
- Fundraisers
- About
- Reviews
- Photos
- Videos
- Events
- Posts
- Community
- Info and Ads

Create a Page

Like Follow Share



Families Empowered
November 26 at 5:42 PM

Join Neighborhood Schools at their upcoming information meetings on November 28th and December 8th to learn more about the school and its mission! #FamiliesEmpowered #EducationMatters

COMMUNITY MEETINGS

**28
NOV**

Northside Missionary Baptist Church
6915 Curry Rd.
Houston, TX 77093
@ 9:00 am

**8
Dec**

Shady Lane Park
10220 Shady Ln.
Houston, TX 77093
@ 10:00 am

Please join us to learn more about our school.
Acompáñenos para aprender mas sobre nuestra escuela.
Questions/preguntas: 832.549.9425 (Lupita)

NEIGHBORHOOD SCHOOLS
KIPP alumni starting schools to transform our neighborhoods.



and 5 others

1 Comment

Like

Comment

Share

The Neighborhood School of Southwest Houston Community Meeting

*First-generation KIPPsters starting next generation
charter schools to transform our neighborhoods.*
Applying for a Generation 24 Open enrollment charter school
for 2020.

NEIGHBORHOOD
SCHOOLS

Who we are/Quienes somos:



Vanessa Ramirez, Board Chair; B.A. Occidental College; Chief Program Officer SER-Jobs for Progress



Lupita Talley, Board Vice Chair and Secretary; B.A. Trinity College; Marketing and Communications Director, KIPP Houston



Danielle Davis, Board Member; BBA Sam Houston State University; El Paso Energy; Senior Financial Accountant for Virtus Partners LLC



Jaciel Castro, Board Member; B.S. The University of Houston-Downtown; Master's of Finance, UT San Antonio; Community Engagement Director, KIPP Texas-San Antonio; Owner of start-up early childhood center



Ramon Reyes, Board Member; B.A. Texas Southern University; 16 years combined U.S. Marine Corps and Air National Guard

NEIGHBORHOOD
SCHOOLS

School Leader/Directora

- Diana Castillo; B.A. from Cornell University;
Founding Teacher at KIPP Unity, Resident
Advisor for Relay Graduate School of
Education

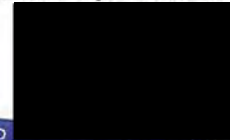


NEIGHBORHOOD
SCHOOLS

Purpose/ Propósito

A group of KIPP Alumni decided it was important to accomplish two important goals with these new schools:

- 1) Give more children a quality education that will prepare them to succeed in life and be contributing members of their community
- 2) Revitalize our neighborhoods through education while we partner with other organizations to bring resources to our community



NEIGHBORHOOD
SCHOOLS

Mission and Vision

- MISSION:** Neighborhood Schools' mission is to guide children to love learning and develop the academic skills and virtues to succeed in life and transform their communities.
- VISION:** All children complete their PreK-12 education ready for success in college and/or careers, with the freedom to choose the most fulfilling life path. As adults, they will be empowered by gratitude to help the next generation of learners.

NEIGHBORHOOD
SCHOOLS

Locations/Ubicaciones

The Eastex-Jensen Neighborhood School
6915 Curry Rd. Houston, TX 77093

The Neighborhood School
of Southwest Houston
10570 Westpark Drive, Houston, TX 77042



NEIGHBORHOOD
SCHOOLS

Grade levels/Grados

| 2020 | 2023 |
|--|------------------------|
| Kindergarten, 1 st , 2 nd , and 5 th | PK 3 - 8 th |

NEIGHBORHOOD
SCHOOLS

What makes us unique/ Lo que nos hace especial

- ...led by adults who grew up and live or have family in the neighborhoods where the schools are located - and who succeeded in school, college, and life
- ...build strong connection between school and family
- ...partner with organizations to bring resources to families and community
- ...deliver strong academics, fine arts, physical education and health
- ...focus on college and career
- ...teach virtues for how to be good people
- ...turn the school into a community hub for all of us

NEIGHBORHOOD
SCHOOLS

What dreams do you have for your children? Que es su anhelo para su hijo/a?

NEIGHBORHOOD
SCHOOLS

What is your dream school for your child? Que es la escuela de sus sueños para su hijo/a?

NEIGHBORHOOD
SCHOOLS

Questions/Preguntas?

NEIGHBORHOOD
SCHOOLS

The Eastex-Jensen Neighborhood School Community Meeting

*First-generation KIPPsters starting next generation
charter schools to transform our neighborhoods.*

Applying for a Generation 24 Open enrollment charter
school for 2020.

NEIGHBORHOOD
SCHOOLS

Who we are/Quienes somos:



Vanessa Ramirez, Board Chair; B.A. Occidental College; Chief Program Officer SER-
Jobs for Progress



Lupita Talley, Board Vice Chair and Secretary; B.A. Trinity College; Marketing and
Communications Director, KIPP Houston



Danielle Davis, Board Member; BBA Sam Houston State University; El Paso Energy;
Senior Financial Accountant for Virtus Partners LLC



Jaciel Castro, Board Member; B.S. The University of Houston-Downtown; Master's
of Finance, UT San Antonio; Community Engagement Director, KIPP Texas-San
Antonio; Owner of start-up early childhood center



Ramon Reyes, Board Member; B.A. Texas Southern University; 16 years combined
U.S. Marine Corps and Air National Guard

NEIGHBORHOOD
SCHOOLS

School Leaders/Directoras

- Barbara Quintero; B.A. University of Houston
Downtown, Teacher, KIPP Dream Prep, 8 years
teaching
- Gema Funez; B.A. University of Houston
Downtown; Master's of Education, St. Thomas
University; Dean of Students, KIPP 3D, 13 years in
education/10 teaching



NEIGHBORHOOD
SCHOOLS

Purpose/ Propósito

A group of KIPP Alumni decided it was important to accomplish two
important goals with these new schools:

- 1) Give more children a quality education that will prepare them to
succeed in life and be contributing members of their community
- 2) Revitalize our neighborhoods through education while we partner
with other organizations to build stronger communities

NEIGHBORHOOD
SCHOOLS

Mission and Vision

- MISSION:** Neighborhood Schools' mission is to guide children to love
learning and develop the academic skills and virtues to succeed in life
and transform their communities.
- VISION:** All children complete their PreK-12 education ready for
success in college and/or careers, with the freedom to choose the
most fulfilling life path. As adults, they will be empowered by
gratitude to help the next generation of learners.

NEIGHBORHOOD
SCHOOLS

Locations/Ubicaciones

The Eastex-Jensen Neighborhood School
6915 Curry Rd. Houston, TX 77093

The Neighborhood School
of Southwest Houston
10570 Westpark Drive, Houston, TX 77042

NEIGHBORHOOD
SCHOOLS

Grade levels/Grados

| 2020 | 2023 |
|--|------------------------|
| Kindergarten, 1 st , 2 nd , 5 th & 6 th | PK 3 - 8 th |

NEIGHBORHOOD
SCHOOLS

What makes us unique/ Lo que nos hace especial

- ▶ ...led by adults who grew up and live or have family in the neighborhoods where the schools are located - and who succeeded in school, college, and life
- ▶ ...build strong connection between school and family
- ▶ ...partner with organizations to bring resources to families and community
- ▶ ...deliver strong academics, fine arts, hands on learning, physical education and health
- ▶ ...focus on college and career
- ▶ ...teach virtues for how to be empathetic people
- ▶ ...turn the school into the heart of the community

NEIGHBORHOOD
SCHOOLS

What dreams do you have for your children? Que es su anhelo para su hijo/a?

NEIGHBORHOOD
SCHOOLS

What is your dream school for your child? Que es la escuela de sus sueños para su hijo/a?

NEIGHBORHOOD
SCHOOLS

Questions/Preguntas?

NEIGHBORHOOD
SCHOOLS



BOYS & GIRLS CLUBS
OF GREATER HOUSTON

November 26, 2018

Ms. Lupita Talley
Executive Director
Neighborhood Schools, Inc
16903 Red Oak Drive, Suite 214
Houston, TX 77090

Dear Lupita,

It is our honor and pleasure to write this letter of support for Neighborhood Schools and your efforts to start schools to prepare children for success in school and life. We are especially excited to partner with a school that, in the very core of its design, wants to connect with other community organizations to provide wrap-around support for the children, their families, and the entire community.

Boys and Girls Clubs of Greater Houston has expertise and a long track record of success with after school and summer programming for children in underserved communities – the very communities that Neighborhood Schools plan to serve as well. In fact, as we look to grow in Houston, your two campuses are located in areas where we intend to serve more children. We are excited to explore a robust partnership to serve your students and their neighbors during the hours when they are not in school, but their families want more safe, positive, productive care.

Congratulations again on moving from vision to reality with your schools, and we look forward to next steps.

Sincerely,

Kevin Hattery
President and CEO

194

Administrative Office
815 Crosby Street, Houston, Texas 77019



7447 Herwin Drive
Suite 240
Houston, TX 77036
(713) 589-8767
(281) 616-3945

www.FamiliesEmpowered.org

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

December 10, 2018

Dear Commissioner Mike Morath:

I am writing to strongly support the Neighborhood Schools charter application, a proposed new pre-K through 8 grade college and career preparatory school. Neighborhood Schools will educate students in North and Southwest Houston, these are communities that need strong high-quality neighborhood options.

As the Founder and Executive Director of Families Empowered, I recognize the urgent need for high-quality schools for families. Families Empowered has a network of over 60,000 families across Texas who are looking for school options. We have been serving families for almost 10 years in Texas. In 2018, Houston had over 36,000 applications via ApplyHouston.org for just 5,000 seats. The supply of diverse high-quality schools is just not keeping pace with parental demand.

I've known the Neighborhood Schools Executive Director, Lupita Talley for 20 years. She has the leadership skills, technical expertise, and cultural competency to lead these schools. Moreover, as a local Houstonian, first generation college graduate, and first-generation charter school graduate she is better positioned to do this work than any other applicant I've met in 9 years.

I am extremely impressed with Neighborhood Schools focus on both academic rigor (college readiness) and career preparation. Lupita and her board (also first gen charter and college graduates) are designing a school that will ensure that all graduates will go on to have a life of meaning – either in college, military service, or a technical trade. They envision Neighborhood School as a place that prepares students for life. Finally, they've described a school that becomes an anchor for the community it serves and reflects the rich diversity of both of these proposed locations.

I enthusiastically support the approval of Neighborhood Schools as a high-quality option and hope that it will be granted a charter to open in August 2020. My contact information is listed below, should you need anything further. Thank you for your consideration.

Sincerely,

Colleen Dippel
Founder, Executive Director
Families Empowered

G|F GALLERY FURNITURE

11/15/2018

Ms. Lupita Talley
Executive Director
Neighborhood Schools, Inc
16903 Red Oak Drive, Suite 214
Houston, TX 77090

Dear Lupita,

It is our honor and pleasure to write this letter of support for Neighborhood Schools and your efforts to start schools to prepare children for success in school and life. We are especially excited to partner with a school that, in the very core of its design, wants to connect with other community organizations to provide wrap-around support for the children, their families, and the entire community.

Especially given your school in Eastex-Jensen will serve families close to our store, we will make a donation of \$75,000 in 2019 to your start-up efforts.

Congratulations again on moving from vision to reality with your schools, and we look forward to next steps.

Your Friends,

A handwritten signature in blue ink that reads "Jim McIngvale". The signature is fluid and cursive, with the first name "Jim" being particularly prominent.

Jim "Mattress Mack" McIngvale



houston**food**bank

Filling pantries. Filling lives.

Board of Directors

Michael Cordúa, Chair

Phil Hawk, Vice Chair
Evergreen-North American
Industrial Services

Barbara Green, Treasurer
Sysco Corporation

Directors

Manu Ashana
Direct Energy Home

T. Ryder Booth
Chevron

Alan Craft

Louise Doble

Greg Grissom
Houston Texans

James Guilfoyle
LyondellBasell

Mayerland Harris
H-E-B

Santos Hinojosa
Texas Medical Center

Curtis Huff
Freebird Partners LP

Laura Juliano
The Boston Consulting Group

Darryl Montgomery
Wells Fargo

Rachel Ross
Kroger

Ben Samuels
Victory Packaging

Robert Sawchuk
BASF

Mayra Vazquez
Latin Specialties

Larry Wyche
Wyche Logistics & Leadership
Consulting

President/CEO
Brian Greene

10/24/2018

Ms. Lupita Talley
Executive Director
Neighborhood Schools, Inc
16903 Red Oak Drive, Suite 214
Houston, TX 77090

Dear Lupita,

It is our honor and pleasure to write this letter of support for Neighborhood Schools and your efforts to start schools to prepare children for success in school and life. We are especially excited to partner with a school that, in the very core of its design, wants to connect with other community organizations to provide wrap-around support for the children, their families, and the entire community.

As your name suggests, schools should not and do not operate in isolation; they are part of the fabric of the neighborhood. Given your school will be the neighborhood's focal point where children will spend a majority of their waking hours, we are proud to contribute to our collective mission by providing children and their families with food resources through our programs including Backpack Buddy, which provides the most food insecure students with a bag of food that can be shared with family members on weekends, and our Kids Cafe program that provides meals to children participating in educational programs after school. In addition, we are also proud to contribute by giving teachers access to free school supplies for their students through our Teachers Aid program, and by working together to establish a pantry in the community.

Congratulations again on moving from vision to reality with your schools, and we look forward to next steps.

Sincerely,

Nicole Lander
Chief Programs Officer

197

535 Portwall Street Houston, Texas 77029

Main 713 223 3700 Helpline 832 369 9390 houstonfoodbank.org

10/31/2018

Ms. Lupita Talley
Executive Director
Neighborhood Schools, Inc
16903 Red Oak Drive, Suite 214
Houston, TX 77090

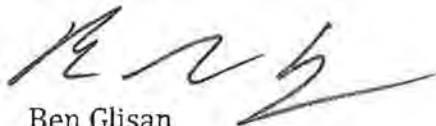
Dear Lupita,

It is our honor and pleasure to write this letter of support for Neighborhood Schools and your efforts to start schools to prepare children for success in school and life. We are especially excited to partner with a school that, in the very core of its design, wants to connect with other community organizations to provide wrap-around support for the children, their families, and the entire community.

As your name suggests, schools should not and do not operate in isolation; they are part of the fabric of the neighborhood. Given your school will be the neighborhood's focal point where children will spend a majority of their waking hours, we are proud to contribute to our collective mission through the provision of high-quality and comprehensive primary health care services.

Congratulations again on moving from vision to reality with your schools, and we look forward to next steps.

Sincerely,



Ben Glisan
Chief Financial Officer
Legacy Community Health Services

October 31, 2018

Ms. Lupita Talley
Executive Director
Neighborhood Schools, Inc
16903 Red Oak Drive, Suite 214
Houston, TX 77090

Dear Lupita,

It is our honor and pleasure to write this letter of support for Neighborhood Schools and your efforts to start schools to prepare children for success in school and life. We are especially excited to partner with a school that, in the very core of its design, wants to connect with other community organizations to provide wrap-around support for the children, their families, and the entire community.

As your name suggests, schools should not and do not operate in isolation; they are part of the fabric of the neighborhood. Given your school will be the neighborhood's focal point where children will spend a majority of their waking hours, we are proud to contribute to our collective mission by supporting literacy success for the children and families you serve. We would be honored to serve as a partner who supports your focus on the preparation of educators with the knowledge to ensure every child served is fully literate in preparation for career and college readiness and for life in general. Your school has the potential to be a transformational force for positive change in your community.

Congratulations again on moving from vision to reality with your schools, and we look forward to next steps.

Sincerely,



Tracy L. Weeden
President & CEO
Neuhaus Education Center

Ben B. Andrews, Chair
Adrienne Randle Bond
Medora T. Boone
Scott Butler
Edward B. Crain, Jr.
Loretta R. Cross
Elena Denis, LCSW
Julie Do
George Edwards, Jr.
Suzanne S. Harter
Joe Heller
Jenny Roman Johnson
Robert W. Kirkland
Amy A. Melton
Melissa Beckworth Rabalais
Amy Thompson
W. Temple Webber III
Elizabeth Munson Whitehead
Margaret Young

Founders/Lifetime Trustees
Marilyn Beckwith
Marjorie C. Hutcherson
Margaret H. Loy, CALT
Mrs. Russell McFarland
Ed Neuhaus
Mrs. W. Oscar Neuhaus
Mrs. James L. Noel, Jr.
William D. Noel
Mrs. Briscoe K. Parker, Jr.
Lenox Reed, M.Ed., CALT
Nancy Collie Reed
Elizabeth B. Worsing
Kay McGibbon Werlein, M.Ed.
deceased

Advisory Board
Allan Abney
Holly T. Anderson
Blanche S. Bast, M.A.T.
Amos C. Benning
Cynthia Summerford Birdwell
Genevieve Hutcherson Butcher
Spencer Byrnes
J. David Caballo
Lucy Reinking Carl
Keith E. Cornelius
Michael P. Cullinan
Linda B. Denison
Jannie Grissom
Joanie Haley
David A. Hanse
Jennifer W. Hazleton
Suzanne G. Heinrich
Bruce Holzbard
Curtis Hutcherson
JP Hutcherson
Laura Hutcherson
Jennifer Jeffery
Ann K. Johnson, CALT
Steve Johnson
Patty Kalmeyer
Katherine Kardasch
Courtney Lippincott
Suzanne Sklar McCarthy
Shandy Moore
Walter Negley
Charles W. Neuhaus
Larry Neuhaus
William Neuhaus
Barbara Noel
Katheryn Shaffer Ray
Dianne Reed, Ed.D.
Erin Reid
Emily Rommel
LaBonne Brooks Scott, Ph.D.
Barbara Sklar
Josephine P. Smith
Sherra Cassin Sowell
Katherine Veletsos
Leslie Wade

President & CEO
Tracy Weeden, Ed.D.

Chief Operating Officer
Rayanne F. Darenbourg, M.P.A.

National Advisory Council
Marilyn Jager Adams, Ph.D.
Pamela Bell, Ph.D.
Judith R. Birch, Ed.D.
Benita A. Blochman, Ph.D.
Susan A. Brady, Ph.D.
Elsa Cárdenas-Hagan, Ed.D.
David Chard, Ph.D.
David J. Francis, Ph.D.
Susan L. Hall, Ed.D., M.B.A.
Marcia K. Henry, Ph.D.
R. Magbusha Joshi, Ph.D.
Lisa Kristman, Ed.D.
Louise Cook Moats, Ed.D.
Betty B. Osman, Ph.D.
Sam Redding, Ed.D.
Sally E. Shaywitz, M.D.
Ruth Strudler, Ph.D.
Thomas G. West, M.A.

October 30, 2018

Ms. Lupita Talley

Executive Director

Neighborhood Schools, Inc

16903 Red Oak Drive, Suite 214

Houston, TX 77090

Dear Lupita,

It is our honor and pleasure to write this letter of support for Neighborhood Schools and your efforts to start schools to prepare children for success in school and life. We are especially excited to partner with a school that, in the very core of its design, wants to connect with other community organizations to provide wrap-around support for the children, their families, and the entire community.

As your name suggests, schools should not and do not operate in isolation; they are part of the fabric of the neighborhood. Given your school will be the neighborhood's focal point where children will spend a majority of their waking hours, we are proud to contribute to our collective mission by helping to develop and support your teacher and leader pipeline. The Relay Graduate School of Education exists to teach teachers and school leaders to develop in all students the academic skills and strength of character needed to succeed in college and life, and couldn't be more excited to develop the teachers and leaders at Neighborhood Schools that our students deserve.

Congratulations again on moving from vision to reality with your schools, and we look forward to next steps.

Best Regards,



Chris Fraser

Dean, Relay Graduate School of Education

November 27, 2018

Ms. Lupita Talley
Executive Director
Neighborhood Schools, Inc
16903 Red Oak Drive, Suite 214
Houston, TX 77090

Dear Lupita,

It is our honor and pleasure to write this letter of support for Neighborhood Schools and your efforts to start schools to prepare children for success in school and life. We are especially excited to partner with a school that, in the very core of its design, wants to connect with other community organizations to provide wrap-around support for the children, their families, and the entire community.

As your name suggests, schools should not and do not operate in isolation; they are part of the fabric of the neighborhood. Given your school will be the neighborhood's focal point where children will spend a majority of their waking hours, we are proud to contribute to our collective mission by providing parent, student, and family services in the school and the community. In addition, we know how important it is to have the highest skilled teachers and we would provide trauma informed training where appropriate. DePelchin Children's Center will work collaboratively with Neighborhood Schools to support the children and their families.

Congratulations again on moving from vision to reality with your schools, and we look forward to next steps.

Your Friends,



Jennifer Jarriel
President and CEO



New Bethlehem Missionary Baptist Church of Houston

David L. Smith, Senior Pastor

December 11, 2018

Ms. Lupita Talley
Executive Director
Neighborhood Schools, Inc
16903 Red Oak Drive, Suite 214
Houston, TX 77090

Dear Lupita,

It is our honor and pleasure to write this letter of support for Neighborhood Schools and your efforts to start schools to prepare children for success in school and life. We are especially excited to partner with a school that, in the very core of its design, wants to connect with other community organizations to provide wrap-around support for the children, their families, and the entire community.

As your name suggests, schools should not and do not operate in isolation; they are part of the fabric of the neighborhood. Given your school will be the neighborhood's focal point where children will spend a majority of their waking hours, we are proud to contribute to your collective mission by soliciting volunteers from both our congregation and community to support students with mentorship and tutoring, including subjects such as reading which is an invaluable investment into the overall education of our children.

Congratulations again on moving from vision to reality with your schools, and we look forward to next steps.

Sincerely,

Pastor David L. Smith

202

9126 Jensen Drive ~ Houston, Texas 77093
Phone (713) 697-0933
www.NewBethlehem.org



November 1st, 2018

Ms. Lupita Talley
Executive Director
Neighborhood Schools, Inc
16903 Red Oak Drive, Suite 214
Houston, TX 77090

Dear Lupita,

ProUnitas Inc. is happy to write a letter of commitment in support of Neighborhood Schools, Inc (NSI). We are especially excited to partner with a school that, in the very core of its design, wants to connect with other community organizations to provide wrap-around support for the children, their families, and the entire community.

As part of ProUnitas's mission to "disrupt the way holistic social, health, and enrichment services are delivered and accessed to a more empowered and resilient society", Neighborhood Schools Inc. is a perfect partner in this work serving as an excellent service site as well as a place where providers have the space to deliver such services. As Neighborhood Schools' name suggests, schools should not and do not operate in isolation; they are part of the fabric of the neighborhood. Given NSI will be the neighborhood's focal point where children will spend a majority of their waking hours, we are proud to contribute to our collective mission by contracting with NSCI to equip their support staff with a data platform to more effectively identify, connect, and monitor students to holistic community and city-wide services to match each student's diverse set of needs.

We are in awe of NSI's commitment to serving the whole child and their families and look forward to next steps.

Kindest regards,

Albert Wei
Chief Innovation Officer
ProUnitas Inc.



November 5, 2018

Ms. Lupita Talley
Executive Director
Neighborhood Schools, Inc
16903 Red Oak Drive, Suite 214
Houston, TX 77090

Dear Lupita,

It is our honor and pleasure to write this letter of support for Neighborhood Schools and your efforts to start schools to prepare children for success in school and life. We are especially excited to partner with a school that, in the very core of its design, wants to connect with other community organizations to provide wrap-around support for the children, their families, and the entire community.

As your name suggests, schools should not and do not operate in isolation; they are part of the fabric of the neighborhood. Given your school will be the neighborhood's focal point where children will spend a majority of their waking hours, we are proud to contribute to our collective mission by providing services to the community that includes strength-based coaching, occupational skills training, employment services, and financial empowerment.

Congratulations again on moving from vision to reality with your schools, and we look forward to next steps.

Your Friends,

Sheroo Mukhtiar
Executive Director & CEO

December 17, 2018

Ms. Lupita Talley
Executive Director
Neighborhood Schools, Inc.
16903 Red Oak Drive, Suite 214
Houston, TX 77090



A UNITED WAY
COMMUNITY PARTNER

Dear Lupita,

It is our honor and pleasure to write this letter of support for Neighborhood Schools and your efforts to start schools to prepare children for success in school and life. We are especially excited to partner with a school that, in the very core of its design, wants to connect with other community organizations to provide wrap-around support for the children, their families, and the entire community.

As your name suggests, schools should not and do not operate in isolation; they are part of the fabric of the neighborhood. Given your school will be the neighborhood's focal point where children will spend a majority of their waking hours, we are proud to contribute to our collective mission by helping to build bridges and relationships that create a greater sense of community through one-to-one mentoring relationships.

Congratulations again on moving from vision to reality with your schools, and we look forward to next steps.

Your friends,

A handwritten signature in black ink, appearing to read "Pierce Bush".
Pierce Bush

and Chief Executive Officer

*Honored to support you and partner
to create positive change!*

Houston Regional Board

Manon Kebodeau
Cha

Tim Adle

Dennis Albrect

David Anderson I

Scott Arnold

Todd Bazi

Darryl Blackbur

Sarah Bolk

Matthew J. Brod

Jeri Brook

Rhett Carte

Kent Cheneve

Joe Custe

Tracy Dieteric

Angie Glide

Kyle Gree

Jordan Guidr

Matt Harri

Rodney Jone

Georganne Hodge

Manon Kebodeau

Sabrina Martine

Ryan McCaule

James Metca

Darrell S. Morri

Mary Murra

Julie Pitt

Laura Raymon

Mike Rosenbaur

Dilanka Seimo

Carol SingletonSlad

Juan Vasque

Pierce Bus
CEO and
Houston President

CREATING LIFE-CHANGING FRIENDSHIPS

1003 WASHINGTON AVENUE | HOUSTON, TX | 77002

T • 888.887.BIGS | F • 866.405.2447 | WWW.BBBSTX.ORG



6915 Curry Road - Houston, TX 77093
Rev. Valor C. Cooper, Pastoral Minister

Telephone: 713-695-2278

Fax: 713-694-8650

December 21, 2018
Ms. Lupita Talley
Executive Director
Neighborhood Schools, Inc
16903 Red Oak Drive, Suite 214
Houston, TX 77090

Dear Lupita,

It is our honor and pleasure to write this letter of support for Neighborhood Schools and your efforts to start schools to prepare children for success in school and life. We are especially excited to partner with a school that, in the very core of its design, wants to connect with other community organizations to provide holistic support for children, their families, and the entire community!

As your name suggests, schools should not and do not operate in isolation; they are part of the fabric of the neighborhood. Given your school will be the neighborhood's focal point where children will spend most of their waking hours, we are proud to contribute to our collective mission by offering learning space that fosters academic success! We believe that this will have a lasting positive impact on students' lives and prepare them to one day become productive, contributing members of society!

Congratulations again on moving from vision to reality with your schools, and we anticipate collaborating with you on the journey towards your next steps!

Your Friends,

Rev. Valor C. Cooper
Pastor



"Where Everybody is Somebody and Jesus Christ is Lord"

206



United Way of Greater Houston

United Way Center for
Philanthropy, Leadership
and Volunteerism

50 Waugh Drive
Houston, Texas 77007

P.O. Box 3247
Houston, Texas 77253-3247
Phone 713-685-2300

Chair of the Board
Jamey Rootes

Executive Committee

Dorothy Ables
Steve Bergstrom
Willie Chiang
Bruce Culpepper
Stephen M. Fraga
John T. Gremp
Robert W. Harvey
Jonathan C. Homeyer
Lynne Liberato
Armando Perez
Scott M. Prochazka
Alie Pruner
Robert K. Reeves
Marc Watts

Trustees

David Baker
Marc Boom
Deborah Byers
Amy Chronis
Cynthia Colbert
Dan M. Coombs
Marcus Davis
Irma Diaz-Gonzalez
Daniel Cardinal DiNardo
Neil Duffin
Sandy Johnson
Ryan Lance
Rabbi David Lyon
Ralph Martinez
Fadi Michael Matta
Oniel Mendenhall, Jr.
Jack B. Moore
Ron Oran
Stephen Pastor
Sue Payne
Blake A. Pounds
Jean-Francois Poupeau
Jeff Shellebarger
Steve Stephens
Chuck Stokes
Y. Ping Sun
Christi Thoms-Knox
Tom Walters
Donna Sims Wilson
Bill Yardley
Melissa Young

Trustee Emeritus
Scott J. McLean

President and CEO
Anna M. Babin

December 17, 2018

Ms. Lupita Talley
Executive Director
Neighborhood Schools, Inc
16903 Red Oak Drive, Suite 214
Houston, TX 77090

Dear Lupita,

We are happy to provide this letter of support for Neighborhood Schools, Inc. and your efforts to start schools to prepare children for success in school and life. We are especially excited about the possibility to partner with a school that, in the very core of its design, wants to connect with other community organizations to provide wrap-around support for the children, their families, and the entire community.

As your name suggests, schools should not and do not operate in isolation; they are part of the fabric of the neighborhood. Given your school will be the neighborhood's focal point where children will spend most of their waking hours, we are proud to share our expertise and knowledge gained from our 10 years of experience with United Way Bright Beginnings (quality early childhood education program) and 10 years with United Way THRIVE, a family financial stability collaborative. Both efforts work to lift up entire families and create opportunities for them to thrive.

Congratulations on moving from vision to reality with your schools, and we only wish you the best in the work that lies ahead.

Very truly yours,

Anna M. Babin

Anna M. Babin
President and CEO

207

Non-Binding Memorandum of Understanding

RESOLUTION OF POSSIBLE PARTNERSHIP BETWEEN FIRST METHODIST HOUSTON AND NEIGHBORHOOD SCHOOLS, INC.

WHEREAS, First Methodist Houston ("FMH") is a leading church in Houston whose values include Love, Grow, and Serve, and that has been housing a school on its Westpark campus to serve the needs of families for the past 18 years; and

WHEREAS, Neighborhood Schools, Inc ("NSI") aspires to be a free, open-enrollment public charter school system, started by children of first generation education reform schools in the 1990's, who are today adult leaders in their communities, and who are on a mission to create more schools that provide children with the academic and life skills necessary to have the freedom to enjoy life and contribute to society as adults; and


WHEREAS, NSI hopes to open a primary and middle school in August, 2019 in partnership with, and under the charter of, Responsive Ed Solutions, a state of Texas open-enrollment charter school system;

WHEREAS, NSI'S core organization belief is to partner in this work with other community based organizations to leverage each other's efforts and strengths; and


WHEREAS, FMH and NSI agree that they have a collective vision to ensure that all children in the city, with a focus on the Westpark campus's surrounding community, receive an excellent education to prepare themselves to succeed in college, career, and life where they can be contributing members to their families and communities; and

WHEREAS, FMH and NSI desire to have an early learning, elementary, and middle school that serves children on the FMH Westpark campus;


THEREFORE, BE IT RESOLVED that FMH and NSI intend to open discussion with a team of representatives from each organization to consider the feasibility of opening an FMH/NSI partnership school in the next two years.



Andy Nixon, Senior Pastor
First Methodist Houston



Lupita Talley, Executive Director
Neighborhood Schools, Inc.



Vanessa Ramirez, Board Chair
Neighborhood Schools, Inc.

Non-Binding Memorandum of Understanding

RESOLUTION OF PARTNERSHIP BETWEEN NORTHSIDE MISSIONARY BAPTIST CHURCH AND NEIGHBORHOOD SCHOOLS, INC.

WHEREAS, Northside Missionary Baptist Church ("NMBC") is serving the Eastex/Jensen Community in Houston for the past 56 years; and

WHEREAS, Neighborhood Schools, Inc ("NSI") aspires to be a free, open-enrollment public charter school system, started by children of first-generation education reform schools in the 1990's, who are today adult leaders in their communities, and who are on a mission is to create more schools that provide children with the academic and life skills necessary to have the freedom to enjoy life and contribute to society as adults; and

WHEREAS, NSI plans to open a primary and middle school in August, 2019 in partnership with, and under the charter of, Responsive Ed Solutions, a state of Texas open-enrollment charter school system;

WHEREAS, NSI'S core organization belief is to partner in this work with other community-based organizations to leverage each other's efforts and strengths; and

WHEREAS, NMBC and NSI agree that they have a collective obligation to ensure that all children in the city, with a focus on the Eastex/Jensen community, receive an excellent education to prepare themselves to succeed in college, career, and life where they can be contributing members to their families and communities; and

WHEREAS, NMBC and NSI desire to have an early learning, elementary, and middle school serve children on the NMBC campus;

THEREFORE, BE IT RESOLVED that NMBC and NSI intend to form a partnership and will create and appoint a team of representatives from each organization to explore the best manner in which to implement said partnership, with a goal of opening the NMBC/NSI partnership school in the summer of 2019.



Valor Cooper, Senior Pastor
Northside Missionary Baptist Church



Lupita Talley, Executive Director
Neighborhood Schools, Inc.



Vanessa Ramirez, Board Chair
Neighborhood Schools, Inc.

Neighborhood Schools Inc. Advisory Board

| First Name | Last Name | Title | Organization |
|------------|-----------------|---|--------------------------------------|
| Joaquin | Altenberg | CEO | VERT Solar Finance |
| Tony | Annunziato | Co-founder | EIV Capital |
| Karen | Arnold | | |
| Laura | Arnold | Founder | The Laura and John Arnold Foundation |
| Adrienne | Bond | Co-Chair General Counsel | Fortitude Management |
| John | Buck | Owner | Buck Financial Advisor LLC. |
| Pierce | Bush | CEO | Big Brothers, Big Sisters |
| Andy | Canales | Executive Director | Latinos for Education |
| Lorenzo | Castillo** | President and CEO | Education Everytime |
| James | Chao | Chairman | Westlake Chemical |
| Hank | Coleman | General Counsel | HAS Development Corporation |
| Roberto | Contreras | CEO | Christopher Holdings LTD |
| Bryan | Contreras | Vice President | My Options K-12 and Education |
| Jerry | Davis | Council Member | District B |
| Adia | Dightman** | Co-Founder | FLR-PLN |
| David | Doll | Founder and CEO | Sequent Asset Management |
| Randa | Duncan | Non-Executive Chairman of the Board | Enterprise GP Holdings |
| Denise | Duvernay | Flight Attendant | Delta Airlines |
| John | Esquivel | Former Chief Ethics and Compliance Officer and Assitant General Council | Shell |
| Minerva | Esquivel | | |
| Karen | Feldman | Attorney | |
| Dave | Ferdman | Principal | DTB Partners |
| Chris | Fraser | Senior Dean | Relay |
| Ricardo | Garcia Moreno | Partner | Haynes and Boone, LLP |
| Ricardo | Garcia Moreno | | |
| Ben | Glisan | CFO | Legacy Commnity Health |
| Tasha | Grant- Dennis** | Advocay Manager | KIPP TX - Houston |
| Licia | Green-Ellis | President and CEO | Waterman Steele Group |
| Shawn | Gross | President | Gross Investments |
| Hugh | Guill | VP | Young People in Recovery |
| James | Hernandez | Partner | Orrick Herrington & Sutcliffe LLP |
| Thad | Hil | President and CEO | Calpine |
| Sonny | Jiles | CEO | Defender Media Group |
| Jodie | Jiles | Director of Business Development | Transwestern |
| Clyde | Jiles** | | |
| Ann | Johnson | | |
| Rick | Kaplan | Chief Investment Officer | Legacy Asset Management |
| Kenneth | Katz | Commercail Real Estate Broker | Baker Katz |

| | | | |
|-----------|----------------|---|--|
| Steve | Kean | CEO | Kinder Morgan |
| Mush | Khan | Founder | MKG |
| Tommy | Lott | Chairman | Lott Marketing |
| Sherry | Lott | Associate Judge | City of Houston Municipal Courts |
| Dolores | Lozano** | | |
| Marcos | Maldonado** | Juvenile Probation Officer | Harris County Juvenile Probation Department |
| Stan | Marek | CEO | MAREK |
| Maria | Montes | Director of Boards and Commissions | City of Houston |
| Harvin | Moore | Principal | Frontera Technology Ventures |
| Lauren | Morgan | Lawyer | United Airlines |
| Mary Jane | Munoz | Chief Financial Officer/Foundation Lead | ADEC, LLC. |
| Alejandro | Nazario | Senior Financial Analyst | T.O.S. Advisors, LLC |
| Ana | Ortiz** | Associate Director of Philanthropic Resources | MD Anderson Cancer Center |
| Bob | Peebler | President and CEO | The Peebler Group |
| Jeremy | Radcliffe | Co-Founder and Partner | Valedor Partners LLC |
| | | | Bread of Life, Inc. and Temenos |
| Rudy | Rasmus | Co-Founder, Pastor | Community Development Corp, Inc. , St. John's Church |
| Rudy | Rasmus | Pastor | |
| Tirsa | Reyes** | | |
| Kevin | Robins | Co-Manager | Olympia Drive Investments, LLC |
| Cesar | Romo** | | |
| Michael | Salazar-Medina | Private Company Services Assurance Senior Manager | PwC |
| Ben | Samuels | CEO | Victory Packaging |
| Manolo | Sanchez | Former Chairman & CEO | BBVA Compass |
| Courtney | Sarofim | Partner | Sima Capital |
| Josephine | Smith | | |
| David | Smith | Pastor | New Bethlehem Missionary Baptist Church |
| Michael | Soper | President and CEO | Legacy Funeral Group |
| Benjamin | Warren | President and CEO | ITC Trading Company, Ltd. |
| Tracy | Weeden | President and CEO | Neuhaus Education Center |
| Leslie | Weiss | | |
| Sid | Weiss | | |
| Reginald | Young | Director of Food for Change | Food Bank |
| Donnie | Young | Chairman and CFO | Hoover Ferguson |

** KIPP Alumn

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.

Neighborhood Schools' Admissions Policy

1. **Enrollment Goals:** Neighborhood Schools is committed to enrolling a diverse student population from underserved communities, primarily from within a three-mile radius of each school campus. Our intent is for these schools to be neighborhood schools that will become a hub for the community, working with partners to transform our neighborhoods into vibrant places to live, work, and serve. Neighborhood School will conduct extensive marketing outreach in these neighborhoods to achieve these goals.
2. **Nondiscrimination Policy:** The school shall follow Texas State Law that forbids discrimination in a public charter school on the basis of race, national origin, gender, marital status, ethnicity, or disability. *Neighborhood Schools will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, gender, and disability.*
3. **Application Period and Application Forms:** Neighborhood Schools will follow the Families Empowered Apply Houston Application period, generally from November 1 until each February 15, and encourage families to fill out the forms on that site. Apply Houston is an effort to make the school application process easier on families by providing a single website and a single set of opening and closing dates for a group of charter schools across the Houston area. Neighborhood Schools will also have websites for each campus, and families can apply through the website, completing the exact same forms used by Apply Houston. Applications will be date and time stamped as they are received. All applications received after the application deadline will be placed at the bottom of the waiting list for that particular grade level in the order in which they were received.
4. **Enrollment Process:** Pursuant to section RS 17:3991(C)1a, Neighborhood Schools shall enroll any eligible student who submits an application before the deadline. If the number of applications exceeds the capacity of any grade level or the school campus as a whole, NS will hold a public lottery if required by law in 2020, using computer software that generates random numbers and gives each applicant an equal chance of being admitted through this process with two exceptions: 1) students applying from the primary attendance zones (77093 zip code for Eastex-Jensen campus and 77042, 77036, and 77072 zip codes for the Southwest campus) will be given priority and will go through the lottery process first; and 2) in accordance with RS 17:3991 (B), Lottery Rules and Procedures, Neighborhood Schools has elected to grant enrollment preference to siblings of NS students and children of board members and staff and these groups will be excluded from the lottery. Students who are not admitted through the lottery are placed on a waiting list in the order in which his or her name was drawn. If openings occur during the school year or from year to year due to families moving or not recommitting, NS will draw from this waiting list beginning with the first names on the waiting lists to reach capacity enrollment for each grade level.
5. **Notification:** Parents will be notified via mail, text, and email of their child's acceptance within fifteen (15) days after the lottery is held. Families will have twenty-one (21) days to respond to the school in writing of their decision to attend. NS faculty will also conduct home visits to answer any additional questions and help prepare the enrollment forms live in the homes. If an

accepted applicant decides not to attend, the slot will be given to the first person on the waiting list for that particular grade level.

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
Aug. 31, 2018 LTR 3367C S0
83-1577326 000000 00

00021246

BODC: TE

NEIGHBORHOOD SCHOOLS INC
16903 RED OAK DR STE 214
HOUSTON TX 77090



9494

Employer identification number: 83-1577326
Tax form: 1023
Document locator number: 17053-232-30304-8
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

Date of this notice: 08-15-2018

Employer Identification Number:
83-1577326

Form: SS-4

Number of this notice: CP 575 E

NEIGHBORHOOD SCHOOLS INC
% TEXAS SCHOOL VENTURE FUND
16903 RED OAK DR
HOUSTON, TX 77090

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 83-1577326. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status under Internal Revenue Code Section 501(c)(3), organizations must complete a Form 1023-series application for recognition. All other entities should file Form 1024 if they want to request recognition under Section 501(a).

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File), you will lose your tax-exempt status if you fail to file a required return or notice for three consecutive years. We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

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 Unit
P.O. Box 11607
Austin, Texas 78711-0607

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, as Secretary of State, and by (Type: If no name is stated in the application in this space, hereby James H. Casco is signing this certificate on behalf of the Secretary of State and after the effective date shown below, for any purpose or purposes set forth in the application under the name of

The issuance of this certificate does not authorize the use of a signature in this state in violation of the rights of another under the federal Trademark Act of 1946; the Trademark Act of 1958; the Federal Business and Professional Name Act; or the common law.

Dated: 07-24-2012

Effective: 07-24-2012



James H. Casco
Secretary of State

Phone: (512) 462-1100
Fax: (512) 462-1101
Request for: Public Comment

TEXAS CERTIFICATE OF FILING

Form 302
(Revised 05/11)

Submit in duplicate to:
Secretary of State
P.O. Box 11607
Austin, TX 78711-0607
(512) 462-1101
FAX: (512) 462-1101

**Certificate of Formation
Nonprofit Corporation**

Filing Fee: \$25

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 before and complete Sections A or B and complete 2.)

☐ A. The initial registered agent is an organization, complete with the name of:

☐ B. The initial registered agent is an individual resident of this state whose name is set forth below:

The business address of the registered agent and the registered office address is:

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:

TEXAS CERTIFICATE OF FORMATION

PLEASE NOTE: FOG6 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.



Office of the Secretary of State

June 28, 2018

Capitol Services Inc
P O Box 1831
Austin, TX 78767 USA

RE: Neighborhood Schools, Inc.
File Number: 803054973

It has been our pleasure to file the certificate of formation and issue the enclosed certificate of filing evidencing the existence of the newly created nonprofit corporation.

Nonprofit corporations do not automatically qualify for an exemption from federal and state taxes. Shortly, the Comptroller of Public Accounts will be contacting the corporation at its registered office for information that will assist the Comptroller in setting up the franchise tax account for the corporation. Information about franchise tax, and contact information for the Comptroller's office, is available on their web site at <http://window.state.tx.us/taxinfo/franchise/index.html>. For information on state tax exemption, including applications and publications, visit the Comptroller's Exempt Organizations web site at <http://window.state.tx.us/taxinfo/exempt/index.html>. Information on exemption from federal taxes is available from the Internal Revenue Service web site at www.irs.gov.

Nonprofit corporations do not file annual reports with the Secretary of State, but do file a report not more often than once every four years as requested by the Secretary. It is important for the corporation to continuously maintain a registered agent and office in Texas as this is the address to which the Secretary of State will send a request to file a periodic report. Failure to maintain a registered agent or office in Texas, failure to file a change to the agent or office information, or failure to file a report when requested may result in the involuntary termination of the corporation. Additionally, a nonprofit corporation will file documents with the Secretary of State if the corporation needs to amend one of the provisions in its certificate of formation. If we can be of further service at any time, please let us know.

Sincerely,

Corporations Section
Business & Public Filings Division
(512) 463-5555
Enclosure



Office of the Secretary of State

CERTIFICATE OF FILING OF

Neighborhood Schools, Inc.
File Number: 803054973

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: 06/27/2018

Effective: 06/27/2018



A handwritten signature in black ink, appearing to read "Rolando B. Pablos".

Rolando B. Pablos
Secretary of State

JUN 27 2018

**CERTIFICATE OF FORMATION
OF
NEIGHBORHOOD SCHOOLS, INC.**

Corporations Section

I, the undersigned natural person, of the age of eighteen (18) years or more, acting as the organizer of a corporation under Chapter 3 of the Texas Business Organizations Code (as amended from time to time and together with any successor laws, the "BOC"), do hereby adopt the following Certificate of Formation ("Certificate") for the corporation herein named:

ARTICLE ONE

The name of the corporation is Neighborhood Schools, Inc. (the "Corporation").

ARTICLE TWO

The Corporation is a nonprofit corporation.

ARTICLE THREE

The period of the Corporation's duration is perpetual.

ARTICLE FOUR

The street address of the Corporation's initial registered office is 1999 Bryan Street, Suite 900, Dallas, Texas 75201-3136, and the name of its initial registered agent at such address is CT Corporation System.

ARTICLE FIVE

The purposes for which the Corporation is organized and to be operated are exclusively charitable and educational within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and future corresponding revenue laws of the United States (the "Code"). In accomplishment of such purposes, the Corporation will (1) operate one or more charter schools and (2) perform such other functions as may be necessary or appropriate to fulfill the Corporation's purposes, including, but not limited to, raising funds, receiving gifts, devises, bequests and contributions, in any form, and using, applying, investing, and reinvesting the principal and/or income therefrom or distributing the same for the abovementioned charitable and educational purposes.

ARTICLE SIX

Regardless of any other provisions of this Certificate or the laws of the State of Texas, the Corporation shall not:

- (1) Permit any part of the net earnings of the Corporation to inure to the benefit of any private individual (except that reasonable compensation may be paid for personal services rendered to or for the Corporation affecting one or more of its purposes);

- (2) Devote more than an insubstantial part of its activities to attempting to influence legislation by propaganda or otherwise; or
- (3) Participate in, or intervene in (including the publication or distribution of statements), any political campaign on behalf of (or in opposition to) any candidate for public office.

ARTICLE SEVEN

Except as otherwise provided by section 22.202 of the BOC, this Certificate, and the bylaws of the Corporation (the "Bylaws"), the direction and management of the affairs of the Corporation shall be vested in its Board of Directors (the "Board"). The number of directors of the Corporation (each, a "Director" and collectively, the "Directors") constituting the entire Board shall never be less than three (3). The number of Directors constituting the initial Board is three (3) and the names and addresses of the persons who are to serve as the initial Directors are:

| <u>Name</u> | <u>Address</u> |
|-----------------|--|
| Lupita Talley | 16903 Red Oak Dr., Suite 214 Houston, Texas 77090 |
| Vanessa Ramirez | 16903 Red Oak Dr., Suite 214 Houston, Texas 77090 |
| Jaciel Castro | 16903 Red Oak Dr., Suite 214 Houston, Texas 77090 |

Thereafter, the number of Directors shall be fixed in accordance with the Bylaws. In addition, the Bylaws shall set forth the respective rights and method of selection of Directors and such other provisions as shall pertain to the control of the Board.

ARTICLE EIGHT

A Director shall not be liable to the Corporation for monetary damages for any act or omission in the Director's capacity as a Director, except that this ARTICLE EIGHT does not eliminate or limit the liability of a Director for:

- (1) A breach of a Director's duty of loyalty to the Corporation;
- (2) An act or omission not in good faith that (i) constitutes a breach of duty of the Director to the Corporation or (ii) involves intentional misconduct or a knowing violation of law;
- (3) A transaction from which a Director received an improper benefit, regardless of whether the benefit resulted from an action taken within the scope of the Director's duties; or

- (4) An act or omission for which the liability of a Director is expressly provided by an applicable statute.

If it is determined that the law of the State of Texas (including without limitation the BOC) authorizes, or if such law is amended to authorize, action further eliminating or limiting the personal liability of a Director, then the liability of a director of the Corporation shall be eliminated or limited by this ARTICLE EIGHT (without the need of any formal amendment), to the fullest extent permitted by such statutes as so amended. Any repeal or amendment of such statutes or of the foregoing paragraph shall be prospective only and shall not adversely affect any right of protection of a Director existing at the time of such repeal or modification.

ARTICLE NINE

The Corporation may indemnify a person who was, is, or is threatened to be made a named defendant or respondent in litigation or other proceedings because the person is or was a Director or other person related to the Corporation, to the extent provided by Chapter 8 of the BOC. The Board shall have the power in the Bylaws to define the requirements and limitations for the Corporation to indemnify Directors, officers, or others related to the Corporation.

ARTICLE TEN

The Corporation shall have no members within the meaning of the BOC.

ARTICLE ELEVEN

Pursuant to section 22.304(a) of the BOC, after all liabilities and obligations of the Corporation in the process of winding up are paid, satisfied and discharged, the property of the Corporation shall be applied and distributed as follows:

- (1) Property held by the Corporation on a condition requiring return, transfer, or conveyance because of the winding up or termination shall be returned, transferred, or conveyed in accordance with that requirement; and
- (2) The remaining properties of the Corporation shall be distributed to such one or more organizations with purposes substantially the same as those described in ARTICLE FIVE hereof as selected by majority vote of the Board; provided, that any such organization so selected is at the time of any such distribution an organization exempt from tax under section 501(c)(3) of the Code or described by section 170(c)(1) or (2) of the Code. The amount of any distribution made under this ARTICLE ELEVEN shall be determined by the Board.

ARTICLE TWELVE

With respect to any action (1) which is required by the BOC to be taken at a meeting of the Board or (2) which may be taken at a meeting of the Board or any committee established by the Board, such action may be taken without any such meeting if a written consent setting forth the action to be taken is signed by a sufficient number of members of the Board or committee

thereof as would be necessary to take the action at a meeting at which all, and not just a quorum, of the members of the Board or members of the committee were present and voted.

ARTICLE THIRTEEN

This Certificate may be amended by majority vote of the Board at any annual, regular or special meeting, provided that the notice for any special meeting of the Board at which amendments to this Certificate will be considered includes a description of the amendments to be considered.


ARTICLE FOURTEEN

The name and street address of the organizer of the Corporation is R. Todd Greenwalt, 711 Louisiana St., Ste. 2300, Houston, Texas 77002.

ARTICLE FIFTEEN

This Certificate becomes effective when it is filed by the Texas Secretary of State.

The undersigned affirms that the person designated as registered agent has consented to the appointment. The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and certifies under penalty of perjury that the undersigned is authorized to execute the filing instrument this 27th day of June, 2018.


R. Todd Greenwalt, Organizer

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.

**BYLAWS
OF
NEIGHBORHOOD SCHOOLS, INC.**

Effective: (August 12, 2018

TABLE OF CONTENTS

BYLAWS OF

NEIGHBORHOOD SCHOOLS, INC.

| | | |
|-------------|---|---|
| ARTICLE I | STRUCTURE, PURPOSES AND MEMBERS | 1 |
| Section 1. | Structure | 1 |
| Section 2. | Purposes | 1 |
| Section 3. | Members | 1 |
| ARTICLE II | OFFICES..... | 1 |
| Section 1. | Principal Place of Business..... | 1 |
| Section 2. | Registered Office and Registered Agent..... | 1 |
| ARTICLE III | BOARD OF DIRECTORS | 2 |
| Section 1. | Powers..... | 2 |
| Section 2. | Number | 2 |
| Section 3. | Appointment and Term | 2 |
| Section 4. | Removal | 2 |
| Section 5. | Election and Vacancies | 2 |
| Section 6. | Meetings of Directors | 2 |
| Section 7. | Annual Meetings..... | 2 |
| Section 8. | Regular Meetings..... | 3 |
| Section 9. | Special Meetings..... | 3 |
| Section 10. | Notice of Meetings..... | 3 |
| Section 11. | Quorum | 3 |
| Section 12. | Voting | 3 |
| Section 13. | Conduct of Business | 3 |
| Section 14. | Compensation of Directors; Expenses | 3 |
| ARTICLE IV | COMMITTEES..... | 4 |
| Section 1. | Board Committees | 4 |
| Section 2. | Procedures; Meetings; Quorum | 4 |
| Section 3. | Removal | 4 |
| ARTICLE V | OFFICERS AND EMPLOYEES..... | 4 |
| Section 1. | Number, Titles, and Term of Office | 4 |
| Section 2. | Removal | 5 |
| Section 3. | Vacancies | 5 |
| Section 4. | Powers and Duties of the Chair | 5 |
| Section 5. | Powers and Duties of a Vice Chair | 5 |
| Section 6. | Powers and Duties of the Treasurer..... | 5 |
| Section 7. | Powers and Duties of the Secretary | 6 |
| Section 8. | Superintendent | 6 |
| Section 9. | Principal(s)..... | 6 |
| Section 10. | Employees and Other Agents..... | 6 |

| | | |
|--------------|---|----|
| Section 11. | Compensation of Officers | 6 |
| ARTICLE VI | MISCELLANEOUS PROVISIONS..... | 6 |
| Section 1. | Fiscal Year | 6 |
| Section 2. | Seal..... | 6 |
| Section 3. | Notice and Waiver of Notice | 7 |
| Section 4. | Resignations..... | 7 |
| Section 5. | Action Without a Meeting by Directors, or Committees; Remote Participation..... | 7 |
| Section 6. | Texas Open Meetings Act..... | 8 |
| ARTICLE VII | INDEMNIFICATION OF DIRECTORS AND OFFICERS..... | 8 |
| ARTICLE VIII | CONFLICTS OF INTEREST POLICY | 8 |
| Section 1. | Purpose..... | 8 |
| Section 2. | Definitions..... | 8 |
| Section 3. | Procedures..... | 9 |
| Section 4. | Records of Proceedings..... | 10 |
| Section 5. | Compensation Committees | 10 |
| Section 6. | Annual Statements | 10 |
| Section 7. | Periodic Reviews | 11 |
| Section 8. | Use of Outside Experts | 11 |
| ARTICLE IX | AMENDMENTS | 11 |

BYLAWS
OF
NEIGHBORHOOD SCHOOLS, INC.

ARTICLE I
STRUCTURE, PURPOSES AND MEMBERS

Section 1. Structure. NEIGHBORHOOD SCHOOLS, INC. (the "Corporation") is a non-profit corporation organized under the laws of the State of Texas, which has no members within the meaning of section 1.002(53) of the Texas Business Organizations Code (the "BOC"). The Certificate of Formation of the Corporation (as amended from time to time, the "Certificate of Formation") was filed in the office of the Secretary of State of the State of Texas on _____, 2018.

Section 2. Purposes. The purposes for which the Corporation is organized and to be operated are exclusively charitable and educational within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), and future corresponding revenue laws of the United States. In accomplishment of such purposes, the Corporation will (a) operate one or more charter schools and (b) perform such other functions as may be necessary or appropriate to fulfill the Corporation's purposes, including, but not limited to, raising funds, receiving gifts, devises, bequests and contributions, in any form, and using, applying, investing, and reinvesting the principal and/or income therefrom or distributing the same for the abovementioned charitable and educational purposes.

Section 3. Members. The Corporation has no members.

ARTICLE II
OFFICES

Section 1. Principal Place of Business. The principal place of business of the Corporation is located at 16903 Red Oak Dr., Suite 214, Houston, Texas 77090. The Corporation may have such other offices, either within or without the State of Texas, as the Board of Directors of the Corporation (the "Board") may determine or as the affairs of the Corporation may require from time to time.

Section 2. Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of Texas a registered office and a registered agent whose office is the Corporation's registered office, as required by the BOC. The registered office may but need not be identical to the principal office of the Corporation in the State of Texas, and the address of the registered office may be changed from time to time by the Board in accordance with applicable law.

ARTICLE III

BOARD OF DIRECTORS

Section 1. Powers. The property, business, and affairs of the Corporation shall be managed and controlled by the Board and, subject to the restrictions imposed by law, the Certificate of Formation, and these Bylaws, the Board shall exercise all of the powers of the Corporation.

Section 2. Number. The Board shall consist initially of the three (3) founding directors (each, a "Founding Director" and collectively, the "Founding Directors") named in the Certificate of Formation as originally filed with the Secretary of State of Texas. The number of Directors may be increased or decreased from time to time by amendment of these Bylaws in accordance with the provisions of Article IX, provided that the number of Directors shall never be less than three (3), and provided further that no decrease in number shall have the effect of shortening any term of any incumbent Director. An action by the board to add a nominee beyond three (3) Directors shall automatically increase the number of Directors allowed in the bylaws, should that nominee receive an affirmative vote onto the Board.

Section 3. Appointment and Term. Except for the Directors named in the Certificate of Formation who shall serve until the first Annual Meeting (as defined herein), Directors shall serve a term of three (3) years or until his or her successor is chosen, and may be elected to successive terms. Notwithstanding the foregoing, Directors may, but need not, be divided into classes and the initial terms of office of the several classes need not be uniform. However, following the initial terms, Directors in each class shall serve three (3) year terms. Each person serving as a Director shall hold office until the earlier to occur of (a) the expiration of such Director's term as herein provided and until such Director's successor has been elected and qualified or (b) such Director's death, resignation, or removal as hereinafter provided.

Section 4. Removal. Any Director may be removed from office, with or without cause, by the affirmative vote of a majority of all Directors or a majority of the Founding Directors.

Section 5. Election and Vacancies. Any vacancy (other than resulting from completion of a term) occurring in the position of a Director, whether by death, resignation, removal, or otherwise, shall be filled by the affirmative vote of a majority of the remaining Directors, even if less than a quorum.

Section 6. Meetings of Directors. The Directors may hold meetings, maintain an office, and keep the Corporation's books and records at such place or places within or without the State of Texas as the Board may from time to time determine; provided, however, that in the absence of any such determination, such place shall be the Corporation's principal office in the State of Texas.

Section 7. Annual Meetings. The annual meeting of the Board ("Annual Meeting") shall be held at such time and place as shall be designated from time to time by resolution of the

Board, or, if not so designated, in the month of **[June]** of each year at the Corporation's registered office.

Section 8. Regular Meetings. Regular meetings of the Board ("Regular Meetings") shall be held quarterly at such times and places as shall be designated from time to time by resolution of the Board.

Section 9. Special Meetings. Special meetings of the Board ("Special Meetings") shall be held at such times and places as shall be designated from time to time by (a) the Chair (as defined herein), (b) the Vice Chair (as defined herein), or (c) the Secretary (as herein defined), if the Secretary is requested to do so in writing by any two (2) Directors.

Section 10. Notice of Meetings. The Chair or Secretary shall give notice of the time and place of each Annual, Regular or Special Meeting to each Director in person or by facsimile transmission, mail, or electronic mail, at least five (5) days before such meeting; provided, however, that notice of Special Meetings to discuss matters requiring prompt action may be given to Directors by telephone, confirmed in writing by facsimile transmission, mail, electronic mail, or personal or overnight delivery, no less than 24 hours before the time at which such Special Meeting is to be held. Unless otherwise indicated in such notice, any and all matters pertaining to the Corporation's purposes may be considered and acted upon at such meeting. At any such meeting at which every Director shall be present even though without notice, any matter pertaining to the Corporation's purposes may be considered and acted upon.

Section 11. Quorum. A majority of the then-acting Directors shall constitute a quorum for the consideration of any matters pertaining to the Corporation's purposes. If at any meeting of the Board there is less than a quorum present, a majority of those present may adjourn the meeting from time to time. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board, unless the act of a greater number is required by law, the Certificate of Formation, or these Bylaws.

Section 12. Voting. Proxy voting shall not be allowed.

Section 13. Conduct of Business. At meetings of the Board, matters pertaining to the Corporation's purposes shall be considered. At all meetings of the Board, the Chair shall preside, and in the absence of the Chair, the Vice Chair shall preside, and in the absence of the Vice Chair, a chair of the meeting shall be chosen by the Board from among the Directors present to preside. The Secretary shall act as secretary of all meetings of the Board, but in the absence of the Secretary, the Chair may appoint any person to act as secretary of the meeting.

Section 14. Compensation of Directors; Expenses. Directors shall not receive any salary or compensation for their services as Directors; provided, however, that nothing contained herein shall be construed as precluding any Director from receiving compensation in a reasonable amount for personal services rendered (other than services rendered as a Director) that are reasonable and necessary in carrying out the Corporation's purposes as the Board may from time to time determine. A Director shall be entitled to reimbursement for reasonable expenses incurred in carrying out such person's duties as a Director.

ARTICLE IV

COMMITTEES

Section 1. Board Committees. Pursuant to, and subject to the terms of, sections 22.218 and 22.219 of the BOC, the Board may from time to time designate members of the Board to constitute committees that shall have and may exercise such powers as a majority of the Board may determine in the resolution that creates the committee. The Board may appoint individuals who are not Directors to any committee; provided, however, that a majority of the committee members shall be Directors if such committee exercises the authority of the Board in the management of the Corporation. Other committees, not having and exercising the authority of the Board in the management of the Corporation, may be designated and members appointed by a resolution adopted by the Board, or by the Chair if authorized by a resolution of the Board or by these Bylaws. Membership of such committees may, but need not, be limited to Directors.

Section 2. Procedures; Meetings; Quorum. Any committee created by the Board or these Bylaws, unless otherwise expressly provided herein or in the Board resolution creating such committee, shall (a) have a chair designated by the Board, (b) fix its own rules or procedures, (c) meet at such times and at such place or places as may be provided by such rules or by resolution of such committee or resolution of the Board, and (d) keep regular minutes of its meetings and cause such minutes to be recorded in books kept for that purpose in the principal office of the Corporation, and report the same to the Board at its next succeeding meeting. At every meeting of any such committee, the presence of a majority of all the members thereof shall constitute a quorum, and the affirmative vote of a majority of the members present shall be necessary for the adoption by it of any action, unless otherwise expressly provided in the committee's rules or procedures, these Bylaws or by the Board.

The Board may designate one or more Directors as alternate members of any committee, who may replace any absent or disqualified member at any meeting of such committee. In the absence or disqualification of a member of a committee, the member or members present at any meeting of such committee and not disqualified from voting, whether or not constituting a quorum, may unanimously appoint the designated alternate Director to act at that meeting in the place of the absent or disqualified member.

Section 3. Removal. Any officer or agent or member of a committee elected or appointed by the Board may be removed by the Board, but such removal shall be without prejudice to the contract rights, if any, of the individual so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

ARTICLE V

OFFICERS AND EMPLOYEES

Section 1. Number, Titles, and Term of Office. The officers of the Corporation shall be the Chair of the Corporation (the "Chair"), the Vice Chair of the Corporation (the "Vice Chair"), the Treasurer of the Corporation (the "Treasurer"), the Secretary of the Corporation (the "Secretary"), the Superintendent of the Corporation (the "Superintendent"), a Principal of each

school campus (each, a "Principal" and, collectively, the "Principals"), and such other officers, if any, as the Board may from time to time appoint. The Chair, Vice Chair, Secretary and the Treasurer must be Directors. Any two (2) or more offices may be held by the same person except for the office of Chair and Secretary, and two (2) persons may hold the same office as co-office holders. Except for those officers elected at the Corporation's Organization Meeting held pursuant to section 22.104 of the BOC (the "Organization Meeting"), all officers other than the Principals shall be elected by the Directors at their Annual Meeting and shall hold office for a term of two (2) years. The Principals shall be appointed by the Superintendent. The term of office for those officers elected pursuant to the Organization Meeting shall be that period of time beginning on the date of the Organization Meeting and ending on the date of the first Annual Meeting. In any event, a duly-elected officer shall serve in such office until a successor has been duly elected and qualified, or until such officer's earlier death, resignation or removal.

Section 2. Removal. Any officer elected or appointed by the Board may be removed by the Board, but such removal shall be without prejudice to the contract rights, if any, of the individual so removed. Election or appointment of an officer shall not of itself create contract rights.

Section 3. Vacancies. Any vacancy occurring in any office of the Corporation may be filled by the Board.

Section 4. Powers and Duties of the Chair. The Chair shall preside at all meetings of the Board, and shall have general charge and supervision of the Board. The Chair shall have power to sign in the name of the Corporation all contracts authorized either generally or specifically by the Board, to execute and deliver other documents and instruments and to sign checks, drafts, notes and orders for the payment of money. The Chair shall also have such other powers and perform such other duties as the Board may from time to time prescribe.

Section 5. Powers and Duties of a Vice Chair. The Vice Chair shall, in the absence or disability of the Chair, perform the duties and exercise the powers of the Chair. The Vice Chair may have such powers and perform such duties as may be delegated thereunto by the Chair or prescribed by the Board.

Section 6. Powers and Duties of the Treasurer. The Treasurer shall keep or cause to be kept complete and accurate accounts of receipts and disbursements of the Corporation, and shall deposit or cause to be deposited all moneys and other valuable effects of the Corporation in the name and to the credit of the Corporation in such banks or depositories as the Board may designate. The Treasurer shall keep or cause to be kept proper books of accounts and other books showing at all times the amount of the funds and other property of the Corporation, all of which books shall be open at all times to the inspection of the Board. The Treasurer shall submit or cause to be submitted a report of the accounts and financial condition of the Corporation at each annual meeting. He or she shall perform all duties incident to the office of Treasurer, and such other duties as shall from time to time be assigned by the Board. If required by the Board, the Treasurer shall give such security for the faithful performance of his or her duties as the Board may require. In addition, the Treasurer shall be chair of the Finance Committee of the Board, if one is so created.

Section 7. Powers and Duties of the Secretary. The Secretary shall be authorized to co-sign with the Chair all contracts and other documents of the Corporation requiring execution or attestation by the Secretary. The Secretary shall also be responsible for maintaining an accurate record of all minutes of meetings of the Board, to give all required notices of meetings of the Board and to perform duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Board. In the absence or disability of the Secretary, the Board may appoint another Assistant Secretary to perform the services of the Secretary during such absence or disability.

Section 8. Superintendent. The Superintendent shall be a paid employee of the Corporation and shall have general charge and supervision of the administration of the affairs and business of the Corporation. The Superintendent shall have the power to sign alone in the name of the Corporation all contracts authorized either generally or specifically by the Board, to execute and deliver other documents and instruments and to sign checks, drafts, notes and orders for the payment of money. The Superintendent shall also have such other powers and perform such other duties as the Board may from time to time prescribe.

Section 9. Principal(s). Each Principal shall be a paid employee of the Corporation and shall have general charge and supervision of the day-to-day operations of the school campus for which he or she serves as Principal. Each Principal shall report directly to the Superintendent. A Principal shall not be a member of the Board nor have voting rights on the Board, but shall attend Board meetings and regularly report to the Board about the ongoing affairs of the school for which Principal serves.

Section 10. Employees and Other Agents. The Board may from time to time appoint such employees and other agents as it shall deem necessary, each of whom shall hold office during the pleasure of the Board, and shall have such authority, perform such duties and receive such reasonable compensation, if any, as the Board may from time to time determine.

Section 11. Compensation of Officers. Other than the Superintendent and Principal(s), officers of the Corporation shall not receive any salary or compensation for their services as officers; provided, however, that nothing contained herein shall be construed as precluding any officer from receiving compensation in a reasonable amount for personal services rendered (other than services rendered as an officer) that are reasonable and necessary in carrying out the Corporation's purposes as the Board may from time to time determine. An officer shall be entitled to reimbursement for reasonable expenses incurred in carrying out such person's duties as an officer.

ARTICLE VI

MISCELLANEOUS PROVISIONS

Section 1. Fiscal Year. The Corporation's fiscal year shall be July 1 through June 30 or such other period as may be determined from time to time by the Board.

Section 2. Seal. The Corporation's seal, if any, shall be such as may be approved from time to time by the Board.

Section 3. Notice and Waiver of Notice. Whenever any notice is required to be given by mail under the provisions of these Bylaws, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed postpaid wrapper addressed to the person entitled thereto at such person's post office address, as such appears in the records of the Corporation, and such notice shall be deemed to have been given on the date of such mailing. If transmitted by facsimile or electronic message, such notice shall be deemed to be delivered upon successful transmission of the facsimile or electronic message. A member of the Board may waive notice of any meeting. The attendance or participation of a member of the Board at any meeting shall constitute a waiver of notice of such meeting unless such attendance or participation is for the purpose of objecting to the failure of notice. A waiver of notice in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to notice.

Section 4. Resignations. Any Director, officer, or committee member may resign at any time. Such resignation shall be made in writing and shall take effect at the time specified therein, or, if no time be specified, at the time of its receipt by the Chair or Secretary. The acceptance of a resignation shall not be necessary to make it effective, unless expressly so provided in the resignation.

Section 5. Action Without a Meeting by Directors, or Committees; Remote Participation.

a. With respect to any action (a) which is required by the BOC to be taken at a meeting of the Board or (b) which may be taken at a meeting of the Board or any committee established by the Board, such action may be taken without any such meeting if a written consent setting forth the action to be taken is signed by a sufficient number of members of the Board or committee thereof as would be necessary to take the action at a meeting at which all, and not just a quorum, of the members of the Board or members of the committee were present and voted.

b. Subject to the requirements of law for notice of meetings, unless otherwise restricted by the Certificate of Formation or these Bylaws, members of the Board or members of any committee may participate in and hold a meeting of the Board or committee, as the case may be, by means of a conference telephone or similar communications equipment, or another suitable electronic communications system, including videoconferencing technology or the Internet, or any combination, if the telephone or other equipment or system permits each person participating in the meeting to communicate with all other persons participating in the meeting. Participation in such meeting shall constitute presence in person at such meeting, unless the participation is for the express purpose of objecting to the transaction of business at the meeting on the ground that the meeting has not been lawfully called or convened. If voting is to take place at the meeting, the Corporation must:

(i) Implement reasonable measures to verify that every person voting at the meeting by means of remote communications is sufficiently identified; and

(ii) Keep a record of any vote or other action taken.

Section 6. Texas Open Meetings Act. When the Board holds any meetings dealing with issues relating to the Texas charter schools, the meetings will be conducted in accordance with the Texas Open Meetings Act. Among other things, this requires that meetings be held in Texas in an accessible place, that notice of a meeting be posted at least 72 hours in advance, and that all final action be taken in public.

ARTICLE VII

INDEMNIFICATION OF DIRECTORS AND OFFICERS

The Corporation shall indemnify (which indemnification shall include, without limitation, advancing reasonable expenses) any person who is or was a Director or officer of the Corporation and may indemnify (which indemnification may include without limitation, advancing reasonable expenses) any person who is or was an employee or agent of the Corporation (or any person who is or was serving at the request of the Corporation as a Director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise) to the fullest extent required or permitted by applicable law, including Chapter 8 of the BOC. In addition, the Corporation shall have the power to indemnify (which indemnification shall include, without limitation, advancing reasonable expenses) to the fullest extent permitted by law such other persons as the Board may determine from time to time. The Corporation shall have the power to purchase and maintain at its expense insurance on behalf of such persons to the fullest extent permitted by applicable law, whether or not the Corporation would have the power to indemnify such person under the foregoing provisions. Any amendment to this Article VII shall be prospective and shall not reduce or eliminate the right of any person to indemnification hereunder with respect to any act or failure to act occurring on or prior to the date of any such amendment.

ARTICLE VIII

CONFLICTS OF INTEREST POLICY

Section 1. Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

Section 2. Definitions.

a. Interested Person. Any Director, officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

b. Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

(i) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,

(ii) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

(iii) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or appropriate committee decides that a conflict of interest exists.

Section 3. Procedures.

a. Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the Directors and members of committees with Board-delegated powers considering the proposed transaction or arrangement.

b. 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, the interested person shall leave the 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.

c. Procedures for Addressing the Conflict of Interest.

(i) An interested person may make a presentation at the Board or committee meeting, but after such presentation, such person shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

(ii) The Board or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

d. Violations of the Conflicts of Interest Policy.

(i) If the Board or committee has reasonable cause to believe that 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.

(ii) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 4. Records of Proceedings. The minutes of the 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 Board's or committee's decision as to whether a conflict of interest in fact existed; and
- 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 therewith.

Section 5. Compensation Committees.

- a. A voting member of the Board who receives compensation, directly or indirectly, from the Corporation 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 Corporation for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Section 6. Annual Statements. Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement affirming that 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 that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 7. Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, 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 Corporation'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.

Section 8. Use of Outside Experts. In conducting the periodic reviews provided for in Section 7, the Corporation may, but need not, use outside advisors. If outside experts are used their use shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

ARTICLE IX

AMENDMENTS

These Bylaws may be altered, amended, or repealed by the affirmative vote of a majority of the Board at any meeting if notice of the proposed amendment is contained in the notice of such meeting.

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:

Neighborhood Schools

Name of Sponsoring Entity:

Neighborhood Schools, INC

BACKGROUND

Full Legal Name:

Vanessa Ramirez

Home Mailing Address:

5310 Holly View Drive

Phone Number:

(832) 844-7164

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?

Twenty-four years ago, I sat in one of the first classrooms of the school choice movement. Since then, I earnestly embraced the fact that the ripple effects of that transformative fifth grade experience had extended well into my career; however, my professional experiences kept reminding me that communities, and particularly my community, were still hungry for the type of life-altering educational opportunities to which I had been exposed and that had empowered me to now become an agent of change. Thus, we are responding with a sense of urgency and ownership by providing a quality educational program that will incorporate the support services for which our communities are asking for, led by its community members.

2. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member should enforce state and federal laws pertaining to charter schools to ensure our schools are a safe place with a positive school climate for all involved. It is our responsibility to understand our schools' mission and to help create the long-range strategic vision, lead and support fundraising efforts, as well as ensure the financial health of our schools in order to sustain their growth.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on three nonprofit boards, my last as Secretary. The three experiences provided me three very different perspectives on board leadership; however, the common denominator in all three was the strong relationship between board training and organization and/or school quality. Our board training addressed topics such as developing and approving an organization's budget, as well as how to comply with relevant legal and policy issues.

4. Describe the specific knowledge and experience that you would bring to the board.

My experience is in nonprofit management and leadership having served in a Chief Operating and Programs Officer capacity for the last three years. My role required that I develop systems and processes to ensure the sustainability of our organization and programs, so that we could more effectively and efficiently serve our participants. School quality and our students' safety are our priorities, so strong systems and processes will need to be in place before we open our doors to our community, which is where I will support.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Neighborhood Schools' mission is to guide children from under-served communities to love learning and develop the academic skills and virtues to succeed in life and transform their neighborhoods. Neighborhood Schools' vision is to see all children complete their PreK-12 education ready for success in college and/or careers, with the freedom to choose the most fulfilling life path. As adults, they will be empowered by gratitude and a sense of doing good to help the next generation of learners.

2. What is your understanding of the school's proposed educational program?

Being that we are approaching this as a community school model, emphasis will be placed on wrap-around services as much as delivering a contextualized, college preparatory academic experience. Our curriculum will be blended to ensure we are responding to the individual learning needs of our students and will incorporate the soft and life skills that are transferable to college and/or career so that our students are empowered to live choice-filled lives.

3. What do you believe to be the characteristics of a successful school?

A successful school is one that embraces the idea that all students can learn. It draws teachers who are knowledgeable, care about student learning, and adapt their instruction to meet the needs of their learners. It believes it is its responsibility to make the curriculum relevant to the lives of students and has clear measures that holds teachers and students accountable and are used to make the necessary adjustments.

4. How will you know that the school is succeeding (or not) in its mission?

As a board member, we will have access to student data, financial statements and audits, and community surveys that assess the quantitative and qualitative measures for the academic programs, school culture, as well as the wraparound services we seek to provide. Ultimately, we will know if we are succeeding if our students matriculate to quality high schools, succeed in postsecondary work and careers, and give back to their communities.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

An important responsibility for ensuring we are setting our schools, students and communities up for success will be identifying a strong superintendent who can guide our school leaders towards realizing our mission and long-term vision. Along with the hiring and evaluating a superintendent, we will ensure that our schools are financially healthy. The board does not get involved in day-to-day operations.

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, we will know that the school was successful if it meets the goals it has set: 95% student attendance rate; 90% retention of teachers and students; 10% growth on MAP assessments during the year; 85% proficiency in reading and math on STAAR tests for middle school students; 85% of K-1 students developed in reading on STEP; 90% satisfaction ratings by all constituents on school climate surveys; and clean financial audits.

3. How will you know at the end of four years if the school is successful?

At the end of four years, we will know we have continued to be successful by achieving the following: an "A" rating on the TEA report card; 95% of students reading on grade level by 3rd grade; 90% of students proficient in reading and math on STAAR and MAP; our eighth grade graduates matriculating to excellent private and public high schools; meeting our enrollment targets; 90% satisfaction ratings on school climate survey by all constituents; and strong financial statements that speak to our sustainability and growth.

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 take the following steps to ensure our schools' success:

- Review a summary of student data at a minimum mid-year and at the end of the year
- Go through a board evaluation process annually to make sure the board is effective
- Ensure every board member is participating in ongoing training to ensure the safeguarding of children and recognize child abuse and/or sexual harassment in the work place.

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 Board chair, I would seek outside counsel immediately and gather any relevant data on the situation that is available. I would then meet with outside counsel present and the appropriate board members to discuss the matter with the Board member(s) that may be behaving unethically. If the matter is criminal, it would be reported to the appropriate legal entity. The board member will be asked to resign immediately if it is proven that the board member has acted unethically.

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.

The board is comprised of fellow KIPP alumni who all benefited from the same quality academic program that inspired us to want to do more.

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.

I served as the Director of the KIPP Alumni Association and in various capacities within the KIPP Through College Department from July 2007-June 2015.

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, Vanessa Ramirez, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Vanessa Ramirez

Date

12/30/18

Verification

State of

Texas

County of

Harris

On this day, Vanessa Ramirez (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 30th day of December, 2018.

(Notary Public)

Maria Montes

(Seal)

My commission expires

6/28/20



Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, INC

BACKGROUND

Full Legal Name: Guadalupe Talley

Home Mailing Address: 10011 Epsom Rd

Phone Number: (832) 549-9425

E-mail Address: [REDACTED]

Business Name: Neighborhood Schools, INC

Business Mailing Address: 16903 Red Oak Drive

Business Phone Number: (832) 549-9425

E-Mail Address: ltalley@neighborschools.org

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 know first hand the impact educational options have on an entire family's trajectory. I am a textbook example of school options as I attended traditional public schools, charter schools, magnet schools and private schools. I am the first in my family to earn a high school and college degree and I want more families in my community and Houston to have that option. Being part of the Board of Neighborhood Schools will allow me to give back and ensure that more children have an opportunity to have successful lives. There are many with good intentions that think they know what is best for children like myself, but don't always ask for feedback from the community. For me, the Neighborhood Schools model is at the heart of that. It is being started by those of us who grew up and live or whose families still live in the proposed communities. We are rolling up our sleeves to be the change we want to see in the world and are no longer waiting for others to fix our neighborhoods.

2. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member shall ensure that state and federal laws pertaining to the charter schools are being followed. While the board members don't hire and fire the school staff, they do hire the Superintendent. They also oversee the financial health of the schools by assessing sustainability and help with fundraising efforts. The board members are to oversee the overall performance of the schools. It is their responsibility to ensure that the schools are delivering on their promises to children and families.

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 haven't been on a school board, I have seen the many aspects of a charter organization as I worked at KIPP Houston Public Schools for 10 years. I was also part of the 2017 Ft. Bend Leadership for Nonprofit Excellence course which taught us about board roles and responsibilities. I was also on the alumni board of Episcopal High School 10 years ago when they launched a growth campaign and was part of developing growth and fundraising plans.

4. Describe the specific knowledge and experience that you would bring to the board.

My experience is in school communications (proactive, reactive, and emergency) along with marketing, branding, student and teacher recruitment and development/fundraising. This experience will be useful to these new school in recruiting students and teachers and ensuring the school's financial sustainability through successful fundraising. I can now use my experiences to help start and grow schools that will directly impact my neighborhood and its residents.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Neighborhood Schools' mission is to guide children from under-served communities to love learning and develop the academic skills and virtues to succeed in life and transform their neighborhoods. Neighborhood Schools' vision is to see all children complete their PreK-12 education ready for success in college and/or careers, with the freedom to choose the most fulfilling life path. As adults, they will be empowered by gratitude and a sense of doing good to help the next generation of learners.

2. What is your understanding of the school's proposed educational program?

While NSI will have a rigorous college preparatory curriculum, that curriculum will be paired up with activities such as mentoring and internships that introduce students early to careers. Given the end in mind of preparing for both college and career, NSI will ensure that the students learn the virtues through a strong Social Emotional Learning curriculum that best sets up people for success in career and life. NSI will blend the best of the "No Excuses" charter model with next generation blended learning.

3. What do you believe to be the characteristics of a successful school?

Successful schools have the following characteristics: 1) clear mission; 2) excellent relationships between families and the school; 3) strong instructional leadership; 4) high expectations for ALL students; 5) sufficient learning time to master objectives; 5) frequent monitoring of student progress with appropriate tools; 6) capable, caring teachers; and 7) a safe, secure school environment.

4. How will you know that the school is succeeding (or not) in its mission?

As a board member, I will know if the school is succeeding by reviewing the following metrics:

1) student outcome data on state and national assessments that have most of our students scoring proficient and in top percentiles; 2) high scores on school climate surveys indicating satisfaction from all school constituents; 3) high student and teacher retention; and 4) meeting annual budgets and having a clean audit. Long-term, our clear measure of success is student success in high school, college and career.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The role of the board in the schools' operations will include: setting policies that result in successful schools, hiring and holding the superintendent accountable for the schools' performance, reviewing the schools' finances, and managing any legal work needed to execute on the mission. The board will not be involved in day-to-day operations.

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, we will evaluate its success by: 1) having students grow academically over the year and reach high levels of proficiency such as 85% proficient in reading and math on STAAR; 2) 90% retention rates for teachers and students; 3) 90% parent attendance rate at student/teacher conferences; 4) meeting the annual budgets and having a clean audit; 5) 90% satisfaction rating by school constituents.

3. How will you know at the end of four years if the school is successful?

At the end of the fourth year, we will evaluate its success by: having 95% of students reading at or above grade level by 3rd grade and 90% of students proficient in reading and math 4-8; 95% attendance rate; school operating with a surplus of 3% to 5% and a clean audit; 90% satisfaction ratings; meeting enrollment growth targets; and having a positive impact on the neighborhoods in which the schools are located.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board can execute on the following to ensure the schools success:

- 1) create a strong Finance and Audit Committee to monitor the school's budget on a consistent basis
- 2) do a self-evaluation at the end of each year to ensure our effectiveness
- 3) stay informed of any changes in charter laws and attend all required trainings
- 4) support fundraising efforts to ensure salaries to enable the schools to hire and retain the best talent.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would go directly to the Board Chair with any evidence that would sustain my claim. I would also ask our Board Chair for immediate 3rd party counsel that would help guide the situation. If the Board Chair is the person in question, I would go to the next officer. If any of the allegations are criminal, we would report this behavior to the appropriate legal authority.

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.

We are all KIPP alumni and we either attended school together or have the shared experience of attending the same school in different years.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

Communications and Marketing Manager for KIPP Houston Public Schools, January 2007 - 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 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, GUADALUPE TALLEY, 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 Guadalupe Talley

Date 12/28/18

Verification

State of Texas

County of Harris

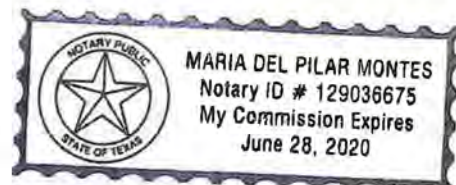
On this day, Guadalupe Talley (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 28th day of December, 2018.

(Notary Public) Maria Montes

(Seal)

My commission expires 6/28/20



Name of Proposed Charter School:

Neighborhood Schools

Name of Sponsoring Entity:

Neighborhood Schools Inc.

BACKGROUND

Full Legal Name:

Jaciell Martin Castro Millan

Home Mailing Address:

708 Janisch Rd. Houston TX 77018

Phone Number:

2104802848

E-mail Address:

[REDACTED]

Business Name:

KIPP Texas Public Schools

Business Mailing Address:

731 Fredericksburg Rd

Business Phone Number:

2108808080

E-Mail Address:

jcastro@kippsa.org

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:

University of Texas Board of Regents

1. What was your motivation to serve on the board of the proposed charter school?

As a minority entrepreneur that has surpassed all expectations, I understand the importance of a quality education and the supports necessary to graduate from college. The idea that every student can succeed regardless of where they come from is just a pipe-dream without the necessary supports within the student's community. I believe that Neighborhood Schools has the potential to fulfill the dreams of every parent by preparing their children to excel in life whether they choose college or a career after high school by bringing back those who have already succeeded to serve their own community. I am a product of the countless efforts of many and I can trace back in my mind the critical moments which propelled me to become the successful person I am today. I understand the journey that each of our students has to walk because I have walked it myself and I believe that there is no board out there that can say the same. Historically across the United States, boards have been composed of upper income, generally Caucasian males. It is rare to see women, or people of color at the helm of organizations that serve the educationally under-served. I believe that it is time for those professionals that are now successful in their practices and careers to come back and serve the community which raised them and for those individuals to take positions of authority and to make a real impact in the next generation. My motivation is selfless and for the service of my community, so that through the fruitfulness of the investment which my community made in me, I may be able to invest in others.

2. What is your understanding of the appropriate role of a public charter school board member?

As a board member it would be my responsibility to ensure that Neighborhood Schools is held to a high standard when it comes to academic achievement of the students that we aim to serve. It is also imperative that the organization is financially strong, operationally scalable, community engaged and that it follows every law. It is through strong governance that the organization will be able to serve the students in educationally under-served communities and give them the opportunity to attend college.

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.

Recently I was appointed by Texas Governor Greg Abbott to serve on the University of Texas Board of Regents as the only representative for all 230,000 students across 14 institutions. I was part of the Academic Affairs committee which oversaw all academic and research programs as well as the Finance Committee which oversaw construction, finance and the audit departments. I also hold degrees in engineering and organizational development and a master's degree in finance and real estate development.

4. Describe the specific knowledge and experience that you would bring to the board.

I believe I possess essential skills for successful governance of this proposed charter school. I have participated in the successful opening of 3 schools. I understand educational budgeting, finance, construction and school planning. I also understand what it takes to properly identify the supply and demand of student populations to assess whether student populations exist to be able to adequately fill schools and maintain the appropriate ADA to meet growth goals.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Neighborhood Schools' mission is to guide children in under-served communities to love learning and develop the academic skills and virtues to succeed in life and transform their neighborhoods. Neighborhood Schools' vision is to see all children complete their PreK-12 education ready for success in college and/or careers, with the freedom to choose the most fulfilling life path. As adults, they will be empowered by gratitude and a sense of doing good to help the next generation of learners.

2. What is your understanding of the school's proposed educational program?

NSI's focus of a holistic education goes beyond the school's ability to do it all. I believe that NSI has it right by bringing in a diverse set of partners who are experts in their field in order to provide all the necessary supports to every student so they are academically competent, socially engaged, emotionally stable, career/college oriented, tech-savvy and most importantly community engaged so they are able to bridge learning with practice and directly impact the communities in which they live.

3. What do you believe to be the characteristics of a successful school?

There are three sides to this coin. One is the school needs to exceed all operational requirements in order to scale its model and maintain a healthy backbone. Second, the school needs to be academically competent so that not only state testing is exceeded but the students take their learning and apply it to practical problem solving in their community. Lastly, I believe a healthy school is one in which the community is invested in the long-term growth of that entity by committing itself to serve and be served.

4. How will you know that the school is succeeding (or not) in its mission?

I believe the following metrics are critical in order to achieve NSI's mission. NSI shall retain a minimum of 75% of staff/teachers, at least a 90% student retention from year to year, a healthy wait list of 2 applications per open seat, sustainable fundraising of at least 10% of the annual operating budget, maintain at least 85% FRL populations, provide the required SPED/ELL programs, clear succession plans for each leadership role, average 95% ADA, at least 75% of students reading at grade level, earning of distinctions on STAAR.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board sets the threshold for accountability for the administration and the schools by providing the guardrails to successfully serve the community. The board hires the superintendent and sets the baseline metrics for success in areas of operation, finance/budgets, academic preparation, growth, teacher development and retention, strategy, fundraising, parent engagement and student retention and recruitment. They also approve all capital expenditures, improvements, contracts and procurement.

2. How will you know if the school is successful at the end of the first year of operation?

I believe the school would have succeeded in year one by financially spending less than monies received through all sources of funding; by achieving a 10% growth on MAP assessments over the course of the year; by having at least 75% parent participation in engagement events; retention of 90% of its teachers and staff; 90% of parents in EOY survey saying that teachers and staff reflect the values of the organization and intentionally supporting those falling behind and that the school creates a common definition of culture.

3. How will you know at the end of four years if the school is successful?

The schools will be successful at year four if they have achieved an A on the TEA accountability report card by producing greater than expected growth in ELA/reading & math that is higher than 50%; is spending less than 10% in operations and 90% in instruction and coaching; has a clear and established line of accountability for every staff member; more than 85% of graduating 8th graders are projected to score higher than a 21 on the ACT; at least 50% of 8th graders are in top quartile in MAP in reading and math.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure the school's success, the board will develop clear and accountable metrics for the superintendent, maintain a culture of transparency through strong policies and audits, and establish exceptional protocols for HR hiring and school safety. We will be successful if we have key experts supporting the growth of the organization, pro-actively measure our growth in relation to the best networks in the country serving similar students, and bring in best practices and professional development within.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

The first step would be to approach the board chair to notify him or her immediately and documenting all necessary proof. If the issue involves the chair, then I would approach the vice chair and secretary about the issue at hand. It's important to bring in outside counsel to mediate the issue and request an immediate resignation of the board member if proof is conclusive. Every effort should be made to constantly train board members through the use of case studies and providing clear guidance for those new to 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.

We all attended the same schools growing up even if at different times and come from similar communities.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

n/a

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

KIPP Through College Counselor (2013-2014), Development Manager, KIPP San Antonio, (2014-2016), Student Recruitment Manager, KIPP San Antonio (2014-2018), Director of Growth, KIPP Texas (2018-Present), Project Manager, The Home Centers (2018-present),

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, Jaciel M. Castro, 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 1st January 2019

Verification

State of Texas

County of Harris

On this day, Jaciel M. Castro (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 1st day of January, 2019.

(Notary Public) Maria Montes

(Seal)

My commission expires 6/28/20



Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools Inc

BACKGROUND

Full Legal Name: Danielle Davis Malone

Home Mailing Address: 21406 Russell Chase Dr. Porter, Texas 77365

Phone Number: 832-528-9815

E-mail Address: [REDACTED]

Business Name: Virtus Partners

Business Mailing Address: 1301 Fannin St. Houston, Texas 77002

Business Phone Number: (713) 280-7560

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: KIPP Houston

1. What was your motivation to serve on the board of the proposed charter school?

This board, this organization, and this mission are very personal to me. I was one of the original KIPP students when KIPP was just a program at Garcia Elementary School. I am the [REDACTED]

[REDACTED] Because of KIPP, I attended a Vanguard Magnet School in HISD, went on to a magnet high school, was the first person in my family to go to college, was the first person in my family to graduate from college, and I was the first person (and first KIPP alumnae), to earn a Master's Degree. [REDACTED]

[REDACTED] I believe it is time for me - and my generation - to give back and prove that we were not statistical anomalies. Furthermore, with my MBA in Accounting and ten years of professional experience as a Senior Accountant, I believe I now have developed professional skills that will serve Neighborhood Schools very well from a board seat where I can assist with budgets, financial reporting, audits, and ensuring the organization operates with financial and operational health.

2. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member has fiduciary responsibility over the organization, which will include millions of dollars of state and federal funds. A board member has the responsibility to learn applicable Texas Education Code and public school policy, as it is a board's job to set school policies. The most important role I will play as a board member is hiring, holding accountable, and evaluating our Superintendent. Lastly, it is our responsibility to uphold the mission and values of the organization in all venues.

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 previous experience serving on the KIPP Executive Board and the KIPP Trustee Board for a combination of 10 years. As a member of the Executive Board, I also served on the finance sub-committee. At my church, Bella Vista Missionary Baptist Church, I am responsible for leading the women's ministry as well as working with other members on the youth council ministry that focuses on college access. As a Senior Accountant at Virtus Partners, I have extensive experience with accounting and finance.

4. Describe the specific knowledge and experience that you would bring to the board.

Beyond my ten years of experience as an accountant, first at El Paso Corporation, and later at Virtus Partners, the fact that I sat in one of the seats in the KIPP program in the very neighborhood in which one of our campuses will start allows me to have the empathy for the work - and challenges - that our students and their families will face. I realize that a public charter school is more than just a financial report on a spreadsheet; the decisions we make will have real implications on the children and their families.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Neighborhood Schools' mission is to guide children from under-served communities to love learning and develop the academic skills and virtues to succeed in life and transform their neighborhoods. Neighborhood Schools' vision is to see all children complete their PreK-12 education ready for success in college and/or careers, with the freedom to choose the most fulfilling life path. As adults, they will be empowered by gratitude and a sense of doing good to help the next generation of learners.

2. What is your understanding of the school's proposed educational program?

Where other schools make either/or decisions about being a rigorous academic institution or one that develops the whole child with socio-emotional learning and career education, Neighborhood Schools' educational program is going to do both. NS will use a blended learning approach, enabling teachers to use data on student progress for one-on-one and small group instruction. NS believes in fostering deep relationships between the school, students, parents and community to support each child's education.

3. What do you believe to be the characteristics of a successful school?

A successful school has a blend of many opposites: warm, yet demanding; joyful, yet rigorous; celebrating successes and struggles; teaching both the head (academic skills) and the heart (virtues) so the children grow up as productive citizens. A successful school will address the needs of each individual student while also ensuring that the entire student body is thriving. A successful school meets the academic and financial accountability bars set by the state and creates a school culture that is mutually supportive and caring.

4. How will you know that the school is succeeding (or not) in its mission?

There are several data points that board members will review to measure success in its mission: student achievement results on state and national tests; student attendance; teacher turnover; high satisfaction on school climate surveys. As an accountant, I realize how important financial health is to an organization, and will expect clean audits and strong financial controls. Long-term, the performance of our students – in high school, college, and career - and how they give back to their communities – are our best indicators.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Board members do not run or operate the school; we govern the school. That distinction is important. While we are accountable for the schools' performance, we are not the leaders who need to carry out the day-to-day execution of our academic and financial operations. We hire and evaluate the Superintendent; we attend board meetings and come to ask tough questions to hold the leaders accountable; we assist the leadership with our expertise – in my case my accounting experience.

2. How will you know if the school is successful at the end of the first year of operation?

We will review the data points I wrote above. Being successful will mean a student attendance rate greater than 95%; 85% of students in grades K-1 developed in reading on TPRI; student and teacher attrition under 10%; 85% proficiency on the STAAR test; 10% growth on the MAP test; clean financial audit and an end-of-year budget surplus of 3% to 5%; 95% attendance by parents at student/teacher conferences; 75% of parents engaged in school events; 90% satisfaction ratings by all constituents on a school climate survey.

3. How will you know at the end of four years if the school is successful?

After 4 years, the same metrics will apply as after the first year, and we should see both consistency where the results were good in year 1, and we should see growth where more time was needed to reach school goals. These are success targets for Year 4: "A" rating by TEA; 95% of students reading on grade level by 3rd grade and beyond; expected growth in ELA reading and math higher than 50%; 85% of students proficient on MAP; 97% attendance rate; school operates with a surplus of 3% to 5% with a clean audit.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board members should complete annual training to ensure we are all up to speed on relevant Texas Education Code, changes to state laws and regulations, and know best practices for governance. We need to hire an excellent Superintendent and hold him/her accountable to annual goals and provide a rigorous annual evaluation. That annual evaluation should include goals for the next year so that our superintendent learns and grows along with rest of us as well.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

The board chair should be notified immediately and I would call for an investigation. If the board chair was involved in the situation, then the vice-chair should lead the investigation, per our board conflict of interest policy. External school counsel should be involved as soon as possible.

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 attended KIPP when it started as a program in Macario Garcia Elementary (HISD) in 1994 with Vanessa Ramirez and Lupita Talley.

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.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

I have previous experience serving on the KIPP Executive Board and the KIPP Trustee Board for a combination of 10 years. As a member of the Executive Board, I also served on the Finance sub-committee.

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, DANIELE DAVIS, 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

Danile Davis

Date

12/31/18

Verification

State of

Texas

County of

Harris

On this day, Danielle Davis (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 31st day of December, 2018.

(Notary Public)

Maria Montes

(Seal)

My commission expires

6/28/20



Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools Ince

BACKGROUND

Full Legal Name: Danielle Davis Malone

Home Mailing Address: 21406 Russell Chase Dr. Porter, Texas 77365

Phone Number: 832-528-9815

E-mail Address:e danidmalone@yahoo.com

Business Name: Virtus Partners
e e e e e e e e

Business Mailing Address: 1301 Fannin St. Houston, Texas 77002

Business Phone Number: (713) 280-7560

E-Mail Address:e danielle.davis@virtusllc.com

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: KIPP Houston

1. What was your motivation to serve on the board of the proposed charter school?

generation - to give back and prove that we were not statistical anomalies. Furthermore, with my MBA in Accounting and ten years of professional experience as a Senior Accountant, I believe I now have developed professional skills that will serve Neighborhood Schools very well from a board seat where I can assist with budgets, financial reporting, audits, and ensuring the organization operates with financial and operational health.

2. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member has fiduciary responsibility over the organization, which will include millions of dollars of state and federal funds. A board member has the responsibility to learn applicable Texas Education Code and public school policy, as it is a board's job to set school policies. The most important role I will play as a board member is hiring, holding accountable, and evaluating our Superintendent. Lastly, it is our responsibility to uphold the mission and values of the organization in all venues.

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 previous experience serving on the KIPP Executive Board and the KIPP Trustee Board for a combination of 10 years. As a member of the Executive Board, I also served on the finance sub-committee. At my church, Bella Vista Missionary Baptist Church, I am responsible for leading the women's ministry as well as working with other members on the youth council ministry that focuses on college access. As a Senior Accountant at Virtus Partners, I have extensive experience with accounting and finance.

4. Describe the specific knowledge and experience that you would bring to the board.

Beyond my ten years of experience as an accountant, first at El Paso Corporation, and later at Virtus Partners, the fact that I sat in one of the seats in the KIPP program in the very neighborhood in which one of our campuses will start allows me to have the empathy for the work - and challenges - that our students and their families will face. I realize that a public charter school is more than just a financial report on a spreadsheet; the decisions we make will have real implications on the children and their families.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Neighborhood Schools' mission is to guide children from under-served communities to love learning and develop the academic skills and virtues to succeed in life and transform their neighborhoods. Neighborhood Schools' vision is to see all children complete their PreK-12 education ready for success in college and/or careers, with the freedom to choose the most fulfilling life path. As adults, they will be empowered by gratitude and a sense of doing good to help the next generation of learners.

2. What is your understanding of the school's proposed educational program?

Where other schools make either/or decisions about being a rigorous academic institution or one that develops the whole child with socio-emotional learning and career education, Neighborhood Schools' educational program is going to do both. NS will use a blended learning approach, enabling teachers to use data on student progress for one-on-one and small group instruction. NS believes in fostering deep relationships between the school, students, parents and community to support each child's education.

3. What do you believe to be the characteristics of a successful school?

A successful school has a blend of many opposites: warm, yet demanding; joyful, yet rigorous; celebrating successes and struggles; teaching both the head (academic skills) and the heart (virtues) so the children grow up as productive citizens. A successful school will address the needs of each individual student while also ensuring that the entire student body is thriving. A successful school meets the academic and financial accountability bars set by the state and creates a school culture that is mutually supportive and caring.

4. How will you know that the school is succeeding (or not) in its mission?

There are several data points that board members will review to measure success in its mission: student achievement results on state and national tests; student attendance; teacher turnover; high satisfaction on school climate surveys. As an accountant, I realize how important financial health is to an organization, and will expect clean audits and strong financial controls. Long-term, the performance of our students -- in high school, college, and career - and how they give back to their communities -- are our best indicators.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Board members do not run or operate the school; we govern the school. That distinction is important. While we are accountable for the schools' performance, we are not the leaders who need to carry out the day-to-day execution of our academic and financial operations. We hire and evaluate the Superintendent; we attend board meetings and come to ask tough questions to hold the leaders accountable; we assist the leadership with our expertise -- in my case my accounting experience.

2. How will you know if the school is successful at the end of the first year of operation?

We will review the data points I wrote above. Being successful will mean a student attendance rate greater than 95%; 85% of students in grades K-1 developed in reading on TPRI; student and teacher attrition under 10%; 85% proficiency on the STAAR test; 10% growth on the MAP test; clean financial audit and an end-of-year budget surplus of 3% to 5%; 95% attendance by parents at student/teacher conferences; 75% of parents engaged in school events; 90% satisfaction ratings by all constituents on a school climate survey.

3. How will you know at the end of four years if the school is successful?

After 4 years, the same metrics will apply as after the first year, and we should see both consistency where the results were good in year 1, and we should see growth where more time was needed to reach school goals. These are success targets for Year 4: "A" rating by TEA; 95% of students reading on grade level by 3rd grade and beyond; expected growth in ELA reading and math higher than 50%; 85% of students proficient on MAP; 97% attendance rate; school operates with a surplus of 3% to 5% with a clean audit.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board members should complete annual training to ensure we are all up to speed on relevant Texas Education Code, changes to state laws and regulations, and know best practices for governance. We need to hire an excellent Superintendent and hold him/her accountable to annual goals and provide a rigorous annual evaluation. That annual evaluation should include goals for the next year so that our superintendent learns and grows along with rest of us as well.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

The board chair should be notified immediately and I would call for an investigation. If the board chair was involved in the situation, then the vice-chair should lead the investigation, per our board conflict of interest policy. External school counsel should be involved as soon as possible.

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 attended KIPP when it started as a program in Macario Garcia Elementary (HISD) in 1994 with Vanessa Ramirez and Lupita Talley.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

I have previous experience serving on the KIPP Executive Board and the KIPP Trustee Board for a combination of 10 years. As a member of the Executive Board, I also served on the Finance sub-committee.

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, DANIELLE DAVIS, 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

Danielle Davis

Date

3/26/19

Verification

State of

Texas

County of

Harris

On this day, Danielle Davis (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

26th

day of

March

2019.

(Notary Public)

Maria Montes

Maria Montes

(Seal)

My commission expires

6/28/20



Name of Proposed Charter School: Neighborhood Schools

Name of Sponsoring Entity: Neighborhood Schools, INC

BACKGROUND

Full Legal Name: Ramon Antonio Reyes

Home Mailing Address: 9430 Sanford RD, Houston, TX 77031

Phone Number: (832) 528-4534

E-mail Address: [REDACTED]

Business Name: Drug Enforcement Administration

Business Mailing Address: 1443 West Loop South, Suite 600 Houston, TX 77027

Business Phone Number: (713) 693-3090

E-Mail Address: ramon.a.reyes@usdoj.gov

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes ☒ No, does not apply to me

If Yes, state the name of the entity: [REDACTED]

1. What was your motivation to serve on the board of the proposed charter school?

As a board member, I am held accountable for carrying out the commitment we make to our students and their families. This responsibility is what motivated me to serve on the board. A lesson I learned at a very young age was to remember and appreciate what I have been given, so now it's time to give back. I know from personal experience how crucial a good education is for a successful and fulfilling life. Being part of this board gives me a platform that will enable me to directly impact the lives of children in neighborhoods where I grew up.

2. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member has several important roles: understand charter school legislation and regulations and make sure the school follows all laws; hire a great superintendent; make certain that our schools can operate in a secure environment and protect the safety of our children; support the development of a positive school climate; set up clear goals for our students and make sure the school is achieving those goals; and make sure the school meets its budgets.

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've never served on a board, but I have served 16 years in our military. During this time, I have served on several details that have allowed me to work in unison with other units, branches and countries in order to raise and develop professional military service members. Operating in a capacity where I've had to adhere to military and foreign nation's laws and policies, adapting to different cultures and environments to be successful, and a commitment to security are traits that will make me an effective board member.

4. Describe the specific knowledge and experience that you would bring to the board.

I believe having Houston roots and being a product of a high quality charter school set me at a place where I can share my knowledge that I have gained first hand. I also find that through my military background, I have gained financial and asset management skills that will make strategic impacts for our schools to succeed.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Neighborhood Schools' mission is to guide children from under-served communities to love learning and develop the academic skills and virtues to succeed in life and transform their neighborhoods. Neighborhood Schools' vision is to see all children complete their PreK-12 education ready for success in college and/or careers, with the freedom to choose the most fulfilling life path. As adults, they will be empowered by gratitude and a sense of doing good to help the next generation of learners.

2. What is your understanding of the school's proposed educational program?

While NSI will provide a strong academic foundation in core subjects to prepare students for success in college, it will also offer excellent fine arts and health education and programs and activities such as mentoring and internships that introduce students early to careers. In order to be successful in college, career and life, NSI will make sure that the students build strong character through a Social Emotional Learning curriculum. NSI will combine the best from high performing charters with blended learning.

3. What do you believe to be the characteristics of a successful school?

Successful schools have high expectations for all students: a clear mission and goals: extended instructional time; data-driven instruction with good progress monitoring and interventions when needed; outstanding, caring teachers with good content knowledge; strong leadership from the Board, superintendent and principals; excellent relationships between families and the school; and a safe, secure school environment.

4. How will you know that the school is succeeding (or not) in its mission?

As a board member, I will know if the school is succeeding if it: retains 90% of its teachers and staff; has a 95% student attendance rate; has 85% of its students reading on grade level on the STAAR test; has distinction ratings on STAAR and an A rating by TEA; has 90% satisfaction from all school constituents on school climate surveys; has wait lists for each grade level; and meets its annual operating budgets and has clean audits each year.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board sets accountability goals and metrics for academic proficiency and growth, teacher development and retention, student enrollment and attendance, security, and school finance. It sets policies for school operations and hires and holds the superintendent accountable for the schools' performance and fulfillment of its mission. It develops and monitors the annual budget, oversees the audit, and manages any legal work needed to execute the mission.

2. How will you know if the school is successful at the end of the first year of operation?

I and the other board members will know if the school is successful at the end of year one if the school meets its operating budget and has a clean audit; students achieve a 10% growth rate on MAP over the course of the year; we retain 90% of our teachers and students; 75% of our parents attend school engagement events; and we have a 90% satisfaction rate from constituents on the school climate survey.

3. How will you know at the end of four years if the school is successful?

At the end of the fourth year, we will evaluate the school's success by achieving an A rating on the TEA report card; having 90% of students achieve proficiency in reading and math on STAAR; 95% of 8th graders matriculating to quality private and public schools; meeting student enrollment growth targets with waiting lists for every grade; having cash reserves and being in a strong financial position.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure that the school is successful, the board will develop a coherent 5-year strategic plan aligned with the school's mission and vision; it will create a strong Finance and Audit Committee to develop and monitor the schools' budgets; it will conduct a self-evaluation each year to ensure board effectiveness; members would attend board trainings and keep current on charter school laws; it would support fundraising to operate each year with a financial cushion.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would go directly to the board chair with any evidence that would sustain my claim. I would also ask our board chair for immediate 3rd party counsel that would help guide the situation. If the board chair is the person in question, I would go to the next officer. If any of the allegations are criminal, we would report the incident to the appropriate legal authority.

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.

We are all KIPP alumni and we either attended school together or have the shared experienced of attending the same school in different years.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

Athletics Coach for KIPP Houston High School for 2 years, 2008-2010.
Summer Transitioning Instructor for KIPP Sunny Side High School, summer of 2010.
Executive Assistant to KIPP Co-Founder Mike Feinberg, 2012-2013.

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, Ramon Reyes, 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

01-02-2019

Verification

State of

TEXAS

County of

HARRIS

On this day, RAMON REYES (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

2

day of

JANUARY

, 20 19

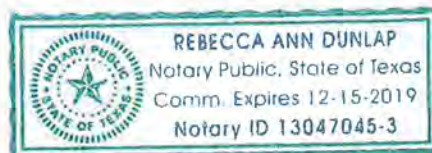
(Notary Public)

Rebecca Dunlap

(Seal)

My commission expires

12/15/2019



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.

Neighborhood Schools' Code of Ethics

*(adapted from the sample Code of Ethics of the National Council of Nonprofit Associations
www.ncna.org)*

Goal: To establish a set of principles and practices of the Neighborhood Schools Board of Directors that will set parameters and provide guidance and direction for board conduct and decision-making.

Code: Members of the Board of Directors of Neighborhood Schools are committed to observing and promoting the highest standards of ethical conduct in the performance of their responsibilities as board members. Board members pledge to accept this code as a minimum guideline for ethical conduct and shall:

Accountability

1. Faithfully abide by the Articles of Incorporation, by-laws, and policies of Neighborhood Schools, particularly the Conflict of Interest Policy.
2. Exercise reasonable care, good faith, and due diligence in organizational affairs.
3. Fully disclose, at the earliest opportunity, information that may result in a perceived or actual conflict of interest.
4. Fully disclose, at the earliest opportunity, information of fact that would have significance in board decision-making.
5. Remain accountable for prudent fiscal management to the board, the school community, and where applicable, to government and funding bodies.

Professional Excellence

6. Maintain a professional level of courtesy, respect, and objectivity in all Neighborhood School activities.
7. Strive to uphold those practices and assist other members of the board and the school community in upholding the highest standards of conduct.

Personal Gain

8. Exercise the powers invested for the good of all members of Neighborhood Schools rather than for his or her personal benefit.

Equal Opportunity

9. Ensure the right of all Neighborhood School members to appropriate and effective services without discrimination on the basis of gender, sexual orientation, national origin, race, religion, age, political affiliation, or disability in accordance with all applicable legal and regulatory requirements.

Confidential Information

- 10.. Respect the confidentiality of sensitive information known due to board service.

Collaboration and Cooperation

11. Respect the diversity of opinions as expressed or acted upon by the Neighborhood Schools' board, committees, and school community, and formally register dissent as appropriate.
12. Promote collaboration, cooperation, and partnership among all Neighborhood Schools' constituents.

Section 6. Texas Open Meetings Act. When the Board holds any meetings dealing with issues relating to the Texas charter schools, the meetings will be conducted in accordance with the Texas Open Meetings Act. Among other things, this requires that meetings be held in Texas in an accessible place, that notice of a meeting be posted at least 72 hours in advance, and that all final action be taken in public.

ARTICLE VII

INDEMNIFICATION OF DIRECTORS AND OFFICERS

The Corporation shall indemnify (which indemnification shall include, without limitation, advancing reasonable expenses) any person who is or was a Director or officer of the Corporation and may indemnify (which indemnification may include without limitation, advancing reasonable expenses) any person who is or was an employee or agent of the Corporation (or any person who is or was serving at the request of the Corporation as a Director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise) to the fullest extent required or permitted by applicable law, including Chapter 8 of the BOC. In addition, the Corporation shall have the power to indemnify (which indemnification shall include, without limitation, advancing reasonable expenses) to the fullest extent permitted by law such other persons as the Board may determine from time to time. The Corporation shall have the power to purchase and maintain at its expense insurance on behalf of such persons to the fullest extent permitted by applicable law, whether or not the Corporation would have the power to indemnify such person under the foregoing provisions. Any amendment to this Article VII shall be prospective and shall not reduce or eliminate the right of any person to indemnification hereunder with respect to any act or failure to act occurring on or prior to the date of any such amendment.

ARTICLE VIII

CONFLICTS OF INTEREST POLICY

Section 1. Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

Section 2. Definitions.

a. Interested Person. Any Director, officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

b. Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

(i) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,

(ii) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

(iii) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or appropriate committee decides that a conflict of interest exists.

Section 3. Procedures.

a. Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the Directors and members of committees with Board-delegated powers considering the proposed transaction or arrangement.

b. 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, the interested person shall leave the 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.

c. Procedures for Addressing the Conflict of Interest.

(i) An interested person may make a presentation at the Board or committee meeting, but after such presentation, such person shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

(ii) The Board or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

d. Violations of the Conflicts of Interest Policy.

(i) If the Board or committee has reasonable cause to believe that 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.

(ii) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 4. Records of Proceedings. The minutes of the 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 Board's or committee's decision as to whether a conflict of interest in fact existed; and
- 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 therewith.

Section 5. Compensation Committees.

- a. A voting member of the Board who receives compensation, directly or indirectly, from the Corporation 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 Corporation for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Section 6. Annual Statements. Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement affirming that 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 that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 7. Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, 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 Corporation'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.

Section 8. Use of Outside Experts. In conducting the periodic reviews provided for in Section 7, the Corporation may, but need not, use outside advisors. If outside experts are used their use shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

ARTICLE IX

AMENDMENTS

These Bylaws may be altered, amended, or repealed by the affirmative vote of a majority of the Board at any meeting if notice of the proposed amendment is contained in the notice of such meeting.

Neighborhood Schools

There are no existing relationships between Neighborhood Schools, Inc. board members, proposed superintendent and principals, owners of facilities to be leased for the schools, and any vendors proposed in the charter school application that would pose an actual or perceived conflict of interest if the charter school application is approved. The Conflict of Interest Policy and Code of Ethics developed by the Neighborhood Schools, Inc. Board are designed to mitigate any such conflicts of interest. If for any reason such a conflict should occur in the future, the Board members have an established process in the Conflict of Interest Policy to handle such occurrences.

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

0

| | Year 0 (Start- Up) 44012 | Year 1 44013 | Year 2 44014 | Year 3 44015 | Year 4 44016 | Year 5 44017 |
|--|-----------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|--|-----------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|

REVENUE

| | | | | | | |
|-------------------------------|------------|--------------|---------------|---------------|---------------|---------------|
| Total State Revenue | | \$ 6,234,811 | \$ 9,102,824 | \$ 13,017,039 | \$ 15,229,935 | \$ 16,600,629 |
| Total Federal Revenue | | \$ 942,500 | \$ 1,376,050 | \$ 1,967,752 | \$ 2,302,269 | \$ 2,509,473 |
| Total Local and Other Revenue | \$ 350,000 | \$ 260,000 | \$ - | \$ - | \$ - | \$ - |
| TOTAL REVENUE | \$ 350,000 | \$ 7,437,311 | \$ 10,478,874 | \$ 14,984,790 | \$ 17,532,204 | \$ 19,110,103 |

EXPENSES

| | | | | | | |
|---|------------|--------------|---------------|---------------|---------------|---------------|
| Total Administrative Staff Personnel Costs | \$ 175,000 | \$ 730,000 | \$ 979,200 | \$ 1,160,046 | \$ 1,183,247 | \$ 1,271,858 |
| Total Instructional Personnel Costs | \$ - | \$ 2,292,000 | \$ 3,489,420 | \$ 5,198,879 | \$ 6,529,613 | \$ 7,216,575 |
| Total Non-Instructional Personnel Costs | \$ - | \$ 60,000 | \$ 61,200 | \$ 62,424 | \$ 63,672 | \$ 64,946 |
| Total Payroll Taxes and Benefits | \$ 33,660 | \$ 618,866 | \$ 909,588 | \$ 1,289,407 | \$ 1,561,528 | \$ 1,717,518 |
| TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES | \$ 208,660 | \$ 3,700,866 | \$ 5,439,408 | \$ 7,710,756 | \$ 9,338,060 | \$ 10,270,897 |
| Total Contracted Services | \$ 7,500 | \$ 762,000 | \$ 1,088,620 | \$ 1,530,519 | \$ 1,769,740 | \$ 1,908,651 |
| Total School Operations | \$ 1,200 | \$ 1,576,045 | \$ 2,253,948 | \$ 3,171,133 | \$ 3,667,623 | \$ 3,955,900 |
| Total Facilities Operations and Maintenance | \$ 108,500 | \$ 947,325 | \$ 1,331,141 | \$ 1,848,057 | \$ 2,127,038 | \$ 2,288,934 |
| Reserves and/or Contingency | \$ 20,000 | \$ 150,000 | \$ 207,000 | \$ 310,500 | \$ 347,760 | \$ 452,088 |
| TOTAL EXPENSES | \$ 345,860 | \$ 7,136,236 | \$ 10,320,117 | \$ 14,570,965 | \$ 17,250,221 | \$ 18,876,471 |

| | | | | | | |
|---|----------|------------|------------|------------|------------|------------|
| NET OPERATING INCOME (before depreciation) | \$ 4,140 | \$ 301,075 | \$ 158,757 | \$ 413,825 | \$ 281,983 | \$ 233,632 |
|---|----------|------------|------------|------------|------------|------------|

STUDENT ENROLLMENT

| | | | | | | |
|------------------------------|--|-----------|----------|-----------|-----------|-----------|
| Projected Student Enrollment | | 725 | 1,050 | 1,495 | 1,740 | 1,880 |
| Revenue Per Pupil | | \$ 10,258 | \$ 9,980 | \$ 10,023 | \$ 10,076 | \$ 10,165 |
| Expenses Per Pupil | | \$ 9,843 | \$ 9,829 | \$ 9,746 | \$ 9,914 | \$ 10,041 |

182

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.

Neighborhood Schools, Inc

Balance Sheet

as of December 14, 2018 (snap shot of most recent financials)

| | | TOTAL |
|-------------------------------|---|-------------------|
| ASSETS | | |
| Current Assets | | |
| Bank Accounts | | |
| | Amegy Checking | \$ 151,000 |
| | Responsive Ed Solutions Fiscal Agent | \$ 150,000 |
| | TX School Venture Fund Fiscal Agent | \$ 34,000 |
| | TOTAL BANK ACCOUNTS | \$ 335,000 |
| | Receivables | \$ 275,000 |
| | TOTAL CURRENT ASSETS | \$ 610,000 |
| | TOTAL ASSETS | \$ 610,000 |
| LIABILITIES AND EQUITY | | |
| Liabilities | | |
| Current Liabilities | | \$ - |
| Accounts Payable | | |
| | TX School Venture Fund expenses for charter application process | \$ 2,325 |
| | TOTAL CURRENT LIABILITIES | \$ 2,325 |
| | Long-term Liabilities | \$ - |
| | TOTAL LONG-TERM LIABILITIES | \$ - |
| | TOTAL LIABILITIES | \$ 2,325 |
| Equity | | |
| | Net Income | \$ 607,675 |
| | TOTAL EQUITY | \$ 607,675 |
| | TOTAL LIABILITIES AND EQUITY | \$ 610,000 |

282

Neighborhood Schools, Inc

PROFIT AND LOSS

for FY18-19 and as of December 14, 2018 (snap shot of most recent financials)

| | TOTAL |
|-------------------------------------|-------------------|
| Income | |
| Individual Contributions - received | \$ 5,000 |
| Foundation Contributions - received | \$ 330,000 |
| Individual Contributions - pledged | \$ 75,000 |
| Foundation Contributions - pledged | \$ 200,000 |
| Total Income | \$ 610,000 |
| Expenses | |
| Meeting Expenses | \$ 581 |
| Technology/Web | \$ 396 |
| Marketing Expenses | \$ 1,040 |
| Postage | \$ 308 |
| Total Expenses | \$ 2,325 |
| NET OPERATING INCOME | \$ 607,675 |

188

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.

Not Applicable

FOG 12 – Credit Report

No documents are being provided because the sponsoring entity (Neighborhood Schools, Inc.) 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.

Not Applicable

FOG 13 – IRS Form 990

A form 990 is not available as Neighborhood Schools, Inc. applied for its 501(c)(3) status on August 16, 2018 and its initial fiscal year ends June 30, 2019. To date, we have not received a determination letter, in part because of the government shut down. Our initial form 990 will be submitted to the IRS following the end of our fiscal year by November, 2019. For these reasons, Neighborhood Schools, Inc. did not complete a 990 for 2018.

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.

SHAWN M. HURWITZ

FELLOWSHIP

October 5, 2018

Ms. Lupita Talley
Executive Director
Neighborhood Schools, Inc.
16903 Red Oak Drive, Suite 214
Houston, TX 77090

Dear Ms. Talley,

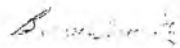
On behalf of the Board of Directors of Thrive School Network and the Shawn M. Hurwitz Fellowship, we are pleased to inform you of our approval of two grants to support your start-up expenses in this planning year, as well as in your first year of the schools' operation.

You have been awarded \$115,000 to assist with start-up expenses related to the charter application, securing a facility, recruiting the faculty, and recruiting students. These funds are available to you now, either directly if you have received your IRS tax determination letter, or through Texas School Venture Fund as your fiscal agent.

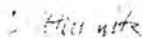
You also have been awarded \$200,000 for your two school leaders to be the inaugural Shawn M. Hurwitz Fellows beginning in 2019 as they start their leadership training. These funds are to cover salary plus benefits, and are available to you as soon as we receive confirmation of your authorized charter school campuses.

Thank you for leading the effort to have the next generation of school leaders step up to lead in your communities, and we are excited to support you in this effort.

Because of Shawn,



Barbara Hurwitz
Board Member



Debbie Hurwitz
Board Member

The Shawn M. Hurwitz Fellowship is a 501(c)(3) tax-exempt organization, and our tax-exempt number is 81-4086748. No goods or services are being provided in consideration of this donation.

G|F GALLERY FURNITURE

11/15/2018

Ms. Lupita Talley
Executive Director
Neighborhood Schools, Inc
16903 Red Oak Drive, Suite 214
Houston, TX 77090

Dear Lupita,

It is our honor and pleasure to write this letter of support for Neighborhood Schools and your efforts to start schools to prepare children for success in school and life. We are especially excited to partner with a school that, in the very core of its design, wants to connect with other community organizations to provide wrap-around support for the children, their families, and the entire community.

Especially given your school in Eastex-Jensen will serve families close to our store, we will make a donation of \$75,000 in 2019 to your start-up efforts.

Congratulations again on moving from vision to reality with your schools, and we look forward to next steps.

Your Friends,



Jim "Mattress Mack" McIngvale



November 17, 2018

Ms. Lupita Talley
Executive Director
Neighborhood Schools, Inc.
16903 Red Oak Drive, Suite 214
Houston, TX 77090

Dear Lupita,


I am pleased to inform you of two grants we received as your fiscal agent in support of your efforts to create Neighborhood Schools and start the charter campuses:

The Ting Tsung and Wei Fund Chao Foundation has made a gift of \$70,000 to support Neighborhood Schools, Inc.

The Charter School Growth Fund has made a gift of \$150,000 to support Neighborhood Schools, Inc.

We are in receipt of these funds and are ready to support your start-up efforts as needed. Good luck with the creation of your two schools!

With admiration,


Mike Feinberg
President

TX School Venture Fund is a 501(c)(3) tax-exempt organization, and our tax-exempt number is 81-3674046. No goods or services are being provided in consideration of this donation.

Subject: Fwd: Your grant to Texas School Venture Fund is in the mail

Date: Tuesday, November 20, 2018 at 6:54:02 AM Central Standard Time

To: [REDACTED]

Sent from my iPhone

Begin forwarded message:

From: National Christian Foundation <noreply@nationalchristian.com>

Date: November 20, 2018 at 6:23:54 AM CST

To: [REDACTED]

Subject: Your grant to Texas School Venture Fund is in the mail

National Christian Foundation Houston



We're so excited that your grant to Texas School Venture Fund is now complete, and we've mailed them a support their work. The following is a detailed summary.

| | |
|-------------------------|--|
| Charity: | Texas School Venture Fund |
| Date submitted: | 11/12/2018 11:25 am PST |
| Status: | Completed |
| Amount: | \$5,000.00 |
| From Fund: | The Samaritan Fund |
| Frequency: | Single Grant |
| Timing: | 11/13/2018 |
| Privacy: | None (grant will include your Fund name) |
| Note to charity: | Other/Multiple - Gift on behalf of [REDACTED] Neighborhood |
| Note to NCF: | Schools. Deliver by U.S. Mail |
| | Notes to NCF [REDACTED] |
| ID #: | [REDACTED] |

Provide the Following:

- i) State academic performance data from all charter schools that are (or were) in operation during the last three consecutive years.
- ii) In instances, that the Local Education Agency receives an academic rating then it must reflect an academic rating of the top two tiers of a five-tier rating system.
- iii) If the charter authorizer or state provides academic ratings solely at the campus level, 80% of the campuses must receive an academic rating reflective of the top two tiers with no campuses in the bottom tier of the tiered academic rating system.

Note: Provide data for all applicable years if operations are less than three years old.

PLEASE NOTE: Attachment OS1 is referenced on the Portfolio Performance page of the Out-of-State Operation Plan.

Not Applicable

Provide the Following:

- i) State financial performance data from all charter schools that are (or were) in operation during the last three consecutive years.

or

- ii) Independent financial audit reports from the last three consecutive years.

Note: Provide data for all applicable years if operations are less than three years old.

PLEASE NOTE: Attachment OS2 is referenced on the Portfolio Performance page of the Out-of-State Operation Plan.

Not Applicable

Provide the following:

In addition to the information provided in Attachment Out of State 2- *Financial and Business Plans*, provide for the organization as a whole and any related business entities:

- a. The last three years of independent financial audit reports and management letters; and
- b. The most recent internal financial statements, including balance sheets and income statements.

Be sure that the school level, CMO level (if applicable), and the overall operations are distinctly represented. Discuss any material audit findings for the organization.

PLEASE NOTE: Attachment OS3 is referenced on the Portfolio Performance page of the Out-of-State Operation Plan.

Not Applicable

Provide the Following:

Identify any litigation proceedings from the last three consecutive years, including arbitration proceedings, per school, that has involved the organization or any schools it operates.

If applicable, provide:

- a. The complaint;
- B. Response; and
- C. Judgement (or result of arbitration)

PLEASE NOTE: Attachment OS4 is referenced on the Portfolio Performance page of the Out-of-State Operation Plan.

Not Applicable

Due to application format constraints, we were not able to include the following attachment for the Neighborhood Schools daily school schedule.

PLEASE NOTE: This attachment is referenced on A Day in the Life page 61 of the Education Plan.

Middle Schools: A day in the Life

| Proposed 5th Grade Schedule Mon/Wed | | | | |
|-------------------------------------|-------------------------------|-----------|----------|----------|
| | UST | UH | Rice | UT |
| 745-800 | Student Arrival | | | |
| 800-815 | Breakfast | | | |
| 815-830 | Advisory: Check-In, Check-Out | | | |
| 835-905 | Literacy | | | |
| 910-1040 | ELA | ELA | Math | Math |
| 1045-1215 | Math | Math | ELA | ELA |
| 1220-1240 | Lunch | | | |
| 1245-100 | Brain Break | | | |
| 105-145 | Writer's Workshop | | | |
| 150-230 | ELT-Math | SEL | ELT-Read | PE |
| 235-315 | Sci | ELT- Math | SS | ELT-Read |
| 320-400 | SEL | Sci | PE | SS |
| 400-500 | Clubs/Electives | | | |
| 500-600 | Boys and Girls Club | | | |

| Proposed 5th Grade Schedule Tues/Thurs | | | | |
|--|-------------------------------|-----------|----------|----------|
| | UST | UH | Rice | UT |
| 745-800 | Student Arrival | | | |
| 800-815 | Breakfast | | | |
| 815-830 | Advisory: Check-In, Check-Out | | | |
| 835-905 | Literacy | | | |
| 910-1040 | ELA | ELA | Math | Math |
| 1045-1215 | Math | Math | ELA | ELA |
| 1220-1240 | Lunch | | | |
| 1245-100 | Brain Break | | | |
| 105-145 | Writer's Workshop | | | |
| 150-230 | ELT-Read | PE | ELT-Math | SEL |
| 235-315 | SS | ELT- Read | Sci | ELT-Math |
| 320-400 | PE | SS | SEL | Sci |
| 400-500 | Clubs/Electives | | | |
| 500-600 | Boys and Girls Club | | | |

| Proposed 5th Grade Schedule Friday | | | | |
|------------------------------------|--------------------------------|------|------|------|
| | UST | UH | Rice | UT |
| 745-800 | Student Arrival | | | |
| 800-815 | Breakfast | | | |
| 815-830 | Advisory: Check-In, Check-Out | | | |
| 835-905 | Reading Literacy | | | |
| 910-1040 | ELA | ELA | Math | Math |
| 1045-1215 | Math | Math | ELA | ELA |
| 1220-1240 | Lunch | | | |
| 1245-100 | Brain Break | | | |
| 105-145 | Writer's Workshop | | | |
| 150-230 | Choice ELT: SSR, Lib, Research | | | |
| 235-315 | Family and Community Time | | | |

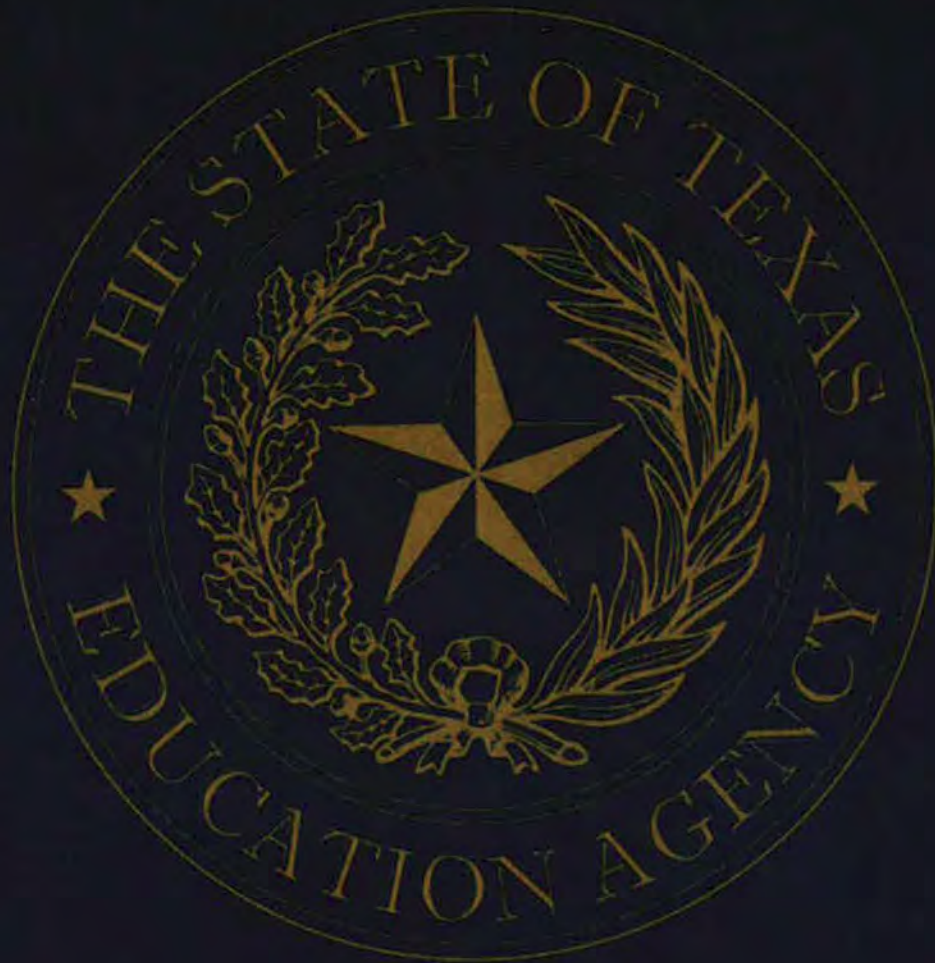
Elementary Schools: A day in the Life

| | |
|-----------------|---|
| 7:40 AM | Staff Arrival |
| 7:45 AM | Early Drop-off for Students |
| 8:00-8:25 AM | Breakfast |
| 8:30-8:40 AM | Morning Meeting |
| 8:40- 9:10 AM | Reading Curriculum Block (Literacy Block) |
| 9:10- 10:10 AM | Guided Reading/ Blended Learning Block (Literacy Block) |
| 10:10- 10:30 AM | Recess 1 |
| 10:30- 12:00 PM | Math Curriculum/ Blended Learning Block |
| 12:00-12:30 PM | Lunch (Executive Functioning Advisory Pull-outs) |
| 12:30-12:45 | Restroom Break |
| 12:45-1:30 PM | Writing |
| 1:30-1:50 PM | Recess 2 |
| 1:50-2:50 PM | Enrichment |
| 2:50-3:20 PM | Science/ Social Studies |
| 3:20-3:30 PM | SEL |
| 3:30-3:45 PM | Snack |
| 3:45-4:00 PM | Pack Up (Folders, homework assignments, closing circle) |
| 4:00-6:00 PM | Boys and Girls Club |

GENERATION 24

OPEN-ENROLLMENT CHARTER APPLICATION

SPECIAL ASSURANCES



RFA 701-18-116

SAS 562-19

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Four
Special Assurances Document

Sponsoring Entity: Neighborhood Schools INC.

Proposed Charter School Name: Neighborhood Schools

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

VP 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.

VP 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

VP 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

VP 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 a 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

VP 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

VP 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

VP 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: Neighborhood Schools INC.

Proposed Charter School Name: Neighborhood Schools

VII. Admission and Enrollment

VR 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.

VR 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.

VR 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.

VR 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.

VR 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)

VR 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

VR 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.

VR 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:

Neighborhood Schools INC.

Proposed Charter School Name: Neighborhood Schools

VR

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).

VR

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

VR

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

VR

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

VR

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.

VR

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.

VR

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

VR

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: Neighborhood Schools INC.

Proposed Charter School Name: Neighborhood Schools

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.

Vanessa Ramirez

Printed Name of Sponsoring Entity Board Chair


Signature of Sponsoring Entity Board Chair

12/30/10

Date