



# GENERATION

OPEN-ENROLLMENT CHARTER APPLICATION

# 24

TEXAS EDUCATION AGENCY  
1701 North Congress Avenue  
Austin, Texas 78701

# TABLE OF CONTENTS

Section Title	Page #
APPLICATION OVERVIEW	2-3
APPLICANT TEAM OVERVIEW	4
OVERVIEW OF ANTICIPATED NEED	5-12
GEOGRAPHIC BOUNDARIES	5-8
ENROLLMENT AND DEMOGRAPHIC PROJECTIONS	9-12
EXECUTIVE SUMMARY	13-14
EDUCATION PLAN	15-53
MISSION AND VISION	15-21
CURRICULUM AND INSTRUCTION	22-26
SPECIAL POPULATIONS	27-29
ASSESSMENT AND ACADEMIC PROGRESS MONITORING	30-31
SCHOOL CULTURE	32-35
PROMOTION AND GRADUATION	36-38
TEACHER RECRUITMENT	39-41
TEACHER DEVELOPMENT	42-46
PARENT ENGAGEMENT	47-48
A DAY IN THE LIFE	49-51
FINANCE/OPERATIONS/GOVERNANCE PLANS	52-94
OUTREACH AND PUBLIC MEETINGS	52-54
CAMPUS REQUEST AND GROWTH PLAN	55-56
CAMPUS FACILITY IDENTIFIED	57-58
CAMPUS FACILITY NOT IDENTIFIED	59-60
TRANSPORTATION	61-62
STUDENT RECRUITMENT	63-64
ADMISSION AND ENROLLMENT	65
SCHOOL CALENDAR AND SCHEDULE	66-68
START-UP PLAN	69-71
CONTRACTED SERVICES	72-73
PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM (PEIMS)	74-75
SUPERINTENDENT/CEO	76-81
STAFF RECRUITMENT	82-83
BOARD OF DIRECTORS	84-85
ACADEMIC PERFORMANCE INDICATORS	86-87
FINANCIAL PERFORMANCE INDICATORS	88-89
BUDGET	90-94

# APPLICATION OVERVIEW

<b>NAME OF PROPOSED GENERATION TWENTY-FOUR CHARTER SCHOOL</b>		
DESIRE Public Schools		
<b>NAME OF SPONSERING ENTITY</b>		
DESIRE Public Schools		
<b>The sponsoring entity is a:</b>	<input checked="" type="checkbox"/> 501(c)(3) Nonprofit Organization	<input type="checkbox"/> Governmental Entity
		<input type="checkbox"/> College or University

## I. CONTACT INFORMATION

<b>Applicant Name:</b>	Terrill North
<b>Applicant Mailing Address:</b>	PO Box 264, Missouri City, TX 770459
<b>Applicant Email Address:</b>	terrillnorth@hotmail.com
<b>Applicant Phone #:</b>	646-207-7903

## II. GEOBOUNDARIES/FACILITIES/OPERATIONS

<b>Number of Campuses Being Requested:</b>	2
<b>Number of Districts within Geo Boundary:</b>	3

<b>Address of Proposed Administrative Offices (if different from above):</b>
Click or tap here to enter text.
<b>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:</b>
Ft. Bend County (Missouri City/Ft. Bend Houston)

## III. GOVERNANCE/LEADERSHIP

<b>Number of Board Members:</b>	3
<b>Chairperson of the Governing Board:</b>	Doug Laney
<b>Chief Executive Officer of the Sponsoring Entity:</b>	Karissa Ogle
<b>Superintendent of Proposed Charter School:</b>	Karissa Ogle
<b>Board Member Who Attended Applicant Conference:</b>	Doug Laney

DESIRE Public 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.*

<b>Year 1 - Estimated Enrollment: 250</b>													
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
<b>Year 2 - Estimated Enrollment: 350</b>													
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
<b>Year 3 - Estimated Enrollment: 450</b>													
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
<b>Year 4 - Estimated Enrollment: 650</b>													
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
<b>Year 5 - Estimated Enrollment: 750</b>													
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
<b>At Capacity - Maximum Enrollment: 950</b>													
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12

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

	January 4, 2019	Karissa Ogle
Signature of Chief Executive Officer of Sponsoring Entity <i>(in blue ink)</i>	Date	Printed Name

Attachment(s):

A 1: Applicant Information Session Documentation

**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.

<b>Year 1 - Estimated Enrollment: 250</b>														
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Year 2 - Estimated Enrollment: 350</b>														
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Year 3 - Estimated Enrollment: 450</b>														
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Year 4 - Estimated Enrollment: 650</b>														
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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
<b>Year 5 - Estimated Enrollment: 750</b>														
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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
<b>At Capacity - Maximum Enrollment: 950</b>														
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	K	1	2	3	4	5	6	7	8	9	10	11	12

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

*Karissa Ogle*

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

January 4, 2019  
Date

Karissa Ogle  
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
Karissa Ogle	Assistant Principal/Fort Bend ISD	CEO
Cicely Kelly Ward	Data-Driven Instruction Specialist/HISD	CAO
Terrill North	Director, Community Engagement/YES	COO
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.
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.
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.
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>
N/A
<p>Were any of the above-mentioned paid?</p>
<p>Yes <input type="checkbox"/>                      No <input checked="" type="checkbox"/></p>

# 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
Karissa Ogle	Assistant Principal/Fort Bend ISD	CEO
Cicely Kelly Ward	Data-Driven Instruction Specialist/HISD	CAO
Terrill North	Director, Community Engagement/YES	COO
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.
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.
Doug Laney
Regina Ellis
Deborah Crowe
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.

## III. Application Preparation/Support Services

<p>List any individual(s), organization(s), or firm(s) that prepared, assisted, and/or provided professional advice on the contents of the application herein.</p>
N/A
<p><b>Were any of the above-mentioned paid?</b></p>
<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>

# OVERVIEW OF ANTICIPATED NEED

## GEOGRAPHIC BOUNDARIES

DESIRE Public Schools	DESIRE Public Schools
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)
Fort Bend Independent School District [Feeder patterns for Williowridge, Thurgood Marshall, and Hightower High School]	Fort Bend Independent School District
Houston Independent School District [feeder pattern for James Madison High School]	Click or tap here to enter text.
Stafford Municipal School District	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
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.

# OVERVIEW OF ANTICIPATED NEED

## GEOGRAPHIC BOUNDARIES (CONTINUED)

Number of charter school campuses currently operating within the occupied district:	2
Number of traditional school campuses currently operating within the occupied district:	78
Number of traditional school districts within ten miles of the proposed location:	Click or tap here to enter text.

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):	Hunters Glen Elementary School, Lantern Lane Elementary School, Edgar Glover Elementary School, Christa McAuliffe Middle School

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).

DESIRE Public Schools will open two schools in the initial contract period, beginning with Missouri City, TX in Fort Bend County and the adjacent Fort Bend Houston and Hiram Clarke communities in the city of Houston (Greater Missouri City). This area includes the feeder patterns for the following high schools: Willowridge, Thurgood Marshall, and Hightower in Fort Bend ISD and portions of James Madison High School in Houston ISD.

School #1 will focus on the Thurgood Marshall feeder pattern, home to the lowest performing schools and many of the lowest income residents in Fort Bend County. Hunters Glen, Lantern Lane, and Glover elementary schools, with scores of 52, 52 and 58 respectively, would have each failed to meet standard if not given a waiver related to Hurricane Harvey. The collective enrollment of the campuses in SY17-18 was 1,384 and feed Missouri City Middle School (66) with a total enrollment of 955. School #2 will open after School #1 has received two years of STAAR results (3rd grade math/reading results), focusing on the Willowridge feeder pattern. This will allow time to firmly establish the quality of the academic program before expansion to new communities. This feeder pattern includes McAuliffe Middle School (58) which enrolls 998 students and Blue Ridge (62), EA Jones (68), Ridgemont (69), and Ridgegate (71) elementary schools with a collective enrollment of 2,553. Additional students will come from the feeder pattern of Lawson (74) Middle Schools in Houston ISD. Our plans relate closely to demographic shifts in greater Houston (i.e., the city of Houston and surrounding communities). Traditional communities of color inside the 610 loop and north east Houston are gentrifying, with new, wealthier residents (with smaller families) displacing long-established established residents due to rising housing costs. According to the Brookings Institution, suburban poverty populations grew nationally by 25 percent between 2000 and 2008—nearly five times faster than primary cities. As of 2015, 57% of Americans in poverty live outside of the inner-city. According to the Joint Center on Housing Studies at Harvard University, Houston was #8 among American metropolitan areas in growth of suburban poverty. Harvard’s analysis showed an increase of 69 new high-poverty suburban neighborhoods in Houston from 2000 to 2015, rising to 218 high-poverty suburban neighborhoods in 2015, from 147 in 2000. Suburban jurisdictions, characterized by traditionally middle-class enclaves, are often under-resourced in terms of providing social service compared to large cities. The result is suburban school districts without resources necessary to serve new populations or an adequate social safety net in the community overall. Suburbanization of poverty in Houston is driven by the increasing population of millennial professionals and baby boomers moving into historically low-income communities, but as Sydney Bennett, Senior Research Associate with Apartment List, has noted, Houston is more suburban than many other large cities to begin with. The targeted communities for School One and Two include at least three census tracts featuring a 28% poverty rate. The Thomas B. Fordham Institute completed a study in 2018 on charter deserts – communities with over 20% of residents in poverty and few charter schools – that aligns with recent research discussed above on the suburbanization of poverty, urging charter management organizations to open more schools outside central cities in suburbs. Greater Missouri City is part of a charter desert ([https://edexcellence.net/charter-school-deserts?utm\\_source=National+Education+Gadfly+Weekly&utm\\_campaign=699c08cdb4-EMAIL\\_CAMPAIGN\\_2018\\_04\\_26&utm\\_medium=email&utm\\_term=0\\_ef00e8f50e-699c08cdb4-71623293&mc\\_cid=699c08cdb4&mc\\_eid=f7268789bf](https://edexcellence.net/charter-school-deserts?utm_source=National+Education+Gadfly+Weekly&utm_campaign=699c08cdb4-EMAIL_CAMPAIGN_2018_04_26&utm_medium=email&utm_term=0_ef00e8f50e-699c08cdb4-71623293&mc_cid=699c08cdb4&mc_eid=f7268789bf)). After examining demographics, the founding team considered existing demand for charter seats and its ties to different potential communities served. The Missouri City/Fort Bend Houston and Hiram Clarke communities have the largest number of waitlisted families in Houston according to Families Empowered (measured in 2016-17), particularly for elementary school seats. This is because of low-performing traditional ISD schools and relatively few charters to serve them. There are currently plans to open charter schools in the Houston ISD portion of the

community by organizations such as KIPP, but not in the Fort Bend ISD portion of the community.

# 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	50
Grade 1	100
Grade 2	100
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
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	DESIRE Public Schools	Fort Bend ISD	Houston ISD	Stafford MSD
<b>African American</b>	40%	27.6%	23.9%	42.1%
<b>Hispanic</b>	40%	26.3%	62.1%	45.4%
<b>White</b>	.8%	17.1%	8.7%	3.7%
<b>American Indian</b>	.1%	.5%	.2%	.3%
<b>Asian</b>	4%	25.6%	3.9%	6.2%
<b>Pacific Islander</b>	.1%	.1%	.1%	.2%
<b>Two or More Races</b>	4%	2.8%	1.1%	2.1%
<b>Economically Disadvantaged</b>	72%	37.3%	77.1%	68.7%
<b>ELL</b>	20%	16.2%	31.8%	16.8
<b>At-Risk</b>	40%	42.9%	71.7%	58%
<b>Gifted &amp; Talented</b>	n/a	7.3%	15.8%	4.5%
<b>Special Education</b>	15%	6.7%	7%	11.3%

# 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.

DESIRE Public Schools' first year enrollment will include: 50 kindergarten students, 100 first grade students, and 100 second grade students. DESIRE will focus on recruiting K-2 students in the feeder patterns of Fort Bend ISD's Willowridge, Marshall, and Hightower High Schools and portions Houston ISD's Madison High Schools. Each school serves a majority of economically-disadvantaged students of color. Stafford MSD is a small district neighboring the communities served by DESIRE, while Fort Bend ISD and Houston ISD serve much larger areas. Our demographic projections more closely mirror Stafford MSD and the elementary schools serving Marshall, Willowridge, and Hightower than Fort Bend or Houston ISDs as a whole. This roughly corresponds with the zip codes of 77045, 77053, 77085, 77589, 77489 and 77545. Each neighborhood is primarily populated by African-American and Latino residents. The Texas Education Association waived formal ratings for several campuses due to Hurricane Harvey, but elementary schools in the targeted area include: Hunters Glen Elementary, Lantern Lane Elementary, and Edgar Glover Elementary, which scored 52, 54, and 58 respectively on a 100-point scale. Christa McAuliffe Middle School

scored 58. The program of instruction will support the needs of students and their communities by teaching through an International Baccalaureate / concept-based learning (CBL) philosophy. Contrary to popular belief, CBL is an educational philosophy focused on enhanced reasoning and collaboration; it is not an honors program. Specifically, CBL courses can be taught on grade-level or in an accelerated setting due to its focus on growth from wherever students begin.

**Social-Emotional:** According to the International Baccalaureate Organization (<https://www.ibo.org/benefits/learner-profile/>), the IB learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. The IB learner profile aims to develop students who are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective. Low-income students of color will benefit from CBL's focus on self-respect, problem-solving and reasoning, which can be applied in a culturally-competent context. CBL consciously develops the "soft skills" and character development that students of color often do not typically learn in traditional classroom settings, but are critical to success beyond the classroom. According to Education Trust ([http://edtrust.org/wp-content/uploads/2013/10/Missing\\_Students.pdf](http://edtrust.org/wp-content/uploads/2013/10/Missing_Students.pdf)), IB/CBL can be a powerful disrupter of achievement gaps, but low-income students and students of color are missing out.

**International:** CBL also emphasizes a world/multi-cultural perspectives, particularly useful for students isolated in low-income communities of color as they transition to more diverse college/universities and professional lives in today's global marketplace. CBL can teach students from these marginalized communities to leverage backgrounds as students of color in interacting and doing business with global organizations. For example, CBL can be used to teach Latino students the cultural context to leverage their background in international relations. Note: We use CBL and IB interchangeably because DESIRE Public Schools can apply CBL principles from opening day, but will need to apply separately for designation as an IB school (discussed later in the application).

# 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.

The mission of DESIRE (Developing Educated Service-oriented Individuals Reaching for Excellence) Public Schools is to equip all students with the opportunity to become global, compassionate leaders through a curriculum rich in interdisciplinary studies, enrichment courses, service learning, and character development. Vision: DESIRE Public Schools will utilize the core values of inclusion, character, service, reasoning, and balance beginning in Kindergarten and going through eighth grade to create a comprehensive program that develops the whole child and equips all students regardless of their demographic, to compete in high school, college, and beyond. DESIRE Public schools aims to target the Marshall High School feeder pattern in Missouri City and Hiram Clark area as these communities have the lowest performing schools in the area. The students are predominantly African-American and Latino. The students are also 72% economically disadvantaged as compared to several neighboring communities that have low percentages of economically disadvantaged students. The proposed educational program to include daily intervention/extension for numeracy and literacy, with an emphasis of culturally responsive practices, will aid in closing the achievement gap for the students represented in these communities. Daily affirmations combined with structured opportunities for character building and goal setting, students will learn or enhance their ability to take ownership of their learning. These skills will provide students the chance to compete within the global community that they live in and empower them to maximize their potential. The concept-based framework will provide students the ability to transcend the skills learned through the state standards to real-life contexts in their homes and in their communities. This will ensure that students are engaged and

able to retain and apply what they learn in their lives and in the future. The major assessment strategies includes varied ways to assess the same TEKS including performance tasks to gain an accurate determination whether the standards have been mastered. This will also provide clarity on next steps towards continued progress for every student. Overall, after leaving DESIRE Public schools students will have the skills and confidence to be well-rounded individuals in competitive, diverse programs for high school college and beyond.

# 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:	Deborah Crowe
-------------------------	---------------

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: The mission of DESIRE (Developing Educated Service-oriented Individuals Reaching for Excellence) Public Schools is to equip all students with the opportunity to become global, compassionate leaders through a curriculum rich in interdisciplinary studies, enrichment courses, service learning, and character development. Vision: DESIRE Public Schools will utilize the core values of inclusion, character, service, reasoning, and balance beginning in Kindergarten and going through eighth grade to create a comprehensive program that develops the whole child and equips all students regardless of their demographic, to

compete in high school, college, and beyond. The core values will ensure that students have critical areas of twenty first century skills, including collaboration and teamwork, creativity and imagination, and critical thinking and problem-solving (<https://globaldigitalcitizen.org/21st-century-skills-every-student-needs>). Along with the core values, students will focus on literacy and numeracy, allowing disadvantaged minority students to take on leadership roles while learning to balance life as a student and a productive member of the community. There is an ever-growing need for community members to demonstrate honor, strong character, and a willingness to serve. Balance is about empowering students to become productive members of society. DESIRE believes this vision will align to closing the achievement gap for minority students. Inclusion ensures all students are accepted and motivated to learn. Inclusion: All instruction will focus on aligning the state standards to a big idea and a line of inquiry as it relates to a student's experiences. Cooperative learning strategies and self-reflection will be used to ensure student and community ownership of learning. Character is the foundation for making the world a better place. Character: There will be a strong focus on students caring about themselves, others, and the world around them. Students will be taught to value and respect justice, civic virtue, citizenship, and responsibility for the world around them. Reasoning drives good decision making and success in the future. Reasoning: Students will be able to infer and draw conclusions based on data and evidence. Service builds the capacity of the community. Service: Service is the action of doing something helpful for someone else or being called to action. Students will be called to action to respond to a problem. Balance ensures a robust life, emotionally, socially, and academically. Balance: Students will focus on healthy lifestyles, strong academics, and becoming a well-rounded citizen. The mission and vision were created by Karissa Ogle, Cicely Ward and Terrill North. Karissa Ogle is an educator who has fifteen years of experience in Houston ISD and five years of experience in Fort Bend ISD. She has served as a science teacher, literacy coach, International Baccalaureate Coordinator, assistant principal, associate principal, and principal. During her twenty years as an educator, she has witnessed the opportunity gaps that exist, particularly for African-American students; this has led to her to be the co-founder of an organization that provides opportunities for African-American students to become college and career ready. Some of the gaps include a minimal number of students of color taking pre-advanced placement classes, limited exposure to effective test taking strategies, minimal exposure to academic enrichment, service and cultural experiences necessary to compete in the world. In response, this organization provided Saturday enrichment classes emphasizing goal setting, career exposure, cultural experiences, community service, academic reinforcement, and test preparation strategies. Throughout her educational career she also had the opportunity to lead the authorization process for a Title I low-performing school comprised of Hispanic and African-American students in becoming a Middle Years Programme International Baccalaureate school. As associate principal, she served on a team that brought a predominantly Hispanic, Title I school out of Improvement Required status in one year with a state distinction in Student Progress. As principal, she led a school in addressing the challenges of serving the needs of a high performing gifted and talented population coupled with a zoned population of predominantly African-Americans who struggled academically. Karissa is inspired by the needs of students of color to ensure they have equitable opportunities to achieve at the highest levels and are prepared to compete academically and socially in the global world in which they live. Karissa is particularly passionate about developing highly effective collaborative leadership teams (instructionally

and culturally) based on identified strengths and putting in school systems to maintain positive culture and climate with processes to ensure continuous improvement for the organization. Cicely K. Ward transplanted to Houston from a small town in Mississippi almost 20 years ago. Coming from a lineage of educators, some of whom were pillars in the community who ensured that education for all was possible, she too found her niche in the classroom. From the time she entered school as a student to servicing students and their families as a teacher, Cicely quickly recognized the disproportionate amount of minority students in accelerated classes and just simply being able to excel at the same pace as their counterparts. She witnessed a 'one size fits all' model that continued to perpetuate failure and widen the academic gaps. This is what drove her to partner with Karissa Ogle as a co-founder of an organization where African American students and their parents were provided with academic, social, emotional, and goal-setting support each month. Cicely's passion is to continue to provide that same type of support for the students, parents and surrounding communities of DESIRE Public Schools. Having served in various roles outside of the classroom in Houston ISD over the past nineteen years, Cicely realizes that this work will not happen by passion alone. For six years she was an elementary instructional coach and Teacher Development Specialist. It was in this role that Cicely not only designed district-wide professional development but also facilitated trainings and provided follow-up support to individual teachers and/or campuses. Instructional support and coaching are critical if teachers are going to make an impact by decreasing achievement gaps. She was also one of the leaders in creating the instructional model, specific content support, and turn-around plans for the academic growth of eleven low-performing elementary schools in Houston ISD as identified by the Texas Education Agency. Cicely continued coaching, supporting, and leading teachers as an assistant principal at both the elementary and secondary levels over the course of four years. It was during this time that she began mentoring teachers and helping them develop into school leaders. In her current role as a Data Specialist (Team Lead), she supports campuses by identifying root causes of low student performance such as attendance, retention rates, implementation of the curriculum and resources, progress monitoring and student intervention. Whatever the cause, Cicely further guides the campus by devising a plan and collecting data based on the plan to determine what next steps are needed. Cicely's upbringing, professional experiences, and personal drive are what motivates her to assist other minority students and their families the right to receive a high-quality education so that productive, successful citizens continue to lead our communities and our world. Terrill North is a native Houstonian and graduate of James Madison High School in the targeted attendance zone of Houston ISD. He became an honor student in response to the still-unsolved murder of a friend on campus following a 1991 football game. Earning scholarships to college and law school, Terrill settled in Maryland where he led a mentoring program for at-risk youth. Making a New United People served up to five hundred students through partnerships with the City of Takoma Park, Montgomery County Public Schools (MCPS), and Prince George's County Public Schools. These efforts included leading a summer enrichment program serving over two hundred K-8 MCPS students (the largest summer program in the county). It was this experience that taught Terrill the value of early intervention in the lives of at-risk youth. He returned home to Houston to lead after school programming and community engagement for 13,000 families at YES Prep Public Schools. At YES Prep, Terrill leads after school programming serving over 1,600 students at YES' ten lowest-performing campuses through the Texas Afterschool Centers on Education (ACE) grant program, serving a population which

is 91% low-income with 62% expected to not pass STAAR Math and 53% not expected to pass STAAR Reading without intervention. Although 90% of students are first-generation college-bound, only 29% were college-ready as measured by GPA and SAT scores. ACE is strategically aligned to support academic progress through tutorial planning with systemic and campus academic leadership and reduce behavioral incidents through planning with climate/culture leadership. YES Prep's ACE program has consistently scored as "EXCEEDS" expectations by TEA. These experiences taught Terrill the importance of integration of extended day/extended year into traditional school settings. As leader of YES Prep's family engagement efforts, Terrill has created a Community Fellows Program training parents in internal (school and system officials) and external (government officials) advocacy to support deep parent engagement. Parent engagement will be a central part of DESIRE Public Schools, ensuring alignment of the school with community needs. According to the African-American Achievement Gap Report, African-Americans on average start Kindergarten extremely behind specifically as it relates to vocabulary, literacy, number sense and appropriate social interactions. They are also less represented in advanced placement and gifted programs and more represented in special education. Based on data from 2011-2012 the Schotts Foundation reports that 65% of African-American boys, 70% of Hispanic boys and 81% of White boys graduated from high school. Another report indicated that in 2013, 13.6% of African-American boys were suspended compared to 6.6% of Hispanics and 3.2% of Whites. In addition, the Schotts Foundation reports that students from historically disadvantaged areas have a 51% opportunity to learn when compared to White non-Latino students. The causes for the achievement gap for African-Americans according to the same gap report include teacher quality, early learning prior to Kindergarten and student support systems exhibited by strong leadership, effective instruction, high expectations, cultural relevance, community/family engagement and additional services such as mentoring and tutoring. As a team we believe that we must increase opportunities for students of color to have access to quality teachers who receive ongoing training to provide culturally responsive education that keeps students engaged and motivated to learn. Higher levels of engagement and relevance in the classroom will reduce off task behavior and increase motivation, thus decreasing the number of suspensions. Below is a figure that defines the components of culturally responsive teaching. Figure 1. Four Conditions Necessary for Culturally Responsive Teaching

1. Establish Inclusion Norms:
  - Emphasize the human purpose of what is being learned and its relationship to the students' experience.
  - Share the ownership of knowing with all students.
  - Collaborate and cooperate. The class assumes a hopeful view of people and their capacity to change.
  - Treat all students equitably. Invite them to point out behaviors or practices that discriminate.
 Procedures: Collaborative learning approaches; cooperative learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing. Structures: Ground rules, learning communities; and cooperative base groups.
2. Develop Positive Attitude Norms:
  - Relate teaching and learning activities to students' experience or previous knowledge.
  - Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.
 Procedures: Clear learning goals; problem solving goals; fair and clear criteria of evaluation; relevant learning models; learning contracts; approaches based on multiple intelligences theory, pedagogical flexibility based on style, and experiential learning. Structure: Culturally responsive teacher/student/parent conferences.
3. Enhance Meaning Norms:
  - Provide challenging learning experiences involving higher order thinking and critical inquiry. Address relevant, real-world issues in an action-

oriented manner. •Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue. Procedures: Critical questioning; guided reciprocal peer questioning; posing problems; decision making; investigation of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods. Structures: Projects and the problem-posing model. 4. Engender Competence Norms: •Connect the assessment process to the students' world, frames of reference, and values. •Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time. •Encourage self-assessment. Procedures: Feedback; contextualized assessment; authentic assessment tasks; portfolios and process-folios; tests and testing formats critiqued for bias; and self-assessment. Structures: Narrative evaluations; credit/no credit systems; and contracts for grades. (Based on Wlodkowski, R. J., and M. B. Ginsberg, 1995. Diversity and Motivation: Culturally Responsive Teaching. San Francisco: Jossey-Bass). "Concept-based curriculum (CBC) is an approach to curriculum design that moves away from subject-specific content and instead emphasizes 'big ideas' that span multiple subject areas or disciplines. Conceptual thinking requires the ability to critically examine factual information; relate to prior knowledge; see patterns and connections; draw out significant understandings at the conceptual level; evaluate the truth of the understandings across time or situations; and, often, use the conceptual understanding to creatively solve a problem or create a new product, process, or idea" (<https://www.rubicon.com/concept-based-learning-curriculum>). DESIRE Public Schools will utilize the instructional model of concept-based curriculum and instruction by H. Lynn Erickson to promote higher level thinking, and creation of essential questions and ideas for students to own their learning by making relevant connections to their life. The concept -based curriculum requires students to perform a task after learning a concept as opposed to relying on memory for a multiple-choice test. For example, in science class according to the Texas TEKS Kinder students must observe and record properties of objects including bigger or smaller, lighter or heavier, shape, color, and texture. In a concept-based curriculum, students would have to explore various household objects based on the defined criteria in the TEKS and sort them by the criteria listed in the TEKS. The essential question would be, "How can we describe common household objects?" After students sort the objects then they would respond to the question using complete sentences. They would share with a partner. For homework, students could identify as many household objects at home and complete the same activity. This concept then could be applied to a new process by having students apply what they learned to describe objects in a different setting such as the playground. This instructional model also aligns to PYP (Primary Years Programme) and MYP (Middle Years Programme). We would like to eventually apply for these programs to further enhance our ability to emphasize the core values of the comprehensive program as well as accomplish the conditions included in culturally responsive education as outlined in the above Figure 1. As quoted from PYP, "It is an inquiry led transdisciplinary framework that challenges students to think for themselves and take responsibility for their learning as they explore local and global issues and opportunities in real- life contexts." ([www.ibo.org/globalassets/publications/ib-research/research-pyp-key-findings-en.pdf](http://www.ibo.org/globalassets/publications/ib-research/research-pyp-key-findings-en.pdf)). The MYP curriculum as quoted by MYP, "encourages students to make practical connections between their studies and the real world. MYP requires studies across 8 subject groups to include Language Acquisition, Language and Literature, Individuals and Societies, Science, Mathematics, Arts, Physical and Health Education, and Design. MYP students engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject

groups and a community project. The MYP Programme requires the development of an inclusion/special educational needs policy that explains assessment access arrangements, classroom accommodations and curriculum that meet individual student learning needs. According to IB research as noted by teachers and administrators included authentic assessment, enhanced critical thinking skills, global and cultural awareness, and systems for teacher collaboration and increased student motivation for learning.”

([www.ibo.org/globalassets/publications/ib-research/myp/myp-key-findings-2017-en.pdf](http://www.ibo.org/globalassets/publications/ib-research/myp/myp-key-findings-2017-en.pdf)).

DESIRE Public Schools will recruit highly qualified teachers who will engage in ongoing high -quality professional development aimed at planning culturally relevant connections based on big ideas that can transcend across all subject areas. The curriculum will embed enrichment opportunities that will allow all students to connect with their community through partnerships with hospitals, businesses, and cultural organizations. Students will also participate in community service, solve real world problems, and create innovative products. DESIRE Public Schools will focus on strong foundational skills in literacy and numeracy that will be embedded in each innovation listed below and transcend through science and social studies. This will be accomplished in hiring a master teacher/leader for each grade level in the area of literacy and numeracy. DESIRE will focus on closing any academic deficiencies in literacy and numeracy through daily intervention classes and small group instruction as well as extension for those students who have mastered the objectives.

INNOVATIONS: 1. Each grade level will participate in one problem-based learning project each semester that utilizes big ideas from the state standards that can be applied to serving the community or finding a solution to a problem in the world. This will enhance critical thinking and problem-solving skills that are needed to solve real world problems. 2. Students will learn English and Spanish at a high level of proficiency to compete as professionals in the world in which they live. The curriculum will aim for students to be able to read, write, and speak in both languages. 3. Cultural Appreciation - Students will learn to respect and value their own and other cultural groups through inclusion and intercultural communication. There will be a focus on marginalized communities to provide exposure and opportunities that will enhance their ability to be successful. 4. Exploration through the Arts - There will be a focus on exploration through varied fine arts activities. Students will have an opportunity to attend at least one fine arts performance each year. We will target partnerships with the Fort Bend Arts Center, Fort Bend Theater, Children’s Museum, and Fort Bend Symphony and Orchestra. 5. Physical and Emotional Wellness - There will be a focus on integrating the importance of exercise, nutrition, and ability to cope with the challenges of life. This is what we identify as balance. We would like to partner with the local YMCA as well as embed character education, PBIS (Positive Behavior Incentive Systems) and mental health lessons to promote healthy ways to cope and live a life of quality. Once the mission and vision was drafted the founders met with the identified board members to gain feedback and support. The board members expressed excitement as they appreciated the emphasis on the whole child and going beyond the expectations of performance on high-stakes testing. They felt that the approach proposed by DESIRE Public schools is an avenue to meet the needs of all students. One board member serves as a consultant for the International Baccalaureate organization and has a vested interest in the impact that concept- based learning has on the achievement of all students and the rigor that it provides across the world. DESIRE’s proposed program aligns with the mission and vision by focusing on closing the achievement gap for minority students particularly students of color. It is a comprehensive approach to addressing the challenges and

the research associated with the “why” is there an achievement gap. In summary, we will have a challenging, culturally relevant curriculum with exposure to enrichment opportunities. We will have a robust intervention program for literacy and numeracy with high-quality leadership, teachers and staff. We will also have a strong sense of culture and climate in which parents are embraced and play an integral role, where students have a great sense of self, and take ownership of their learning.

# 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:

DESIRE Public Schools will ensure that the curriculum and resources selected are firmly grounded in concept-based learning and culturally responsive instructional practices. We want to prepare students to not only compete at a high level of competency, but also to learn and think at a high level across disciplines. Concept-based curriculum encourages teachers to think about the higher-level skills that students must demonstrate to show mastery. That is then transferred to students being able to think conceptually by responding to essential understandings and questions. H. Lynn Erickson, the author of *Concept-Based Curriculum for the Thinking Classroom*, refers to this as synergistic thinking. Research continues to show a disproportionate representation of culturally and linguistically diverse students being on grade level or on a college and career trajectory. It also suggests that the lack of a teacher's knowledge about culturally and linguistically diverse students is one of the contributing factors (Aceves & Orosco, 2014). This teaching approach will support our efforts to create scholars who are global, creative, compassionate problem-solvers ready for the world in which they live. And, by teachers being culturally adept to respond to the needs of our students and community, this will have a long-lasting effect on student performance. The practice of concept-based teaching provides a holistic way of learning for students which doesn't occur in traditional public schools. Each content area is taught in isolation of the others making it difficult for students to make interdisciplinary connections. Occasionally, you will find master teachers who understand the importance of those connections and are skilled

at implementing it in the classroom. Even still, that implementation usually includes only one discipline with another one randomly scattered into the concept being taught. Or, it is so sporadic throughout the year that the interdisciplinary association loses its impact. To ensure that we are consistent in our practices and methodologies, teachers will become experts in two subject areas – math and science or English language arts and social studies. A math and science teacher will be paired with an English language arts and social studies teacher. Their content knowledge around both subjects will help facilitate a deeper understanding and help students develop skills to think conceptually across multiple disciplines. A unit planner will serve as a framework to support teachers as they identify the concepts and essential questions and understandings. This teaching and learning will lead to a culminating project each semester that will engage students in a real-world problem to assist their community and/or school. DESIRE students will be in a learning environment that is inclusive and adaptive for all students. Although the curriculum will be concept-based and culturally relevant, it will be designed for all students regardless of language, race or disability. We realize that not all students learn at the same pace or in the same manner. For students who have been identified as requiring special education services, we will always follow the Individual Educational Plan (IEP) that was agreed upon by the Admission, Review and Dismissal (ARD) Committee along with the Response to Intervention and tiered intervention strategies. In some instances, this may mean the student is mainstreamed into one or more regular classes where support will be given by the general education teacher and a special education co-teacher. It may also mean that special accommodations or modifications need to be made during instruction and/or on assignments for the student to receive equity in demonstrating mastery or progress. The special education teacher will need the proper certification and training. If a student has a more severe disability, then the ARD committee might determine a self-contained classroom would be best. If a student has been identified as an English as a Second Language learner (ESL), then we will always follow the recommendations of the Language Proficiency Assessment Committee (LPAC). Their final decision might include a student receiving language support in an ESL class in addition to being in the general education classes. We will ensure that the teacher of the ESL class has the proper certification and training to support students' learning and that the general education teachers have the necessary training to help students with language acquisition. The ESL teacher may also provide support inside of the general education class by "pushing in" to co-teach. For special education and ESL students to effectively benefit by having in class support, our teachers will use one of the following co-teach models: parallel teaching, station teaching, alternative teaching, or team teaching. These models can only be established if the teachers are planning and collaborating weekly to review the standards and resources (Friend & Cook. *Interactions: Collaboration Skills for School Professionals*. Pearson Education, 2017). In addition, support for gifted and talented students will occur by pulling those students out of class during one or both intervention blocks to address their specific needs. These students will mostly engage in curriculum study through a blended learning approach. To accommodate and support all students during instruction, teachers will be expected to employ a variety of instructional strategies. We will use research-based strategies that yield high levels of mastery. Some of these strategies include movement and discourse, flexible grouping, and learning stations. The Lead4ward instructional strategies playlist can further support teachers with approaches to differentiate learning for students. DESIRE's goal is to have students reading on grade level, especially by the time they enter grade three. An overwhelming amount of research shows that if students don't have the

literacy foundation and support by grade three, then they will likely continue to struggle and lose interest in reading thus leading to potentially dropping out of school. A teaching strategy that we will use during the literacy block to support our literacy goal is a multi-text approach based on the work of Fountas & Pinnell. This model is a balanced literacy approach that emphasizes reading, word study, and writing (Fountas & Pinnell, 2018). Another means of instructional support for students will be the reading and math intervention blocks. These classes will offer more individualized support to students and will require teachers to understand and implement Response to Intervention (RtI) and student tiering (<https://buildingrti.utexas.org/resource-categories/instruction>). Based on past student performance in our proposed geographic boundaries, these curriculum and instructional supports will be necessary to ensure that learning is not only engaging, but also attainable for our students. Therefore, the goals of the intervention classes are to provide intensive literacy and numeracy support, to build upon and advance skills, and to motivate students that lack the confidence in their ability to succeed. Additionally, all teachers will be trained on the Sheltered Instruction Observation Protocol (SIOP). These strategies will help ESL students connect content with language objectives and provide several ways in which teacher can support their learning. Some examples include building background, use of visuals, and the opportunity to practice conversational and academic language through peer interactions. To prepare all students for mastery of the Texas Essential Knowledge and Skills (TEKS), we will select a curriculum that includes materials and resources that are aligned to the grade level standards which incorporate the English Language Proficiency Standards (ELPS). We adamantly believe in the phrase “one size does not fit all”. This is the reason a pre-packaged curriculum will not fully help us meet our goals. DESIRE teachers and staff will use an existing curriculum that will be modified by our Curriculum Design Team (CDT). The members of this team will have strong content knowledge and pedagogy. They will be able to demonstrate this through group discussions and a review and/or collaborative study of the standards. Completing a study of the standards first will serve as a group calibration to ensure that every instructional decision made thereafter is indicative of what students must know and be able to do. They will create the curriculum scope and sequence for each grade level and content along with a curriculum map or guide. The CDT will also be responsible for creating culturally relevant ideas and practices that will be embedded throughout every lesson and/or unit. They will also look for areas to integrate technology. To support the work of the CDT, we will use a set of questions “from a concept-process design perspective” (Erickson, Lynn H. *Concept-Based Curriculum and Instruction: Teaching Beyond the Facts*. Corwin Press, 2002, pp. 8-9). These questions will help lay the groundwork for establishing a coherent concept-based curriculum that is rich in culturally responsive pedagogy. The CDT will also be responsible for gathering feedback on the use, implementation, and effectiveness of the curriculum and resources. To disseminate and manage the data collected, the CDT will collaborate with administrators, instructional coaches, teachers, staff, students, board members, and representatives from the community at two critical points during each year – November and April. The CDT will evaluate the characteristics of the curriculum, the levels of use and the different perspectives of those using it. They will use surveys and a culturally responsive teaching innovation configuration/matrix. The sample referenced will be modified to meet our needs (<https://www.ericdigests.org/1995-1/curriculum.htm>). Additionally, the CDT will use all collected data to support vertically aligning curriculum. This will outline how concepts build and ensure consistent learning from grade to grade. It will also

communicate how and where we can address gaps in instruction as students advance. This evaluation process will be ongoing so that our curriculum and instruction becomes more effective. Students will take standards-based formative assessments to help inform instruction and provide insight on teacher implementation. The final metric used to help determine curriculum effectiveness will be student performance on a summative assessment such as STAAR. As a result, a few of our non-negotiables include but are not limited to the use of unit planners to create lessons/units; the integration of math and science or English language arts and social studies; the facilitation of a service learning project that is connected to a unit of study; analyzing standards-based assessments to drive instruction; and a connection of students' culture, language and perspective to the curriculum. Technology will be a critical factor in how we operate daily. We will use a learning management system such as Schoology or Rubicon Atlas to serve as the central location of our curriculum resources and school information. We will use a platform that is accessible to teachers, students and parents. Our goal is to have the necessary resources available for teachers to be successful in the classroom. It is equally important for students to have access to resources outside of the classroom to support learning using a learning management system that is compatible with a variety of devices and or platforms. As a result, the essential technology tools needed in each classroom include laptops, iPads, document cameras and Smart Boards. Students will need the opportunity to demonstrate their knowledge via the use of these tools in different settings. For example, we will purchase an online literacy and numeracy program that will allow students to work on specific TEKS-based skills. The proposed program will be adaptive so that it scaffolds the learning for students. Likewise, teachers will need the opportunity to demonstrate their understanding of the content via these tools to design and implement lessons that lead students toward mastery of the skills. There will also be online data-tracking tools to help drive the instructional decisions made. These tools will support teachers by identifying the gaps in student learning and support administration by identifying the gaps in teacher effectiveness. Teachers and students will need to have access to reference materials such as dictionaries, graphic organizers, and/or a means of translating language. These tools will be especially supportive for students with disabilities and/or ESL students. The use of manipulatives, particularly in math, will be used to support students' learning of skills through hands-on experiences. Since all learning will be concept-based, we foresee these tools being used school wide and on a consistent basis. We also believe in the power of print-rich classrooms in which student work and charts/illustrations are the focal points to help anchor student learning. Each classroom will have the materials and space needed to display student work and anchor charts. We also anticipate a need for items that are considered "consumable materials". These items are typically used in traditional science classes; however, all classrooms in DESIRE Public Schools will need consumable materials due to the level of rigor across contents and expectations of the learning taking place. Based on the proposed materials and technology, we project a total estimate of \$39,375 for year one. This includes classroom/teaching materials, technology, and textbooks. To support our core values and mission, DESIRE will seek extracurricular activities so that students can actively demonstrate those values and the mission. We are proposing a partnership with a yoga instructor so that students have an opportunity to experience balancing mind with body after a long day of school. We would also like to partner with an art and/or music teacher or dance studio to provide enriching opportunities through art, music or dance expression. We would also like to

empower parents and volunteers to develop ideas, such as a book club, based on the needs and interests of the students that is in alignment with our values and mission.

#### 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/por 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:

Research indicates that students with special needs have greater academic gains in inclusive classrooms, including gains on standardized tests, mastery of IEP goals, and social-emotional behavior (National Center for Education Restructuring and Inclusion, 1995). DESIRE Public Schools will offer inclusive settings in which research based instructional strategies such as peer tutoring, differentiated instruction, SIOP and cooperative groupings are utilized for all learners. DESIRE Public Schools will implement all required screenings, accommodations, instruction and placements for students requiring special education. Identification will occur through various modalities including, parent indication on enrollment forms, teacher referral from implementation of Tier 1 and Tier 2 research-based educational strategies with data indicating need for additional educational support, failure to meet and maintain grade level appropriate standards for education, routine hearing/vision screenings, ongoing assessment of gross and fine motor skills and on-going assessment of social-emotional development. Formal assessment to determine special education eligibility, such as the Woodcock Johnson and Weschler Individual Achievement Test, will be administered by contracted service providers (contract LSSP). Upon specific identification of needs, the campus compliance coordinator will serve in facilitating the IEP meeting, collaborating with the contract LSSP, general education teacher, campus administrator and parent to develop an appropriate individualized education plan with accommodations and modifications to meet the needs of the learner. The campus compliance coordinator will monitor and manage all student records, ensuring compliance with updated testing as required by the state. English Language Learners will be identified based upon data obtained from the home language survey. Students with

limited English Proficiency will be serviced in ESL classrooms, staffed with a teacher certified in ESL and/or Bilingual instruction. Additionally, all certified DESIRE staff members will be trained in Sheltered Instruction Observation Protocol (SIOP), allowing opportunities for students to scaffold their learning across curricular content. Students will be provided opportunities to experience learning through direct implementation of TEKS and ELPS and using content specific vocabulary across all subjects, visual representations, sentence stems to aide in writing and speaking and pre-teaching of concepts. Instructional accommodations checklist (provided by TEA) will be used to monitor progress with subject teacher feedback provided at the beginning of the year, middle of the year and end of the year. LPAC committees will be established to provide recommendations and feedback. TELPAS and Oral Language Proficiency Tests will be administered to track student progress along with STAAR assessments. Students not requiring direct ESL support will receive service in the general education classroom setting via ESL certified staff. Additionally, a designated ESL/Bilingual teacher will support students and staff members through push in programming. Identification of gifted students can occur in a variety of ways. Administration of cognitive ability and IQ based assessments is one means of identifying giftedness in a child; however, DESIRE Public Schools will incorporate the use of nonverbal tests such as Naglieri Nonverbal Ability Test and/or the Test of Nonverbal Intelligence as research has indicated that these tests may be more effective for students from culturally and linguistically different or low-income backgrounds to eliminate barriers ([www.nagc.org](http://www.nagc.org)). DESIRE staff members will all be trained regarding providing services to gifted learners including the initial 30-hour training with commitment to become certified by TEA/SBEC with a supplemental GT certification. Using pull out programming, before/after school programs and weekend programs, gifted learners enrolled at DESIRE will be serviced. Additionally, parent learning courses for supporting the gifted learner will be provided to ensure that support of the learner is a collaborative effort. Our budget will account for all the required and necessary screenings for special education students and trainings for teachers. Contracted services with an LSSP will range from \$40-\$55 per hour. Depending on the number of students being serviced, we could use the LSSP at least twice each week for 2-4 hours. Any training provided on the ELPS and TELPAS will be through a training-of-trainers model (TOT). We will send designated staff to attend trainings who will then be responsible for training our campus staff and teachers. The estimated cost of GT training per teacher for the initial 30 hours is \$300 with Region IV Educational Service Center and \$50 for the annual update.

### 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:

DESIRE Public Schools will track the academic performance of individualized students and student cohorts by using an adapted data-driven instruction model that includes the following

#### 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.

steps: assemble & agree, “assess, analysis and action” (Bambrick-Santoyo. Leverage Leadership: A Practical Guide to Building Exceptional Schools. Jossey-Bass, 2012). This is a cyclical process that will support our efforts to ensure teachers and leaders are focused on results to improve teaching and learning. By assembling the assessment along with current and/or historical data, we will be able to agree upon the learning outcomes for all students. Afterwards, the instruction begins, and students are assessed on what is taught. Next, we will conduct surface and deep levels of data analysis to determine student strengths and areas of growth thus causing teachers to reflect on teaching practices. Last, we will develop a plan of action that requires the differentiation of content, process, and/or product. It is during this final step that teachers are truly letting the data drive their decisions. This model provides a systematic and seamless way for everyone in the organization to drive student results through data analysis. We will measure the growth of individual students and student cohorts by using the following student outcomes:

- Universal Screener (reading & math)
  - oThere will be a 3-5% decrease of Tier 2 and Tier 3 students at each progress monitoring checkpoint.
  - oAnnual comparison of BOY and EOY for individual students
- Campus Common Assessments (all content)
  - oTEKS standard progression for individual students
  - oTEKS comparison of student cohorts using vertical alignment matrix
- District and/or State-based Interim Assessments (reading & math)
  - oThere will be a 3-5% increase at the second checkpoint in the number of students performing in each band (approaches, meets & masters)
- STAAR Test
  - oAt least 60-65% of the students who have been continuously enrolled for two or more years will meet or master reading, math, writing, science and social studies
  - oAt least 55-60% of the students who have been continuously enrolled for two or more years and meet the criteria for STAAR progress measures will achieve expected or accelerated progress including students taking STAAR Alternative 2
- Texas English Language Proficiency Assessment System (TELPAS)
  - oStudents will maintain progress in all domains assessed to show a feasible matriculation through the proficiency levels
- High Frequency Word Evaluation
  - oSecond grade students will meet or exceed the passing standard of 80% as required for promotion
  - oFirst grade students will meet or exceed the passing standard of 70% to show progress and readiness for second grade.

DESIRE will use a variety of assessments to gauge the level of knowledge and competency of the standards. These include diagnostic tests, formative assessments, benchmark assessments, performance tasks, norm-referenced and summative assessments. Providing students an opportunity to demonstrate their learning in multiple ways will give us valid and reliable data to make informed instructional decisions. Diagnostic tests will give us a clear picture of what students know before instruction begins. At the beginning of each year, all grade levels (K-8) will take a literacy and numeracy universal screener. The purpose of this screener will be to help teachers and parents determine what students already know and if there have been any significant changes since the previous assessment. For most Kindergarten students, this will be their first data point. Depending on the students’ grade level, they will have data from the end of the previous year that teachers can also use to support decision-making. Using the previous year’s data along with data collected from the screener will begin the triangulation process. At this point, teachers will be able to note students’ skills and ability to start making plans for instruction. Progress monitoring of the assessed skills will continue throughout the year at MOY (middle of year) and EOY (end of year) specifically for students identified as Tier 2 and Tier 3. As instruction continues, teachers will set individual student and class goals. Teachers will then track TEKS mastery by student and by class to determine progress over time using

campus and teacher-created assessments. The campus formative assessments will occur every three weeks. Students will also engage in data-tracking throughout the units of study by using a TEKS tracking folder. The goal is to show multiple opportunities of TEKS mastery so that students can track their strengths and areas of growth. This platform will serve to aggregate and disaggregate data so that teachers, leaders, board members, and parents can deeply analyze trends or patterns found. Other instructional goals that will be measured include students' reading levels and High Frequency Word Evaluation (HFWE). Students in Kindergarten and first grade will take the HFWE for the purpose of monitoring and tracking growth. It will be during their second grade year that the HFWE will be used as a measure to determine grade level promotion. Teachers will use a data-driven protocol after each assessment to help prioritize content and maximize interventions. Students in grades three through eight will prepare for the State of Texas Assessment of Academic Readiness (STAAR), a summative assessment, by tracking their own progress of standards mastery using a data folder that will begin as early as September. The Grade Placement Committee will track individual student data of those who are not meeting progress on grade level standards at the beginning of the last grading cycle. Once STAAR results are recorded along with other data points, the Grade Placement Committee will make final determinations of the placement of students under review for the next school year. We will also track and compare our students' progress based on a national norm-referenced test such as Iowa or ITBS (Iowa Test of Basic Skills) in grades Kindergarten through eight. Performance tasks will also be included in student data/portfolios using the service learning projects which will be given once each semester. The state-based interim assessments and/or district assessments are tools that will be utilized by teachers as they evaluate student performance to determine if students are mastering the content being taught. These assessments will be given twice each year. Based on our assessment plan, it will be the responsibility of everyone to plan, implement, collect, monitor, and track student data. The board members will monitor student data each month as reported by the superintendent. The school leaders (principal and assistant principal) will create the assessment calendar along with data protocols that will be used for analysis and feedback. Teachers will consistently provide feedback to students on their performance and engage in deep data analysis with the school leaders. Students (and parents) will know their progress due to teacher feedback, tracking their data, and setting personal goals. DESIRE's assessment plan guarantees a comprehensive model that is inclusive for all students. The assessment plan and calendar require that students are being assessed regularly. This could create anxiety for teachers as well as the students. Teachers might feel they haven't had enough time to complete a cycle of instruction and assessment before another evaluative measure is used. We will ensure that data support is provided to all teachers and staff so that our plan is successful and sustainable. Most of that support will come from the principal and assistant principal. Karissa Ogle and Cicely Ward together have a combined 20+ years of experience with school data analysis and creating action plans for student growth. As a current data specialist, Cicely will be instrumental to the planning and implementation of this plan. The campus compliance coordinator will also provide support to the leadership team and teachers. Since s/he will oversee our special populations and programming, the expertise and knowledge will be an asset to the frequent data analysis meetings. Our board members, Deborah Crowe and Regina Ellis, will also add value to the development and implementation of this plan due to their experiences.

# 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:

School culture encompasses values, beliefs, and traditions that shape the way you behave and function. We believe that effective collaboration, communication, and emphasis on instilling character are necessary so that students are inspired and equipped to own their learning. We want our students to believe that they are capable of accomplishing anything in the world. We want to ensure that our students are taught the skills to set personal and academic goals, make connections with the real world and be able to solve real-world problems. Our school culture goals will align to our school wide positive behavior system (PBIS) which will focus on common positive language for every person in our organization to utilize in communicating our expectations for DESIRE Eagles SOAR. S for Success, O for Order, A for Attitude and R for Responsibility. "PBIS is a research based model whose purpose is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups" ([www.pbis.org](http://www.pbis.org)). S=Success Goal: Define success each day in and out of the classroom. Each DESIRE team will establish success criteria and systems for monitoring progress to ensure continuous growth of the organization. O=Order Goal: Every stakeholder in DESIRE will maintain order in and out of the classroom. This includes a set of procedures for the classroom, the common areas, and operations to ensure efficiency, excellence, and equity. A=Attitude Goal: Every stakeholder in DESIRE will assume positive intent and work together to gain consensus for the overall development of the organization. We will work to instill a growth mindset to learn and persist through challenges. R=Responsible Goal: Every DESIRE stakeholder will own their learning and commit to maintaining an inclusive, engaging, and service-oriented culture. The above goals will be initially taught, modeled and practiced at the start of school. We will reinforce the goals through weekly advisory lessons and review them at the beginning of the spring semester. The positive-based culture known as the DESIRE way will be developed through a daily affirmation pledge, a school-wide positive behavior incentive system for students and staff, restorative practices, daily advisory for goal setting, character education, academic planning, and structured brain breaks throughout the day. "Brain breaks stimulate many areas in the brain that pay attention to novelty and curiosity, sparking the motor and sensory systems while initiating emotional regulation in the more reactive and primitive areas of the brain" (<https://www.edutopia.org/article/quick-classroom-exercises-combat-stress>). DESIRE Pride days will be school wide time that is used to celebrate our accomplishments and cultures.

promote student leadership as students are given the opportunity to showcase their achievements and talents, and connect with the community by bringing in speakers to educate, and motivate our students to reach for the stars. One of the DESIRE Pride days will take place at the start of the Spring Semester to give students the opportunity to get reacquainted with the culture. Restorative practices will be utilized to create inner circles for building positive relationships, addressing conflict, and managing discipline problems in the building. “Restorative practices are an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities” (www.iirp.edu). The academic culture of engaging instruction will be established through big ideas and real-world questions being solved through the content, instructional models that incorporate various learning styles, and interdisciplinary units. The culture of high expectations and rigor will be established through academic tracking, self/peer feedback and assessment and higher-level questioning. Lastly, the expectation of culturally relevant instruction will be accomplished through selection of culturally relevant instructional resources, and development of equitable teaching practices that lends itself to students feeling safe to make mistakes in the learning process. Each year parent and student orientation will take place before school starts, where students and parents will have the opportunity to experience the culture established at the school. Parent meetings will be offered monthly. To provide the school with opportunities for parents to be a part of the process for continuous improvement, there will be monthly parent meetings. These meetings will also support the development of a positive, trusting relationship with the community. Students who join our team mid-year will be assigned a DESIRE Eagle Ambassador who will serve as a mentor for new students. DESIRE Eagle Ambassador Program will be comprised of student leaders who will be trained to be mentors for other students, conduct school tours, welcome visitors to the schools and lead in other school events. All staff will be required to serve on a committee such as culture, technology, PBIS, attendance, community engagement, etc. This will ensure that all staff members are connected to attaining the vision of the school with a focus on continuous improvement. Teachers will engage in weekly professional development that is centered on cultural and academic components. Non-teaching staff will engage in monthly professional developments focused on cultural and customer service components. The administrative team will meet weekly to set objectives and measure the progress of those objectives. The leadership team, which will include teacher leaders, will meet bi-weekly to set objectives and measure progress. Some traditions that we would like to have include an annual International Festival that will highlight the cultures and traditions of our community, our DESIRE Pride days as mentioned above and an annual community expo. The community expo can highlight students as they showcase their community service learning project and community agencies can share the services that they can provide for the community. Our school culture will be evaluated through a survey in which the culture committee will monitor and review. This committee will include a member of administration, non-teaching staff, teachers, and parents. This committee will meet monthly to measure progress of established goals. The feedback looping process will be used to gather feedback from all stakeholders. Therefore, surveys will be distributed three times a year. These surveys will be aligned to attaining feedback as it relates to the priorities established in the school culture plan.

### 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.

DESIRE Public Schools will follow the promotion and retention policies as indicated in the Texas Education Code (TEC §28.0211). We believe the measures and processes listed below along with state policy will provide the parents and teachers a comprehensive overview of performance at each grade level to determine the advancement of students. It is designed to have not only quantitative data, but also qualitative data which is often overlooked when

making academic decisions about students. Promotion in grades Kindergarten and first will be based on multiple measures that include the following:

- Demonstrating a minimum yearly average of 70% in reading and math coursework aligned with the Texas Essential Knowledge & Skills (TEKS) and satisfactory progress on the remaining grade level TEKS
- Representing transdisciplinary skills and our school pledge (SOAR) to show academic and personal development
- Adeptness of age-appropriate social and emotional skills using a rubric
- Satisfactory yearly attendance

Once students transition from first to second grade, we will look more closely at how students are performing in all core subject areas. The multiple measures that will be used for second grade promotion include:

- Passing the High Frequency Word Evaluation (HFWE)
- Demonstrating a minimum yearly average of 70% in reading, math, science and social studies coursework aligned with the TEKS
- Representing transdisciplinary skills and our school pledge (SOAR) to show academic and personal development
- Adeptness of age-appropriate social and emotional skills using a rubric
- Satisfactory yearly attendance.

For promotion in third through eighth grade, students will also have multiple measures that include:

- Meeting the grade level criteria on all STAAR tests as required by the Texas Education Agency including the Student Success Initiative for grades five and eight
- Demonstrating a minimum yearly average of 70% in reading, math, science and social studies coursework aligned with the TEKS
- Representing interdisciplinary skills and our school pledge (SOAR) to show academic and personal development
- Satisfactory yearly attendance.

We aspire for 90% or more promotion each year with increasing rates as students matriculate to higher grade levels. According to the Division of Research and Analysis at the Texas Education Agency, first grade and Kindergarten had the highest retention rates in elementary and African Americans had the highest retention rate compared to their counterparts across all grade levels in 2016-17 (Grade Level Retention in Texas Public Schools 2016-17, October 2018). For these reasons, we must implement systems that are designed to promote academic achievement and close the achievement gap. Some of the practices that will be implemented to support grade level transitions include having a literacy and numeracy summer bridge program so that targeted students can become better and stronger in reading and math. The real-world service projects that students complete throughout the year will be tailored so that transdisciplinary skills in literacy and numeracy are prevalent. The progress made by students in the summer bridge program and the overall performance of the service projects will help us determine student success. We will track the number of students attending the summer bridge program and individual growth made each year as they matriculate to the next grade. We will also provide additional information and education as students transition from fifth to sixth grade and eighth to ninth grade to ensure that students and families are better equipped to be successful with the challenges of middle and high school. We will seek partnerships with the neighborhood high schools that our eighth graders will be transitioning to by establishing a “High School Day”. This will assist parents and students by having a designated day at their proposed high school to ask questions, tour the campus, and receive the necessary paperwork before they enter ninth grade. A national study indicated that students who are not reading by third grade are four times likely to drop out of high school (Double Jeopardy: How Third-grade Reading Skills and Poverty Influence High School Graduation, 2011). Therefore, we would expect higher retention rates in kinder and first grade to provide more opportunities for students with gaps to be intensely addressed prior to being promoted to second grade. Research also indicates that students who are retained are more likely to drop out of high school (National Center for Education Statistics,

2006). Thus, another reason to have early intervention. We would like to partner with external agencies such as Head Start to market opportunities and resources for families prior to kindergarten to enhance numeracy and literacy skills for kids before they enter DESIRE Public Schools. Retention will be the last resort for students who do not meet the criteria for grade level promotion and fail to satisfy the recommendations given for accelerated instruction. A universal screener will be used at the beginning of the year, the middle of the year and at the end of the year to identify weaknesses that can be worked on daily during the school day. Prior to retaining a student, a Grade Placement Committee (GPC) will be established. Unlike most traditional schools, our GPC will meet at the beginning of the last grading cycle. This will give students an opportunity to begin the accelerated instruction before the year ends which would make an impact not only on the students' progress, but also on the potential number of students being retained. The GPC will be responsible for reviewing the yearly performance of students taking all state requirements and our local criteria into consideration. They will also determine the accelerated instruction needed to meet grade level promotion and the frequency that students must receive it. Some examples of accelerated instruction that will be implemented are after school tutoring, Saturday tutoring, and/or summer school. Although our instructional model and curriculum has placed emphasis on supporting the whole child by providing quality instruction the first time it is taught, our daily schedule has accounted for several opportunities to intervene for struggling students around literacy and numeracy. They will receive two 1-hour blocks of daily intervention. Additionally, we will have targeted STAAR-based tutorials in the spring semester. This will be specifically for students who continue to show deficiencies on skills/TEKS or have a history of low performance on local and standardized tests including the universal screener.

# 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:

DESIRE will utilize strategies adopted from the Center for American Progress to recruit and retain top talent. These strategies will be implemented because they employ modern systems that are commonly utilized and effective for highly performing organizations. These strategies include intentional recruitment, using performance measures for the application process, a strong new teacher induction and training program, ongoing job-embedded professional development, tiered compensation options, and purposeful recruitment to attract and retain teachers of color. (Konoske-Graf, Annette, et. al. To Attract Great Teachers School Districts Must Improve Their Human Capital Systems. December 2016). Intentional recruitment strategies include full utilization of social media, partnerships with Alternative Certification Programs and recruiting fairs locally as well as partnering with colleges and universities to recruit top talent. We will seek to develop personal relationships with candidates to provide a true look at our core values as well as the culture we are trying to establish. Teacher candidates will have to be degreed and certified or enrolled in an Alternative Certification program. We will recruit at major colleges and universities, working with the student organizations that focus on students of color to ensure a diverse applicant pool. In addition, we will recruit at colleges and universities where students of color make up a large percentage of the population. We will have a tiered hiring process to ensure that we employ talent based on content knowledge, passion, cultural relevance and performance. The three tiers will include an initial screener, a panel interview comprised of the founders with select board members and a performance task. The initial screening will identify candidates who have content expertise based on the courses taken in their degree program. Secondly, certifications in the contents requested will be reviewed along with experience as an educator in the specified grades. The panel interview will be comprised of questions that are associated with DESIRE's mission and vision, school culture, collaboration, cultural relevance, instructional strategies and community/parent engagement. The performance task will require the candidates to competently demonstrate collaboration, creativity and problem-solving which represent essential skills that are an emphasis outlined in the mission and vision. We would like to hire at least one master/lead teacher for each grade level offered. This teacher will work with the founding team to create and review curriculum and provide training to the grade level team. These teachers will also be compensated more than other teachers and they will serve as

mentors for new teachers. At least one special education teacher and one ESL teacher will be hired in year one. The special education and ESL teachers will co-teach with the general education teachers and provide small group instruction for students identified in these programs. A foreseeable obstacle to successfully recruiting quality staff could be competitive salaries compared to other fields or surrounding districts. A strategy that will be used to help overcome this obstacle will be embedded performance incentives/bonuses. Teachers will have opportunities to receive bonuses based on how their students show progress academically and how they perform based on cultural components that are aligned to the mission, vision and core values of DESIRE. Another foreseeable obstacle could be hiring quality staff that represent the targeted populations. As mentioned above, we will target schools and social media platforms that are utilized by people of color. We will also provide on-going professional development to promote cultural relevance, appreciation and strategies to support inclusion. There are two strategies that will be used for unforeseen staff shortages of instructional staff. First and foremost, we will build a partnership with a group of people who we will call DESIRE Friends. This group will include retired educators who would be willing to step in for short term shortages and be a part of our substitute pool. We will also have an in-house system by grade level that involves the teachers and staff collaborating to ensure that instruction is provided when a teacher is absent. To determine if our recruitment efforts are successful, we must look at the instructional performance of the teachers as well as the shared responsibility to promote our values and beliefs. Texas Teacher Evaluation and Support System (T-TESS) will be used to evaluate instructional effectiveness, but in-house surveys will be created to measure effectiveness based on our core values. All stakeholders will have the opportunity to respond to the surveys. The administrators will be responsible for appraising all teachers. They must hold a teaching certificate along with a principal certification approved by the state of Texas. There will be an on-boarding team that will develop three surveys: BOY (Beginning of Year), MOY (Middle of Year), and EOY (End of Year). These surveys will help collect data on the effectiveness of strategies used to hire and retain top talent. The metrics will be aligned to the 6 factors listed above in the article published in the Center of Progress. Once this data is collected, it will be utilized to strengthen the systems in place as new staff are hired and used to retain the talent in DESIRE. There will be a new induction and mentoring team whose purpose is to provide quality training/coaching for the mentors assigned to new teachers, on-going professional development related to the needs of new teachers, and development of a framework that will be used for administrators to provide teachers feedback utilizing a coaching cycle in addition to T-TESS for the purpose of evaluation. The outlined plan for recruitment ensures that we are targeting talent aligned to attaining members on the team who have the skills and the characteristics needed to fulfill the mission and vision of DESIRE.

Attachment(s):

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

– E 3: Supplemental Human Resources Information Form

**Evaluation Criteria-Teacher Recruitment**

A strong response will:

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

# EDUCATION PLAN

## TEACHER DEVELOPMENT

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

### Narrative Response:

#### Evaluation Criteria-Teacher Development

A strong response will:

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

Professional development for all teachers and staff will be essential for student achievement. We believe that everyone should have opportunities to 'fine tune' their craft. We also believe that the professional and personal growth of individuals are direct reflections of an organization and its purpose. Our professional development plan will include the core

components of culturally responsive teaching and concept-based curriculum with an emphasis on literacy and numeracy. For us to become a culturally competent school and provide the best learning environment for minority students, research shows that we must exhibit these five elements: “assess culture, value diversity, manage the dynamics of difference, adapt to diversity and institutionalize cultural knowledge” (Nuri Robins, K., et al. *Culturally Proficient Instruction: A Guide for People Who Teach* (2nd ed.). Corwin Press, 2006). To effectively implement these components, we will use an adapted version of the MMECCA instructional framework. This framework stands for the following: “Methods of Instruction, Materials of Instruction, Environment of Instruction, Content of Instruction, Collaboration for Instruction, and Assessment in Instruction” (Voltz & et al. *Connecting Teachers Students and Standards: Strategies for Success in Diverse and Inclusive Classrooms*. ASCD, p. xxi). Although this is an instructional framework, it provides the foundation for what teachers need in order to improve student achievement. The framework will allow us to connect teaching and learning of academic content with the type of culture and climate that we want to exist. We know that the two must happen concurrently and consistently to see positive results. Teachers will need support with implementing different strategies and practices [methods of instruction]. We will train teachers to strategically design, select or adapt appropriate instructional arrangements and plans based on the purposes and intended target of the lessons. This will ensure that students engage in the content in multiple ways, that teachers have included culturally relevant materials and that teachers are responding to diverse learning modalities. The training received will have a direct impact on how minority students, particularly children of color, learn and the implications of current teaching practices. They will need to be trained on how to use the resources [materials of instruction]. Administrators, instructional coaches, and master/lead teachers will support teachers by demonstrating the correct use of materials, models and manipulatives. This might include a lesson that the teacher and leader plan together and then co-teach. It could also be that a leader provides on-the-spot coaching to the teacher as the lesson is being taught (Knight, Jim. *Instructional Coaching: A Partnership Approach to Improving Instruction*. Corwin Press, 2009). The learning will need to take place in an organized, conducive location where behavior and systems management exist [environment of instruction]. Model classrooms will be designed and/or identified to provide examples of arrangements, organization and use of systems in a way that capitalizes “time on task” and supports instruction and learning. We will also train teachers by providing culturally responsive classroom management practices and techniques that will be embedded throughout the school-wide systems. Teachers must know and understand the skills and concepts being taught before they can teach it [content of instruction]. Grade level teams along with administrators and instructional coaches will collaborate and use resources such as the Lead4ward Field Guides that help with deconstructing the standards to understand the level of rigor required for students to think and respond to questions. Support of instructional planning will be provided to construct effective units, lessons and assessments. Teachers will work together to plan semester projects which means there will be opportunities to bridge the school with home and community [collaboration for instruction]. The facilitation of Professional Learning Communities (PLCs) in which teachers are practicing their instructional delivery before it is executed with students will also occur. This “at-bats” approach will give teachers an opportunity to receive feedback from peers thus making an impact by having high quality instruction the first time a concept is taught (Lemov, Doug. *Teach Like a Champion: 49 Techniques That Put Students on the Path to College*. Jossey-Bass, 2010). We will also

facilitate the use of different protocols to help teachers collaborate around reviewing student work products, identifying the best resources/strategies for learning and knowing when to use them, and conducting peer or video observations of one another. Teachers will also have an opportunity to practice various co-teach models so that instructional time with two adults in the classroom is beneficial for students. Lastly, teachers must be able to determine if students are reaching mastery or falling behind not only through standardized assessments but also through teacher-created assessments [assessment in instruction]. Teachers will engage in professional development that will support their knowledge and use of past standardized state tests (STAAR-released items) and aligning those items to the learning targets. Support will be given by evaluating student responses and unveiling common student misconceptions. Professional learning must also be spent on assisting teachers with accurately determining student progress towards goals, developing a tracking system and making instructional modifications in response to analyzing the data. Response to Intervention (RtI) training and understanding the learning progression of students who require additional support must also be considered as teachers make instructional decisions. Teachers will engage in professional learning so that they are equipped to support the identified at-risk population and will have specific strategies to help them do so. In addition to our professional development being in alignment with the MMECCA framework, we will also align it with the state's appraisal dimensions and the campus improvement goals. We will use T-TESS (Texas Teacher Evaluation and Support System) as our tool to evaluate teacher effectiveness. Appraisers and coaches will have multiple points throughout the year for informal coaching, modeling, co-planning, and providing formal feedback. Also, this evaluation tool will be used to help teachers identify their annual professional learning goals and will be used as part of the development of growing instructional leaders within the organization. We will follow the T-TESS timeline to include a goal-setting conference, pre-conference, post-conference, summative conference and two unannounced walkthroughs. There will be a continuous loop of observations and feedback with time given to adjust the teaching. Professional Learning Pathways will begin at the start of Year 3. Just as we want teachers to differentiate learning for students, we too recognize the need to differentiate learning for adults. These pathways will be designed based on the job role expectations and the teaching assignments to ensure that a balance of required content, best practices and personal choice is incorporated in their annual development. Years of experience and evidence of practice will also support the rationale of the learning pathways designed and/or selected for a novice teacher versus a master teacher. To support ongoing professional learning, DESIRE has allotted approximately \$9,500 for staff development. This will help cover the costs of professional learning resources such as books, face-to-face training and online learning. The instructional leadership team will include the following personnel: principal, assistant principal, instructional coach and master/lead teacher. The principal and associate principal are responsible for creating the professional development vision, creating and implementing the plan and facilitating the professional activities for the teachers and staff. They will also oversee, support and evaluate the implementation of the vision. These two roles will require a Texas teaching certificate along with a principal/administrator certification approved by the Texas State Board of Education. They will appraise a caseload of teachers and staff which will require training on the state's appraisal system. The instructional coach will be responsible for enhancing teacher performance and increasing student achievement by modeling high-yield strategies, providing on-going, constructive feedback and analyzing data with teachers. The coach will co-plan and

assist campus leaders by prioritizing next steps of support for teachers and review data and assessment goals. The instructional coach will require a minimum of six years of experience as a highly effective classroom teacher. A master's degree is preferred, but not required. The master/lead teacher will be responsible for supporting their teacher colleagues by co-planning, facilitating content PLCs, and mentoring new teachers. They will meet with the instructional leadership team once per month to discuss short-term and long-term goals, analyze and review the data collected around implementation of the learning, and evaluate effectiveness to determine if next steps are to revise or move forward to next the target. The master/lead teacher must hold a Texas teaching certification in at least one of the four content areas and have a minimum of five years of experience as a highly effective classroom teacher. DESIRE will equip teachers and staff with the tools needed not only to develop students, but also to grow and enrich themselves as lifelong learners. Our professional development plan provides a robust learning cycle in which all participants will have enough time to learn, implement, revise and change practice. We will incorporate seven to eight required days of professional development before the start of each school year that is intently focused on concept-based curriculum and instruction, culturally responsive teaching, and fostering collaboration through teambuilding. We will engage in activities that will awaken our implicit biases and help us to become more culturally aware so that we're ready to serve our students, parents, and community on the first day of school. Although these topics will set the tone at the beginning of each school year, they will be ongoing throughout. Each Wednesday will be a half day for students and designated as professional development for the remainder of the day for teachers. This will allow multiple opportunities for teachers and staff to practice new strategies and methods. During this time administrators, instructional coaches, teacher leaders and/or outside vendors will facilitate group learning opportunities focused on increasing teacher effectiveness in specific areas. This will make professional development and increasing the effectiveness of teacher practice routine. Thus, professional learning becomes a part of the culture and structure of the school. We will have varied staff assisting to ensure this time is maximized and effectively spent on building teacher capacity. For example, all staff will assist on Wednesdays with dismissal of students to allow the instructional staff to respond timely and promptly to the professional learning sessions. We intend to have partnerships with several businesses such as the YMCA who can also provide structured activities for students while teachers engage in professional learning. Early dismissal dates will be used specifically for learning, planning, practicing and data analysis. The professional development plan will overlap with the school and assessment calendars. This will ensure that we are providing timely, relevant support and learning for teachers based on the schedule. Our professional development plan shows that there will be targeted professional learning that takes place each summer and each Wednesday. The remaining days of the week will allow teachers to have at least one hour of planning with their respective grade level/department. It will also provide time for individualized support from administrators, mentors, master teachers, and/or instructional coaches. Since teachers will be clustered and responsible for teaching two subjects, then this time will be needed. Over the course of a week, teachers will have at least eight hours allotted toward planning and professional learning including the early dismissal day. As we adopt concept-based teaching and learning and culturally responsive instructional practices, we realize that it will take purposeful planning, constant coaching with feedback and the right resources. Our budget will need to account for the leadership staff, materials, and possible vendors identified. DESIRE believes that an "investment in the professional

development of all teachers and staff along with full implementation of changes in practices that have been well supported and documented over time will yield positive results in student learning and close the achievement the gaps” (Loucks-Horsley, et al. Designing Professional Development for Teachers of Science and Mathematics. Corwin, 2010).

# 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:

DESIRE will engage parents through a variety of strategies and tactics designed to empower parents and the larger community we serve. We define “engagement” as bringing together parents, students, community residents, and institutions to engage in collective dialogue and plan action for meaningful consultation with DESIRE leadership. Our engagement is rooted in organizing for community empowerment and is adapted from Organized Communities, Stronger Schools, Annenberg Institute for School Reform at Brown University. We believe the core elements of Parent Engagement include: relationship building among parents and between parents and educators; leadership development of parents as community leaders; Bridging the power gaps among parents, educators, and existing leaders; and leveraging a community-based approach compared to more traditional, individualistic approaches to parent involvement. This approach is adapted from Beyond the Bake Sale, TC Record, Columbia University. DESIRE will develop four primary structures to drive parent engagement as an institution and maximize parent opportunities for feedback. Parent Portal – DESIRE will maintain a parent internet portal accessible via mobile device. The portal will allow parents to access student grades and attendance records, communicate and schedule meetings with teachers, administrators, and other parents; and receive and respond to important message regarding students. The portal will allow for multi-lingual, two-way communications. Family Association (FA) – Each campus will host monthly meetings open to parents and community members. Meetings will serve as a vehicle for two-way communications between school leaders and parents. Family Association members will support 3-5 annual parent/community gatherings targeting all parents and surrounding community, including Fall Open House, Fall Community Dinner, Spring Resource Fair; and forum for feedback on campus needs assessments. FA Leadership Committee – The Leadership Committee will be a core group of 5 – 10 parents who meet bi-weekly to organize parent activities and serve as an advisory board to staff leadership. Organizing function will include management of community events listed above and conducting regular outreach to system parents. Advisory function will

include: participation in annual comprehensive needs assessment and campus improvement plan (supporting the Site-Based Decision-Making Committee); review of school culture and academic activities (e.g., reading list); and other opportunities to provide meaningful consultation on school planning and direction. Parent Board Participation – FA Leadership Committee will select one of its members to serve on the DESIRE Board of Directors as a full voting member. The parent will serve in staggered, overlapping two-year renewable terms similarly to other board members.

#### **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.

An average school day for Madison as a student in DESIRE would be a day from 8 am to 4:30 pm four days a week and 8:00 am to 1:10 pm one day a week (early dismissal) for professional development for teachers. Parents would be provided opportunities to enroll in additional enrichment opportunities through local partnerships on the early dismissal day, so Madison may continue her day at school on Wednesdays. Each morning will begin with 30 minutes of advisory. Madison will be assigned to advisory with the content teacher she has for the first block. This time will include daily pledges, affirmations, goal setting, character education and building relationships. Madison will receive a 10-minute brain break in the morning and one in the afternoon. She will also have recess each day. Breakfast and lunch will be served daily. DESIRE kindergarten through 2nd grade students will have a Math/Science teacher and an ELA/Social Studies teacher. Madison will receive an hour block of Math and ELA daily. In addition, there will be an hour intervention/extension block of Math and ELA 4 days a week. This will be a combination of small group instruction, blended learning, pull outs for special programs and stations. Madison will also receive an hour of Science and Social studies 3 times a week and an hour of specials twice a week. The specials include physical education, art, music and Spanish. Steven is a student that has been

diagnosed with a learning disability and therefore receives services through Special Education. Throughout Steven's day, based on his identified needs and Individual Educational Plan (IEP), a plan would be created for Steven to include specific goals, with specific data to determine a reasonable achievable goal for mastery. Steven would be mainstreamed for his classes to include a general education teacher and a Special education certified teacher. This would be a co-teach inclusion model. We should always try to place students in the least restrictive environment (LRE) meaning including them as much as possible in a general education setting to the maximum extent but still ensuring success for the student. However, intervention time will be included in the daily schedule for literacy and numeracy where Steven would be pulled out to focus on the goals established in his IEP. There is not sufficient research to measure the effectiveness of the co-teach model, but experience has demonstrated that the model has emotional benefits to special education students being included. It also provides students the opportunity to have a teacher that has expertise in the content shared with a teacher that has expertise in providing strategies and accommodations that are beneficial to breaking down the content to assist with mastery. Steven's daily schedule would mirror Madison's except for having a Special Education teacher providing in class support during the content blocks. Steven also would be pulled out during the intervention blocks by the Special education teacher to focus on his specific needs. Maria a newly arrived ESL student would spend 4 hours a day with an ESL teacher who is also certified as a generalist to focus on language acquisition and will integrate the Social Studies TEKS during this time. Maria will be mainstreamed into regular classes for math and science with in class ESL support. Her math and science teacher will be trained to use the English Language Proficiency Standards (ELPS) and Sheltered Instruction Observation Protocol Strategies (SIOP) during daily instruction. These are both research-based models known to be effective with ELPS being required by the state of Texas. Maria would participate in all other portions of the day the same as Madison to further enhance her social skills and acquisition of the language. Data would be collected over time to measure progress and opportunities to mainstream over time. A typical day for students above differs from traditional schools in the area for a variety of reasons. The extended day provides additional planning time and professional learning time for teachers, structured daily opportunities for affirmations, goal setting, brain breaks, and intervention/extension blocks for literacy and numeracy. The proposed instructional model will engage students more, enhance critical thinking, and help students retain content in a relevant way that can be applied to their lives. The emphasis on cultural responsiveness will also aid in engagement, relevance and confidence in students' ability to maintain a growth mindset. The increased time for intervention and extension will provide individualized structures for progress monitoring to ensure that students' deficiencies are being serviced as well as challenging students who are on and above grade level. The proposed school day intentionally focuses on the whole child and provides the staff enough structured time to plan, learn, and monitor student progress. Teachers will plan with their content teams as well as their interdisciplinary teams to ensure adequate content support, as well as social/emotional support and interdisciplinary connections across the grade level. On the early dismissal day, teachers will focus on the interdisciplinary connections in the grade level as a vehicle to prepare students for a problem-based project with emphasis on solving a concern or issue in the community which is also different than traditional schools. This will help students understand the value of serving in the community but still have an alignment to what the state standards require. This proposed

instructional day aligns back to the core values of providing inclusion, service, reasoning and balance for our students.

# 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:

Meeting Question Protocol: Framing Question: What would make this school appeal to you for your child? 1. Introduction of the Founding Team (including why each founder in participating and community ties); 2. Overview of Anticipated Need (including changing demographics of Missouri City/Hiram Clarke, lower student performance); 3. Description of Academic Program; 3a. What is a charter school? 3b. What is Concept-Based Learning? 3c. What is Primary Years Program/IB-for-All? 3d. What are benefits of CBL low-income to children of color (preparation for life beyond testing); 4. Questions. Board member input was solicited on explaining IB-related concepts and charter school need in “plain language” and how to avoid technical jargon and use inclusive language. Specifically, board members Regina Ellis and Debbie Crowe are career educators who offered their history of community outreach and pitfalls to avoid. Board member Doug Laney is not an educator and offered constructive criticism on what families truly care about. The primary strategies for reaching

community members included social media advertising to parents living in 77045, 77053, 77085, 77459, 77459, and 77545, print and digital advertising in the Fort Bend Herald, posting flyers a local Houston Public Library branch, and word-of-mouth to existing networks. The Founding Team considered social media as the simplest way to reach parents of young children in the targeted communities. Future outreach efforts will leverage canvassing in targeted neighborhoods and supermarkets and direct mail to parents. The initial public meeting was held on Saturday, December 15, 2018 at the Stimley-Blue Ridge Neighborhood Library, located at 7007 West Fuqua, Houston, TX 77489 (walking distance from Hunters Glen Elementary School). There were ten attendees, with all living within twenty and ten miles of the location and 5 living within five miles. Board member Regina Ellis attended the meeting. Word-of-mouth drew the majority of attendees. Timing during winter holidays may have hurt attendance. Meetings were set with State Board of Education Trustee Lawrence Allen. Early communications were made to Houston City Council Member Martha Castex-Tatum (who represents Fort Bend Houston and Hiram Clarke) and Missouri City Mayor-Elect Yolanda Ford, setting up meetings for the spring.

**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 checked="" 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.

We are requesting two campuses: opening School#1 in August 2020 and School # 2 in August 2023. School #1 will be located in Missouri City, a portion of Greater Houston located in Fort Bend County (southwest of Harris County), also serving the community of Fort Bend Houston in Fort Bend County. Fort Bend County has experienced significant growth in overall population and diversity and African-American and Latino families relocate there. According to Fort Bend ISD (<https://www.fortbendisd.com/Page/225>), student demographics in 1992 were: 11.25 % Asian/Pacific Islander, 28.56 % Black, 14.42 % Hispanic, .07 % Native American, and 45.71 % White. 2017 demographics were: .34 % American Indian/Alaska Native, 25.98 % Asian, 27.38 % Black, 26.49 % Hispanic, .14 % Native Hawaiian/Other Pac. Islander, and 16.6 % White. Demographic shifts are reflected in increased challenges in student achievement and burdens on the social services. For example, Hightower HS is a relatively strong high school while its elementary school feeders are among the lowest rated school in the county according to Children at Risk (<https://texasschoolguide.org/school-rankings/>). School #1 will recruit primarily from attendance zones of the lowest performing elementary schools in Fort Bend ISD – Hunters Glen, Lantern Lane, and EA Jones, which

would have each failed to meet standards without a waiver from TEA. This area largely coincides with the feeder pattern of Thurgood Marshall High School (currently rated D by Children at Risk), but will be open to students in the Willowridge (Rated D-) and Hightower (rated C) feeders. CEO Karissa Ogle has long-term work experience in this feeder pattern, including serving as principal of Quail Valley Middle School when it was the highest performing campus in the feeder pattern. Ogle has deep experience working with both high and low-performing students in this specific, largely black and Latino community. Her commitment to IB-for-All, concept-based learning is rooted in her deep desire to see these young students of color succeed at a high level. We anticipate School #2 will be located in Fort Bend Houston, squarely in the Willowridge feeder pattern and opening in Year Four of School #1's operation. This is intended to allow us time to gather STAAR results and/or adjust operations and curriculum as needed to best serve students. Fort Bend Houston will serve an overlapping population of students from both schools. The School #2 zone will also include the feeder pattern of James Madison High School in Houston ISD, alma mater of COO Terrill North and including five D+ through F rated elementary schools according to Children at Risk (<https://texaschoolguide.org/school-rankings/>). Collectively, Fort Bend includes fifteen elementary schools rated D+ through F as rated by Children at Risk, concentrated in the Marshall, Willowridge, and Hightower feeder patterns. School #2 is designed to focus on communities historically low-performing schools in the Willowridge and James Madison feeders, but the Willowridge pattern is an area of significant new investment of time and resources from Fort Bend ISD. The Madison feeder patterns is similar a focus of Houston ISD. We will explore other areas of need, such as a cluster of lower-income, largely Latino communities along the border of Fort Bend and Harris Counties, including parts of Richmond and Alief, as an alternative location for School #2 if there is a significant change in student outcomes between now and Year Four of School #1 operations. The goal of two campus is based on the size of the community to be served and current penetration of charters in Fort Bend County. Specifically, there are few charter schools in the county and low overall charter penetration: ~4000 students from Ft. Bend ISD attended charter schools in 2017-18 out of over 76,000 students ([https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&\\_program=adhoc.download\\_transfer\\_report.sas&scope=District&agg\\_level=district&\\_debug=0&school\\_year=2018&report\\_format=html&selected\\_id=079907&District\\_Transfer\\_Report=Get+a+District+Transfer+Report](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=adhoc.download_transfer_report.sas&scope=District&agg_level=district&_debug=0&school_year=2018&report_format=html&selected_id=079907&District_Transfer_Report=Get+a+District+Transfer+Report)). Compare to over 37,000 students from HISD. Only Harmony and Arrow Academy operate campuses within county limits, although several more serve students from the county. COO North has faced this challenge professionally as YES Prep expands beyond Houston city limits. His experience is that in a low information environment, recruitment must offer as much of an education about charters generally as about the specific school. The founding team has met with Charter School Growth Fund discussing CSGF's "metro-adjacent" strategy employed in the Golden Triangle and potential focus on high-performing, but smaller charters like Houston Gateway. This has informed our strategy.

Has the applicant identified a specific location for at least one campus in Year 1?	Yes <input type="checkbox"/>	No <input checked="" 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:	Click or tap here to enter text.
-------------------------------	----------------------------------

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

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

- 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 associate cost(s) and fee(s). If leasing, provide evidence that the applicant will be within the 2<sup>nd</sup> or 3<sup>rd</sup> degree of consanguinity or affinity to the lessor.

Narrative Response:

Click or tap here to enter text.
----------------------------------

### **Evaluation Criteria-Campus Facility Identified**

A strong response will:

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

# FINANCE/OPERATIONS/GOVERNANCE PLANS

CAMPUS FACILITY NOT IDENTIFIED

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

1. Describe the desired facility and community and how the facility will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation.
2. Describe the process for identifying and securing a facility. Include:
  - a. Results from market research and analysis;
  - b. Plans for modification, building, and/or renovation including any work with a Charter Support/Development Company for facility build-out, modification, renovation, etc.;
  - c. Time lines;
  - d. Financing; and
  - e. Relevant individuals/organizations that will have a significant role in the selection and/or procurement process.
3. If any, detail all anticipated construction and/or renovations that must take place before serving students. Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA). NOTE: Prior to opening and serving students, all charter holders must provide the TEA with the Certificate of Occupancy with an "E" or Education rating for the facility. The certificate must be issued by the appropriate local authority.

## Narrative Response:

The desired community for the school includes Fort Bend Houston, Missouri City, and surrounding communities. The zip codes include: 77045, 77053, 77085, 77459, 77489, and 77545. These communities are located primarily within Fort Bend ISD feeder patterns for Hightower, Marshall, and Willowridge High Schools, but include Stafford MSD and a slight overlap with Houston ISD in the James Madison High School feeder pattern. These communities are accessible via US-90, Fort Bend Parkway, and Beltway 8. This location is suitable to the mission, vision, education plan, and scope of the school because we intend to focus on the Marshall feeder pattern, which features three IR elementary schools, with additional students from the Willowridge, Hightower, and Madison High School feeder patterns, featuring an additional IR campus and multiple schools receiving D+, D, D-, F ratings from Children at Risk in recent years. The desired facility will be at least 20,000 square feet to accommodate a maximum 250 students in K-2. Market research in Fort Bend County reveals a large presence of unoccupied retail space available for lease along multiple corridors in the community, especially in formerly thriving commercial areas along West Fuqua in Fort Bend Houston and Texas Parkway in Missouri City with more than 300,000 square feet currently available for lease in suitably-sized facilities in the 77053/77489/77459 zip codes. Based on conversations with local commercial realtors and community leaders, our timeline for

securing space will begin upon approval to open the proposed school from TEA. Based on our growth model of adding one grade-level (100 students) each year, DESIRE will require 36,000 square feet in Year Three, when we will begin working to build a suitable facility to accommodate a fully-grown campus of 850 students. We have begun in preliminary discussions with charter developers, American Charter Development & Finance and Edufund, to discuss financing for potential facilities options. Board Chair Doug Laney is a real estate professional in Fort Bend County, while board members Debbie Crowe and Regina Ellis are education professionals. COO Terrill North has participated in two site selection processes targeting low-income communities in Houston inner-ring suburbs in his current role with another charter management organization (an annual process). Each will play a significant role in selecting our location, with Mr. Laney leveraging his deep professional ties. In Year Zero, Mr. Laney and COO North will work with a commercial realtor to identify an appropriate facility in Missouri City. Community leaders have already identified potential sites subject to long-term urban blight for DESIRE to investigate if a charter is granted. We have been told site selection can move quickly if a charter is granted. DESIRE will continue to include feedback from community leaders to ensure our immediate and long-term development plans remain aligned with community development planning by the city of Missouri City, city of Houston, and Fort Bend County governments and grassroots community activists. Research indicates appropriate sites are available at a rate of \$10 per square foot, leading to our estimate that a site accommodating 250 students at 80 sf per student (20,000 sf) would cost \$200,000 in Year One.

#### **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.

DESIRE Public School will not offer transportation in Year One. DESIRE will serve as a “neighborhood campus” with at least 50% of students residing within 5 miles of the campus. This is based on (1) professional experience of a founding team member working in Fort Bend ISD schools and her knowledge of transportation practices of parents with younger students; and (2) communication with multiple prospective parents. Transportation may be offered in later operating years based on parent and community feedback. This feedback will be solicited at least annually and throughout the student recruitment process. Students with IEPs requiring transportation in Years One and Two will be served by contracted bus services that comply

with 34 CFR 300.34(c) (16) of the Individuals with Disabilities Act. The Board will work to raise additional funds to cover any unexpected expenses.

# 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:

Student recruitment will target multiple groups, including students zoned the lowest performing elementary schools and charter school waiting lists. Recruitment strategies will include direct mail, canvassing local shopping centers, specialty (e.g., Latino and black-targeted) radio and print advertisements, geo-targeted social media advertisements, email contact to charter school waiting lists (anticipated via Families Empowered), and attendance at community events and partnership with existing community organizations. Timing for recruitment activities will begin with a blitz of activities in October/November 2019 aligned to the launch of application season (anticipating participation in ApplyHouston online lottery) with regular canvassing through December and January 2020. Additional advertising will support direct mail and community events developed by DESIRE from January through May 2020. The greatest advertising and mail push will occur following the lottery-run of most schools in February, allowing DESIRE to focus more intently on families without seats in more established charter schools. Tactics will cost \$30,000 including specialty radio (targeting black and Latino families) from \$20,000 to \$23,000 and direct mail at \$2500. Community canvassing will occur as needed in late spring at roughly \$3000/month. Additionally, marketing materials will all focus on the "community school" elements of DESIRE: literacy in a culturally-relevant context, cultural competency of teachers, community participation in board, and the "IB for All" concept. Cultural relevance of the classwork and cultural competency of the teachers will set DESIRE apart from other educational options. IB for All and prestige/rigor of the program will also set DESIRE apart from traditional neighborhood schools. COO Terrill North will lead recruitment efforts with extensive support from community partners. Mr. North is currently Director of Community Engagement and Advocacy for YES Prep Public Schools where he has worked on student recruitment planning for three recruitment cycles and lead activities for two recruitment cycles. Metrics for success will include the number of applicants weekly through the lottery run in February and

number of applicants, offers made, and offers accepted at specific points each week thereafter. Targets will be based on knowledge of past recruitment efforts of start-up and established charter schools. Recruitment strategies will shift toward canvassing and mail more and more from March through opening in August 2020. These strategies are low cost and have proven effective for older charters school moving into new communities where less known. Recruited season with extend into the summer as necessary, with student enrollment allowed through the first grading period.

#### 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:

DESIRE Public Schools will use an applicant lottery to allocate seats if applications exceed the 250 seats allotted in Year One or the 100 available seats added each year in subsequent years. We anticipate participating in ApplyHouston and contracting with SchoolMint to support management of the Lottery. The Admissions Period will run from November 1 through mid-February to track admissions at other local charter schools. The Lottery will be run at the end of February, also aligned with other schools. A preference in the lottery will be given to siblings and children of staff, which we anticipate impacting less than 10% of students in Year One. The application will be available in both English and Spanish. Applicant designations of special needs, limited English proficiency and/or gifted and talented will not impact admissions. Admissions and enrollment policy will not discriminate on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend in alignment with Texas Education Code (TEC) § 12.111 (a)(6). We will not require auditions for admission in alignment with Texas Education Code (TEC) § 12.1171.

### 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.

An average school day for Madison as a student in DESIRE would be a day from 8 AM to 4:30 PM four days a week and 8:00 AM to 1:10 PM one day a week (early dismissal) for professional development for teachers. Parents would be provided opportunities to enroll in additional enrichment opportunities through local partnerships on the early dismissal day, so Madison may continue her day at school on Wednesdays. Each morning will begin with 30 minutes of advisory. Madison will be assigned to advisory with the content teacher she has for the first block. This time will include daily pledges, affirmations, goal setting, character education and building relationships. Madison will receive a 10-minute brain break in the morning and one in the afternoon. She will also have recess each day. Breakfast and lunch will be served daily. DESIRE kindergarten through 2nd grade students will have a Math/Science teacher and an ELA/Social Studies teacher. Madison will receive an hour block of Math and ELA daily. In addition, there will be an hour intervention/extension block of Math and ELA 4 days a week. This will be a combination of small group instruction, blended learning, pull outs for special programs and stations. Madison will also receive an hour of Science and Social studies 3 times a week and an hour of specials twice a week. The specials include physical education, art, music and Spanish. Steven is a student that has been diagnosed with a learning disability and therefore receives services through Special Education. Throughout Steven's day, based on his identified needs and Individual Educational Plan (IEP), a plan would be created for Steven to include specific goals, with

specific data to determine a reasonable achievable goal for mastery. Steven would be mainstreamed for his classes to include a general education teacher and a Special education certified teacher. This would be a co-teach inclusion model. We should always try to place students in the least restrictive environment (LRE) meaning including them as much as possible in a general education setting to the maximum extent but still ensuring success for the student. However, intervention time will be included in the daily schedule for literacy and numeracy where Steven would be pulled out to focus on the goals established in his IEP. There is not sufficient research to measure the effectiveness of the co-teach model, but experience has demonstrated that the model has emotional benefits to special education students being included. It also provides students the opportunity to have a teacher that has expertise in the content shared with a teacher that has expertise in providing strategies and accommodations that are beneficial to breaking down the content to assist with mastery. Steven's daily schedule would mirror Madison's except for having a Special Education teacher providing in class support during the content blocks. Steven also would be pulled out during the intervention blocks by the Special education teacher to focus on his specific needs. Maria a newly arrived ESL student would spend 4 hours a day with an ESL teacher who is also certified as a generalist to focus on language acquisition and will integrate the Social Studies TEKS during this time. Maria will be mainstreamed into regular classes for math and science with in class ESL support. Her math and science teacher will be trained to use the English Language Proficiency Standards (ELPS) and Sheltered Instruction Observation Protocol Strategies (SIOP) during daily instruction. These are both research-based models known to be effective with ELPS being required by the state of Texas. Maria would participate in all other portions of the day the same as Madison to further enhance her social skills and acquisition of the language. Data would be collected over time to measure progress and opportunities to mainstream over time. A typical day for students above differs from traditional schools in the area for a variety of reasons. The extended day provides additional planning time and professional learning time for teachers, structured daily opportunities for affirmations, goal setting, brain breaks, and intervention/extension blocks for literacy and numeracy. The proposed instructional model will engage students more, enhance critical thinking, and help students retain content in a relevant way that can be applied to their lives. The emphasis on cultural responsiveness will also aid in engagement, relevance and confidence in students' ability to maintain a growth mindset. The increased time for intervention and extension will provide individualized structures for progress monitoring to ensure that students' deficiencies are being serviced as well as challenging students who are on and above grade level. The proposed school day intentionally focuses on the whole child and provides the staff enough structured time to plan, learn, and monitor student progress. Teachers will plan with their content teams as well as their interdisciplinary teams to ensure adequate content support, as well as social/ emotional support and interdisciplinary connections across the grade level. On the early dismissal day, teachers will focus on the interdisciplinary connections in the grade level as a vehicle to prepare students for a problem-based project with emphasis on solving a concern or issue in the community which is also different than traditional schools. This will help students understand the value of serving in the community but still have an alignment to what the state standards require. This proposed instructional day aligns back to the core values of providing inclusion, service, reasoning and balance for our students.



# FINANCE/OPERATIONS/GOVERNANCE PLANS

## START-UP PLAN

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

This START-UP PLAN separates tasks in the broad categories of Development/Governance, Curriculum/Instruction, Climate/Culture, and Operations/Outreach. The format is Task – Responsible Parties – Deadline. Selected costs and mitigation are also discussed below.

#### DEVELOPMENT/GOVERNANCE:

Draft progress monitoring tools – CEO, CAO, COO – June 2019.

Contact community leaders, elected officials, charter support organizations (including Daryl Cobb, Partner, Charter School Growth Fund and Mike Feinberg, Founder, Texas School Venture Fund), and foundations (including George Foundation, Brown Foundation, and Walton Family Foundation) - CEO, CAO, COO, BD – June 2019.

Board Retreat to discuss Year 0, set meeting dates, and review progress monitoring tools – CEO, CAO, COO, BD – June 2019.

Prepare list of grants to apply for - CEO, CAO, COO – June 2019.

Conduct monthly Board meetings reviewing Start-Up Plan and Budget – CEO, BD – Rolling beginning July 2019.

Establish Board committees and adopt Board Manual and related policies - BD – July 2019.

Adopt Student/Parent Compact, Engagement Policy, and Handbook – BD – August 2019.

Outreach to potential additional Board members – September 2019.

Complete grant applications – CEO,COO,BD – Rolling 2019-20.

#### CURRICULUM/INSTRUCTION:

Develop instructional plan aligned with mission and vision – CEO,CAO – September 2019.

Finalizes all job descriptions – October 2019.Hire staff (instructional and non-instructional) – CEO,CAO,COO – January – May 2020.

Determine scope/sequence for each grade level – CEO,CAO – January 2020.

Select assessments – CEO, CAO – January 2020.

Finalize data analysis protocols for school building -CEO,CAO,COO -February 2020.

Develop unit planning and lesson plan expectations for teachers - CEO, CAO -February 2020.

Select materials needed for implementation of curriculum - CEO, CAO -March 2020.

Select supplemental curriculum decisions - CEO, CAO -March 2020.

Establish homework norms and expectations - CEO, CAO -March 2020.

Develop grading system and purchase any necessary software - CEO, CAO -March 2020.

Draft summer professional development plan - CEO, CAO -March 2020.

Draft standards-based report cards - CEO, CAO -April 2020.

Establish school wide instructional expectations/draft instructional handbook - CEO, CAO - April 2020.

Develop training for staff on using data to create action plans - CEO, CAO -May 2020.

Develop teacher observation and feedback process -CEO,CAO,BD -June 2020.

Identify special populations - CEO, CAO -July 2020.

Initiate Beginning of Year assessments – CEO,CAO – August 2020.

#### CLIMATE/CULTURE:

Establish school wide behavioral expectations - CEO,CAO -September 2019.

Develop expectations for routines around common student behaviors - CEO,CAO -September 2019.

Complete student/parent handbook- CEO,CAO -September 2019.

Draft staff handbook - CEO,CAO -September 2019.

Develop staff materials defining internal routines and systems - CEO,CAO -March 2020.

Develop student culture orientation - CEO,CAO -May 2020.

Develop parent culture implementation. CEO,COO – May 2020.

Implement student orientation camp – CEO,CAO,COO – August 2020.

Implement parent orientation camp – CEO,CAO,COO – August 2020.

#### OPERATIONS/OUTREACH:

Select payroll and accounting vendor -CEO,COO -June 2019.

Determine facility placement – CEO,COO,BD (Laney) – July 2019 – May 2020.

Finalize student recruitment and enrollment plan - CEO,COO - September 2019.

Begin attending/developing community outreach events – COO – October 2019.

Open online application - COO -November 2019.

Create benefits package for school employees - COO -December 2019.

Apply for credit card/line of credit - CEO -January 2020.

Clarify tax requirements and timelines - CEO,COO -January 2020.

Establish proper school filing systems - CEO,COO -January 2020.

Begin radio/print advertising and earned media campaign – COO – January/February – July 2020.

Run lottery (if needed) – COO – February 2020.

Enrollment and registration events (and application events if needed) – COO - March – August 2020.

Start community canvassing – COO - March – August 2020.

Select food service and custodial providers- CEO,COO -May 2020 (earlier if facility identified).

Create emergency management plan and daily security protocol - CEO,COO -May 2020 (earlier if facility identified). Conduct criminal background checks on new staff -COO – Rolling 2020.

Research and select accounting firm to conduct audit - CEO,COO,BD - June 2020.

Ensure proper fund accounting systems are in place - CEO,COO -July 2020.

Determine internal controls process to ensure proper segregation of duties -CEO -July 2020.

Finalizing all necessary permits (e.g., occupancy) – COO – July 2020.

**COSTS:**

Personnel – \$142,500 (CEO=f/t, CAO,COO= .25 FTE).

Service Costs – \$6,275.

School Operations – \$122,625.

Facility Operations and Maintenance – \$22,832.

**MITIGATION:** Waste, fraud, and abuse will be mitigated through contracting with a firm to conduct an internal audit each year in the Fall. This firm will work closely with the board chair to implement its audit.

**NOTE:** CEO=Chief Executive Officer, CAO=Chief Academic Officer, COO=Chief Operating Officer, BD=Board of Directors.

**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.

DESIRE Public Schools anticipates contracting out for custodial services, food service, and Special Education services using a formal Request for Proposals process. DESIRE 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 where required by law. The qualifications for custodial services will include: meeting

all requirements in the RFP, proof of insurance/bonds, and ability to meet all relevant laws. We expect costs for custodial services to be \$30,000 in Year One based on a 20,000 sf facility. Qualifications for food services will include: fulfilling all RFP requirements, proof of insurance/bonds, meeting all USDA and state requirements related to federal child nutrition programs necessary to receive reimbursement of costs. We anticipate a 3% administrative fee. Qualifications for Special Education services (LSSP) will include: RFP requirements, licensures and certifications, history of compliance with federal law necessary for reimbursement. Cost will be determined based on enrollment. All service procurement will be informed by conversations with established local providers, such as ABM, Revolution Foods, and Preferred Meals, and existing client referrals in the local charter sector as allowable under law.

# 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:

The PEIMS coordinator is an essential position encompassing data requested and received by TEA about organizational, financial, staff, student demographics, program participation, school leaver, student attendance, course completion and discipline. The PEIMS coordinator will be responsible for ensuring that this data is coded accurately, efficiently and timely. Therefore, this person will develop systems to train all staff that are responsible for coding and reporting information and verifying the quality of the data. We would propose to hire for this position in year one. Qualifications would include bachelors' degree preferred not required, and 3 to 5 years of experience in an educational clerical position such as data entry. Additional skills include strong communication, collaboration and organizational skills. The starting salary range will be from \$50,000 to \$60,000 depending on experience. The process for filling the role would include two components. The first component would be an interview that includes job related questions and culture questions aligned to the mission and vision. The second component would be a performance component to assess skills required to be successful in the job. The plan for training would be a train- the trainer model where the PEIMS coordinator would be trained through Region IV and Texas Association of Business Officials (TAOBO). TAOBO provides multiple day academies, boot camp and PEIMS coordinator membership for on-going updates and training. The total cost of the series of trainings including travel would be approximately \$2,000. The PEIMS coordinator would then be responsible for initial training and ongoing job-embedded professional development for all staff who have PEIMS related duties. The PEIMS coordinator and other identified staff in need will be sent to additional refresher courses. Below you will find a sample of the trainings offered. Below you will find an example of trainings provided by Region 1V that we would budget for in addition to the TAOBO services. A Beginner's Look at the Fall and Mid-Year Submission; TxEis Fall PEIMS; Processing A Beginner's Look at the Summer and Extended Year; PEIMS- Are You Attendance Audit Ready?; Leaving a Clear Trail: Sped Courses, Credits, and the Academic Achievement Record; TSDS-ESDS Data Loading Process- Early Childhood

Data System; Charter School Leadership and Compliance Support Series; Community Eligibility Provision-Overview and Reporting. DESIRE Public Schools understands the integral role of the PEIMS coordinator and will ensure quality training for all staff members.

#### **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.

Karissa Ogle has been selected as the proposed Superintendent of DESIRE Public schools. Mrs. Ogle has 20 years of experience in diverse environments, where her education, experience, expertise and passion have served students and staff of the targeted populations as outlined in the mission and vision of DESIRE Public Schools. In particular, Ms. Ogle has spent four years in International Baccalaureate (IB) schools that were Title 1, with

predominately African-American and Latino populations. In one of these schools, she led the school through the candidacy and authorization process to become an IB School. In addition, she spent three years as a Principal. In this role, her efforts were instrumental in providing an equitable environment on a diverse campus that housed a Gifted and Talented Academy with a zoned population of students of color. The zoned students demonstrated academic gains and the overall school received the distinction of being in the top 25% for student progress. Fifty percent of the students enrolled in the school's Gifted and Talented Academy utilized concept-based learning as their instructional model. This allowed her to gain expertise in concept-based learning and understand the positive impact that it has on all students regardless of socio-economic status. She has also had the opportunity to lead teams of teachers in training and application of concept-based learning and ensuring that the unit plans align with the Texas Essential Knowledge and Skills (TEKS) required by the state of Texas. In addition to her experience as a Principal, Mrs. Ogle also brings 7 years of Leadership/Administrative experience through her positions in various schools in the Houston Independent School District (HISD) and Fort Bend Independent School District (FBISD). She has led highly effective professional learning communities, appraised teachers in all content areas, hired and recruited quality staff, managed a school budget, implemented systems to maintain strong culture through Positive Behavior Interventions and Supports (PBIS) and restorative practices, served as a special education administrator, and served on a team to provide a culturally responsive series of professional development modules. In addition to her leadership and administrative work, Mrs. Ogle was also a highly effective science teacher in a very diverse Title 1 school and received district bonuses for showing tremendous growth above the district average. During this time, she spent one year as a grade level leader and two years as the department chair for science. During her time as department chair, she transitioned the school from using a traditional science fair model through experimental design to an inquiry-based model. The inquiry-based model required all students, including special education students, to produce a product that demonstrated knowledge of the Earth/space TEKS through a real-world application. The rationale for the use of the Earth/space TEKS was due to the campus and district's historical data showing low performance on the Earth/space standards. The project allowed the students to turn a struggle into a real-life success, consistent with DESIRE's mission and vision. After serving as department chair, she was promoted to literacy coach in the same Title 1 public school, where she provided coaching and implemented school wide strategies to enhance literacy across all content areas. This is also an area of focus for DESIRE Public Schools. As literacy coach she led the first community literacy event, driving community engagement in literacy activities and games in every content area and resulting in thousands of books being donated to family households. She has a Bachelor of Science Degree in Biology, a master's degree in Educational Administration, and is certified in Biology 6 to 12 and Pre-K to 12 Administration. DESIRE Public Schools is confident that Mrs. Ogle possesses the necessary leadership, understanding of the educational model, and passion for our target student population to be the CEO of DESIRE Public schools. Based on her qualifications, we propose a starting salary range of \$90,000 to \$120,000. The superintendent evaluation will adopt the standards outlined by the state of Texas Education Code 11.29 to include Ethics of Leadership (Ethics and Integrity), School Culture and Leadership (Shared Vision), and Curriculum Planning and Development (Instructional Planning) in addition to the outlined categories of Governance and Board Relations, Community Relations, Staff Relations, Business and Finance and Instructional Leadership

outlined in the application. The metrics for all 7 categories are defined below.

**Learner-Centered Values and Ethics of Leadership (Ethics and Integrity)** A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. A superintendent understands, values, and can: (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors; (2) implement policies and procedures that encourage all school district personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics); (3) serve as an articulate spokesperson for the importance of education in a free democratic society; (4) enhance teaching and learning by participating in quality professional development activities, study of current professional literature and research, and interaction with the school district's staff and students; (5) maintain personal physical and emotional wellness; and (6) demonstrate the courage to be a champion for children.

**Learner-Centered Leadership and School District Culture (Shared Vision)** A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. A superintendent understands, values, and can: (1) establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance; (2) facilitate the development and implementation of a shared vision that focuses on teaching and learning; (3) implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies; (4) conduct and analyze school district/campus climate inventories for effective and responsive decision making; (5) institute and monitor planning processes that include strategies designed to ensure the accomplishment of school district goals and objectives to achieve the school district's vision; (6) facilitate the use and allocation of all available resources to support the implementation of the school district's vision and goals; (7) recognize and celebrate contributions of staff and community toward realization of the school district's vision; (8) demonstrate an awareness of emerging issues and trends affecting the education community; (9) encourage and model innovative thinking and risk taking and view problems as learning opportunities; and (10) promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community.

**Learner-Centered Human Resources Leadership and Management (Staff Relations)** A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. A superintendent understands, values, and can: (1) develop, implement, and evaluate a comprehensive professional development plan designed specifically to address areas of identified school district, campus, and/or staff need; (2) facilitate the application of adult learning principles to all professional development activities, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation; (3) implement strategies to enhance professional capabilities at the school district and campus level to ensure support for a continuum of services and programming; (4) deliver effective presentations and facilitate the learning of both small and large groups; (5) implement effective strategies for the recruitment, selection, induction, development, and promotion of staff; (6) develop and institute comprehensive staff evaluation models appropriate to the position held that include both formative and summative assessment and appraisal strategies; (7) demonstrate use of

school district and staff evaluation data for personnel policy development and decision making; (8) demonstrate and apply knowledge of certification requirements and standards; and (9) diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide on-going assistance and support to personnel.

**Learner-Centered Policy and Governance. (Governance and Board Relations)** A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards. A superintendent understands, values, and can: (1) define and apply the general characteristics of internal and external political systems to the educational organization; (2) demonstrate and apply appropriate knowledge of legal issues affecting education; (3) provide leadership in defining superintendent and board of trustees' roles, mutual expectations, and effective superintendent-board of trustees working relationships; (4) determine the political, economic, and social aspects and/or needs of groups in the community, and those of the community at large, for effective and responsive decision making; (5) prepare and recommend school district policies to improve student learning and school district performance in compliance with state and federal requirements; (6) use legal systems to protect the rights of students and staff and to improve learning opportunities; (7) apply laws, policies, and procedures fairly, wisely, and considerately; and (8) access state and national political systems to provide input on critical educational issues.

**Learner-Centered Communications and Community Relations. (Community Relations)** A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. A superintendent understands, values, and can: (1) develop and implement an effective and comprehensive school district internal and external communications plan and public relations program; (2) analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs; (3) establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals; (4) implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district; (5) communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community; (6) develop and use formal and informal techniques to obtain accurate perceptions of the school district staff, parents, and community; (7) use effective consensus-building and conflict-management skills; (8) articulate the school district's vision and priorities to the community and to the media; (9) influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision; (10) communicate an articulate position on educational issues; and (11) demonstrate effective and forceful writing, speaking, and active listening skills.

**Learner-Centered Organizational Leadership and Management. (Business and Finance)** A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. A superintendent understands, values, and can: (1) implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for goal attainment; (2) implement processes for gathering, analyzing, and using data for informed decision making; (3) frame, analyze, and resolve problems using appropriate problem-solving techniques and

decision-making skills; (4) develop, implement, and evaluate change processes for organizational effectiveness; (5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment throughout the school district; (6) apply legal concepts, regulations, and codes for school district operations; (7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting; (8) acquire, allocate, and manage resources according to school district vision and priorities; (9) manage one's own time and the time of others to maximize attainment of school district goals; and (10) use technology to enhance school district operations.

**Learner-Centered Curriculum Planning and Development (Instructional Planning).** A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. A superintendent understands, values, and can: (1) apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective school district curricular decisions; (2) implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning; (3) implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the school district; (4) develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment; (5) evaluate and provide direction for improving school district curriculum in ways that are based upon sound, research-based practices; (6) facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students; (7) facilitate the use of creative, critical-thinking, and problem-solving tools by staff and other school district stakeholders; and (8) facilitate the effective coordination of school district and campus curricular and extracurricular programs.

**Learner-Centered Instructional Leadership and Management (Instructional Leadership).** A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth. A superintendent understands, values, and can: (1) apply knowledge and understanding of motivational theories to create conditions that empower staff, students, families, and the community to strive to achieve the school district's vision; (2) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning; (3) facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice; (4) facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to school district/campus improvement initiatives; (5) plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership, and scholastic needs (i.e., guidance and counseling programs and services); (6) institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results; (7) apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services; (8) analyze and deploy available instructional resources in the most

effective and equitable manner to enhance student learning; (9) develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning; and (10) create an environment in which all students can learn.” Source: The provisions of this §242.15 adopted to be effective March 14, 1999, 24 TexReg 1617; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective October 25, 2009, 34 TexReg 7202.

# 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:

DESIRE anticipates outsourcing custodial/janitorial staff to a local service provider. Proposed COO Terrill North is a member of the Operations Leadership Team at YES Prep and has participated in the hiring of nearly two dozen campus operations staff leaders and coordinators. He currently works closely with a group of site coordinators and operations directors at ten YES campuses. COO North will serve as director of operations for School #1 during Years One through Three. Support staff and para-professionals shall be recruited through relationships with local colleges, including University of Houston, University of Houston-Downtown, Texas Southern University, Prairie View A&M University, Texas State University, and Texas A&M University -Commerce, Sam Houston State University, Stephen F. Austin State, and Houston Community College. We will also use a referral bonus program in Year One, anticipating a strong relationship between sources of experienced teachers and experienced support staff. We will reach out to alumni of local charter schools (i.e., early stage professionals) and parents of prospective students met during student recruitment for filling support staff positions. We will reach out to experienced operations and para-professionals through existing professional networks of the founding team members. The hiring process will include multiple rounds of taskings and include: video screening interviews, panel interviews, and submission of sample work plans. The process will focus on learning about past professional and lived experiences, transferability of non-education sector skills, capacity for teamwork, and coachability. Offers will be made to selected candidates after completion of reference checks. Offers will be contingent on completion of fingerprinting and background checks. All employees will be at-will. As many office support professionals are recent college graduates, relationships with local colleges will be key to addressing staff shortages. COO North has filled multiple vacancies on a temporary basis in his current role by relying on parents of current students, developing new staff from existing parent volunteers at campus (who may be unemployed, in school themselves, or working part-time). These roles have included lunchroom monitors, office coordinators, and other office support staff. This strategy will require regular parent engagement and events to build a list of potentially available parents. The success of this strategy also requires allowing years of work experience as a substitute for degree completion in certain roles. We will explore partnerships with HCC, UH-D and other institutions to support any office staff hires who do not possess a post-secondary credential or are currently working toward completion of a credential.

### **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:

Board of Directors responsibilities shall include: 1. Assisting development of the charter application; 2. Assisting with strategic planning; 3. Growing community support, including strategic partnerships; 4. Recruiting potential board members (anticipating 2-3 additional members, including adding a parent member in Year One); 5. Recruiting potential donors and grant proposals; 6. Advocating for the mission and vision; 7. Committing 10 hours monthly (including monthly meeting attendance in-person or by phone); 8. Reviewing monthly reports on academic and financial performance indicators; 9. Representing DESIRE Public Schools at public meetings, including TEA interviews; 10. Participating in trainings, including meeting any TEA requirements; 11. Disclosing any potential conflicts of interest; 12. Reviewing requirements for and hiring CEO (including compensation); 13. Assessing CEO performance, the Board will follow all requirements of the Texas Open Meetings Act, including all requirements for public notice, access, and reporting. The founding board members will serve three-year terms (renewable) with staggering of terms as needed to maintain overlap of continuing members with new members. The Board will actively work to recruit additional

members in Year Zero with an emphasis on finance, legal, and/or community leadership in Fort Bend County, selecting a parent member in Year One. The Board will comply with 19 TAC § 100.1113 and Texas Government Code § 573.021-573.025 relating to Relationships by Consanguinity or Affinity. The primary purpose of the Board is to provide organizational oversight and accountability for academic results, financial health, and regulatory compliance on a monthly basis (or as needed), and to evaluate the work of the CEO as described above. The Board will assess the work of the CEO on an annual basis (or as needed). We will create a Board of Directors Manual, which will be approved by the Board and will include all Board policies and procedures, incorporating the Articles of Incorporation, By-Laws, Charter Contract, 501(c)3 application and related policies, list of board members and terms. The CEO will direct all day-to-day management while the Board shall oversee and evaluate the CEO. The Chair of the Board of Directors responsibilities shall include: 1. Presiding over all board meetings; 2. Coordinating with the CEO (or delegate) to develop agendas for Board meetings; 3. Review organizational efficacy and set organizational priorities for the future; 4. Appoint Committee chairs, as needed; 5. Sharing important information; 6. Reviewing Board effectiveness; 7. Reviewing compliance with TEA requirement, including seeking TEA guidance as needed; 8. Recommending an external auditor to the Board for the annual financial audit; 9. Co-signing any purchases exceeding \$10,000 for the school.

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.

The Board's plan to assess academic performance indicators include the following:

- STAAR Test
  - oAt least 60-65% of the students who have been continuously enrolled for two or more years will meet or master reading, math, writing, science and social studies
  - oAt least 55-60% of the students who have been continuously enrolled for two or more years and meet the criteria for STAAR progress measures will achieve expected or accelerated progress including students taking STAAR Alternative 2
- Texas English Language Proficiency Assessment System (TELPAS)
  - oStudents will maintain progress in all domains assessed to show a feasible matriculation through the proficiency levels
- Universal Screener (reading & math)
  - oThere will be a 3-5% decrease of Tier 2 and Tier 3 students at each progress monitoring checkpoint.
  - oAnnual comparison of BOY and EOY for individual students
- High Frequency Word Evaluation
  - oSecond grade students will meet or exceed the passing standard of 80% as required for promotion
  - oFirst grade students will meet or exceed the passing standard of 70% to show progress and readiness for second grade.

The Board will receive a data analysis progress report indicating the current results of students at three points throughout the school year – October, February and June. These checkpoints will allow time for the data collection of the beginning of year (BOY) and middle of year (MOY) universal screener results, benchmark assessments, HFWE, and the first administration of STAAR. A final data analysis report will be given in July which details and summarizes all STAAR

assessments, TELPAS, and end of year (EOY) universal screener results. If at least 60% of the students who have been enrolled in DESIRE Public Schools for two or more continuous years did not approach, meet or master the STAAR exams, then we will put specific action steps in place to be sure we're meeting that target. An extensive review of the curriculum and resources, teacher and leadership development along with instructional practices will be completed and addressed. If students are not showing yearly progress from the beginning of year (BOY) to the end of year (EOY) on the reading and math universal screener, then individual teacher and student data will be reviewed to determine where the deficiencies are. Students should show some growth, even if minimal, every year. Likewise, students who are assessed using TELPAS, should also show yearly growth in each domain even if the proficiency level remained the same. Ultimately, we would like for all students that take TELPAS to progress so that they are exited out of the ESL classes before leaving DESIRE at the completion of their 8th grade year. To prepare our young students with a strong literacy foundation, they will need to show 80% mastery or higher on the HFWE. The first grade students' results will help predict the amount of support that will be needed for individual students and possibly support required for the teacher. If less than half of the first grade students aren't meeting the 70% cut score, then intensive interventions will begin prior entering second grade. The Board members that have demonstrable experience and competency to assess academic performance are Deborah Crowe and Regina Ellis. Mrs. Crowe and Mrs. Ellis have served as and led principals in school-wide data review and action planning. In Mrs. Crowe's most recent role, she supported campuses with not only instructional and curriculum implementation, but also assessment and data management. Mrs. Ellis' current role requires her to consistently assess a school's progress in alignment with its mission and vision to acquire International Baccalaureate (IB) authorization.

# 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.

The Board will review the financial performance of DESIRE Public Schools as a standing agenda item at each meeting. The CEO and other staff will present a dashboard of her design. Board Chair Doug Laney is a local entrepreneur with over 20 years of experience in his industry. The Board will recruit additional members with an emphasis on identifying persons with finance experience. KEY INDICATORS. Startup Tracking: The CEO shall prepare and the Board shall review deadlines associated with the Start-Up Plan vs. completion of described taskings. Metric: Meeting of deadlines. Fund Balance: We are targeting a contingency fund 2% of state revenues. Metric: Reserve ratio of at least 2% as presented in monthly Statement of Cash Flows. Budget Tracking – Year-To-Date (YTD) Revenue and Expenses compared to Budget: The CEO shall prepare and the Board will review YTD actual financials vs. budgeted financials on a monthly basis during Board meetings. Metric for success: Maximum variance of 10% of budgeted vs. actual numbers. GUIDERAILS. Direct Classroom Investment: The Board will review Direct Classroom Investment by tracking the amount of expenses directly related to classroom curriculum and activities included on the Budget Tracker. The CEO or designate will establish a baseline target and standard of excellence for percentage of classroom investment by the first day of classes each year. Metric: The Board will review annually. Revenue on Personnel: The CEO will establish a baseline (maximum 70%) and standard of excellence based on best practices with respect to

the percentage of state revenue allocated to personnel. Metric: Minimal variance each month. Revenue on C-Suite Personnel: The CEO will establish a baseline (maximum 16%) and standard of excellence based on best practices with respect to the percentage of state revenue allocated to C-Suite personnel. Metric: Minimal variance each month. ADA: The CEO will establish a baseline and standard of excellence with respect to Average Daily Attendance by the first day of school each year. Metric: Minimal variance each month. Days Cash on Hand: The CEO will establish a baseline and standard of excellence with respect to Days Cash on Hand by the first day of each school year. Metric: Minimal variance each month. Average Spending Per Pupil (and comparison to averages): The CEO will establish a baseline and standard of excellence for Average Spending Per Pupil (and comparison to averages), which the Board will review. Metric: Average spending meeting the baseline or standard of excellence assessed annually. Facility Cost – The CEO will establish baseline and standard of excellence for Facilities Cost based on sector best practices and the Board will review annually. Metric: Meeting the baseline with minimal variance. Note: May waive in year of move to a permanent facility, but should inform mortgage-related costs. INTERNAL AUDIT. The Board shall retain a firm to conduct an internal audit annually in the Fall. Metric: Unqualified audit opinion.

# 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:

These financial projections begin with an expectation DESIRE Public School will enroll 250 students in its first year of operation: 50 kindergarten students, 100 first grade students, and 100 second grade students. We will add backfill open seats and add additional students for a total of 350 students in year two, 450 students in year three. We will open a second campus in year four with 250 students and School #1 has 550 students for a total of 800. In year five, we anticipate 1000 students in total. In an attempt to ensure conservative estimations, we are 1) basing all data on 85% ADA and 2) not including Title I funding (although we expect to be eligible and apply). Our system will reach full capacity of 1700 students served at two K-8 campuses in Year Ten. Information presented here is based on the professional experiences of each member of the founding team (including experience ISD, IB, and charter school professionals and a real estate professional), conversations with several local charter founders and Charter School Growth Fund, market research, and publicly available information. START-UP PHASE/YEAR ZERO: We have allocated \$1000 to Board Expenses for training and meeting support. CEO Karissa Ogle will become to first employee of DESIRE Public Schools if a charter is granted at a reduced salary of \$88,500 for Year Zero. CAO Cicely Ward, COO Terrill North, and Board Members Doug Laney, Debbie Crowe, and

Regina Ellis will provide volunteer support until June 2020, when Ward and North will take on their full-time roles. The CAO and COO are budgeted as .2 FTEs based on \$95,000 (i.e., full-time at a reduced salary for the Year Zero quarter just before launch; \$19,000). Additional Year Zero expenses include several items related to School Operations, purchase of various campus and classroom supplies need for the Fall semester and expenses related to recruitment of staff and students. We anticipate costs for fall classroom supplies to eight initial classrooms to be \$2,500. We anticipate costs for supplies for SPED students for the Fall semester only to be \$250 per student, or \$8,750. We anticipate textbooks for the school year to be \$75 per student, \$18,750 for the year, \$9,375 for the semester. Textbooks will be supplemented by materials developed in-house. Other supplies and materials will be \$6,250 for the Fall. We anticipate furniture to cost \$25,000 and be supplemented by donations of used furnishings and equipment. We anticipate telephone costs of \$1,500 (cell phones) and \$12,500 for technology (teacher and administrator computers) to be in place for the Fall launch. \$20,000 has been allocated for beginning of year testing to set proper benchmarks on reading level, coinciding with testing costs for our universal pre-screener. \$9,500 has been allocated for staff recruitment with an average cost of \$500 per teacher (including 12 teachers and one SPED teacher for Year One). \$30,000 has been allocated to student recruitment based on the founding team's professional experiences recruiting students in communities with low charter utilization. The Thomas Fordham Institute has labelled our targeted communities as a "charter desert," discussed earlier. This \$30,000 includes roughly \$23,000 for specialty radio, \$1,500 for direct mail, \$1,500 to Families Empowered for various supports, and the balance for canvassing the community (1:1 or small group conversations with iPads/Chromebooks to complete applications at homes of prospects or events, multi-lingual flyers). We anticipate relatively low office expenses at \$500 prior to launch. \$17,000 has been allocated for an initial lease payment in August 2020, prior to beginning of fiscal year one in September 2020. We plan to sign a lease for a 20,000 sf facility in August 2020, but this date can move up depending of lease negotiations led by Board Chair Laney and COO North. This is part of \$22,832 allocated for Facilities to include insurance, custodial services, and utilities for the initial month of operation. We anticipate low Service Costs of \$6,250 based on only utilizing services for the final month of the fiscal year zero. Grant writing and donor support will be necessary to cover start-up expenses. DESIRE will meet with local foundations with a demonstrated interest in charter schools like the Brown Foundation, but also: organizations focused on Fort Bend County and greater Houston; national foundations with an interest in Texas like the Walton Family Foundation; charter support organizations with an interest in founders of color like Charter School Growth Fund and its Emerging CMO Fund, and organizations supporting start-ups like the New School Venture Fund and Texas School Venture Fund. We are targeting \$325,000 in support. CEO Ogle and COO North are experienced grant writers and North has secured and managed grant funding from the Walton Family Foundation in recent years. Our net operating income in Year Zero would be \$11,520.

**Enrollment and Attendance.** We anticipate achieving a 97% ADA as achieved by other high-performing, local charters, but have developed all financial models assuming an 85% ADA as recommended by TEA.

**Special Populations.** We anticipate a relatively high SPED population of 15% based on conversations with local educators and parents who have expressed concerns that the SPED population is both larger than public available numbers suggest and larger in the specific demographic (e.g., African-American) communities we intend to serve. Marshall (School #1) and Willowridge (Schools #1 and #2) High Schools each feature SPED

populations over 10% compared to 6.7% in Fort Bend ISD overall. Nearby high schools in Houston ISD, Madison (School #2) and Worthing, feature SPED populations of 13.5% and 19.1% respectively. We believe 1) testing may reveal a larger SPED population than considered typical and 2) culturally-relevant programming may attract significant numbers of students previously diagnosed as requiring SPED services. Federal Funds. We have not included Title I funds. We have only included federal funds for child nutrition programs like the National School Lunch Program. We conservatively estimated 72% of students will qualify for free and reduced-price meals based on eligibility at the lowest-performing elementary schools in the proposed zone for School #1: Lantern Lane ES (72%), Edgar Glover ES (76%), and Hunters Glen ES (79%). We assume an even split between students qualifying for a reduced-price reimbursement of \$4.28 and free rate of \$4.98. This is \$146,000, based on a 179-day year.

Personnel. As discussed earlier, the CEO, CAO, and COO will be hired in Year Zero, but the CAO and COO will become FTEs in Year One, beginning September 1, 2020. The COO will serve as operations/facilities and business manager for each of the initial campuses, but also lead community engagement and share culture and climate-related duties due to past experience with these roles. We anticipate hiring 12 teachers and one SPED teacher pulling out students from core classrooms in Year One. This will allow for a student ratio of 22:1. Teachers will start at \$52,000, comparable to ISD teachers, and the SPED teacher will be paid \$54,000. We anticipate hiring an instructional coach, librarian, and campus compliance coordinator in Year Two. The instructional coach and librarian will be paid similarly to core teachers, working under the CAO to support teacher development. The social worker will support students by connecting with wrap-around services and interventions, earning \$52,000. Two additional professionals will be hired to support School #2 during Year Five of School #1. We will hire a school nurse at \$45,000 for each campus as it opens. We expect to hire a seasoned PEIMS Manager in Year One at \$60,000. We have included a 2% COLA for all personnel. We will hire 5 more teachers in Year Two. School #2 will launch with its own Principal, AP, and Ops Director.

**ADDITIONAL ASSUMPTIONS (YEAR ONE AND BEYOND) PAYROLL TAX AND BENEFITS.** Social Security is 6.2% of salaries. Medicare is 1.45% of salaries. State unemployment is estimated at 2.7% of salaries. Workers Compensation is estimated at .5% of salaries. TRS is estimated at 2.05%. All other fringe benefits are estimated at 7% of salaries. Note: Although TRS employers are not subject to social security, this is left as an approximation for the required employer contribution. All benefits estimated at 7% of salaries based on a founding team member's current grant-funded TX 21st Century Learning Center Program.

**CONTRACTED SERVICES.** We budget \$10,000 for Accounting, which assumes an annual audit. We are anticipating \$5,000 for legal services and \$3,000 for payroll services. We anticipate contracting out food services at the rate discussed above and participating in the School Breakfast Program and National School Lunch program, plus a 3% administrative fee for tracking meals and other administrative costs. The 3% fee of \$4,380 is recorded here while the \$146,000 is included above. These numbers will increase with enrollment. We anticipate \$1,000 for our Student Information Systems with cost growing with enrollment. We anticipate \$5,000 for IT support.

**SCHOOL OPERATIONS** Many of these expenses were paid for partially in Year Zero if the cost could be split into a Fall semester payment and a Spring payment. We anticipate \$1,000 in Board Expenses, which will increase via inflation. We plan on spending \$500 per classroom on supplies for an initial 10 classrooms in Year One, or \$5,000, spending \$2,500 in Year Zero and now \$2,500 in Year One. Similarly, we anticipated spending \$500

per SPED student for a cost of \$17,500, of which, \$8,750 is paid for in Year One. Textbooks will cost \$75 per student, or \$18,750 for the year with \$9,375 remaining to be paid for in Year One. Other supplies are estimated at \$50 per student for the year, or \$12,500 with \$6,250 paid for in Year One. We anticipate spending only \$10,000 of equipment furniture in Year One. Similarly, we anticipate the expenses for telephone and technology to drop significantly in Year One to \$50 and \$500, respectively. Student Testing and Assessment expense were \$20,000 for assessments and will be \$15,000 for Year One. This fee will grow annually with enrollment at \$80 per student. All costs for SY2020-21 field trips are paid in Year One at \$2,500 (or \$10 per student). Parents and students will be allowed to do additional fundraising to pay for field trips. We estimate \$500 monthly for office expenses, or \$6,000 for Year One, increasing with inflation each year. Staff professional development is anticipated to cost \$500 per staff member, or \$9,500 in Year One. We estimate \$500 per staff member for recruitment (postings, process) with a goal of recruiting eight new team members. Student recruitment costs will remain constant at \$30,000, but we expect efforts to be bolstered by much stronger community awareness and support growing each year (including increasing parent and student visibility in the community). We anticipate Directors and Officers Insurance to cost \$1,500.

**FACILITIES/OPERATIONS** We anticipate securing 20,000 square feet in Year One (80 sf per student) at a cost of \$10 per square foot, or \$200,000. This amount will grow with enrollment annually and the launching of a second school in Year Four. We anticipate purchasing/building a final location in Year Six that would accommodate 850 students (~75,000 sf), but will begin exploring a permanent location through a Board committee in Year Four. We anticipate insurance and utilities to each be \$1 psf. We anticipate custodial services to be \$1.50 psf. We expect security and maintenance costs to be rolled into the lease agreement for a total cost of \$270,000 in Year One. Finally, we are building in a contingency based on 2% of state revenues, or \$42,000 in Year One.

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

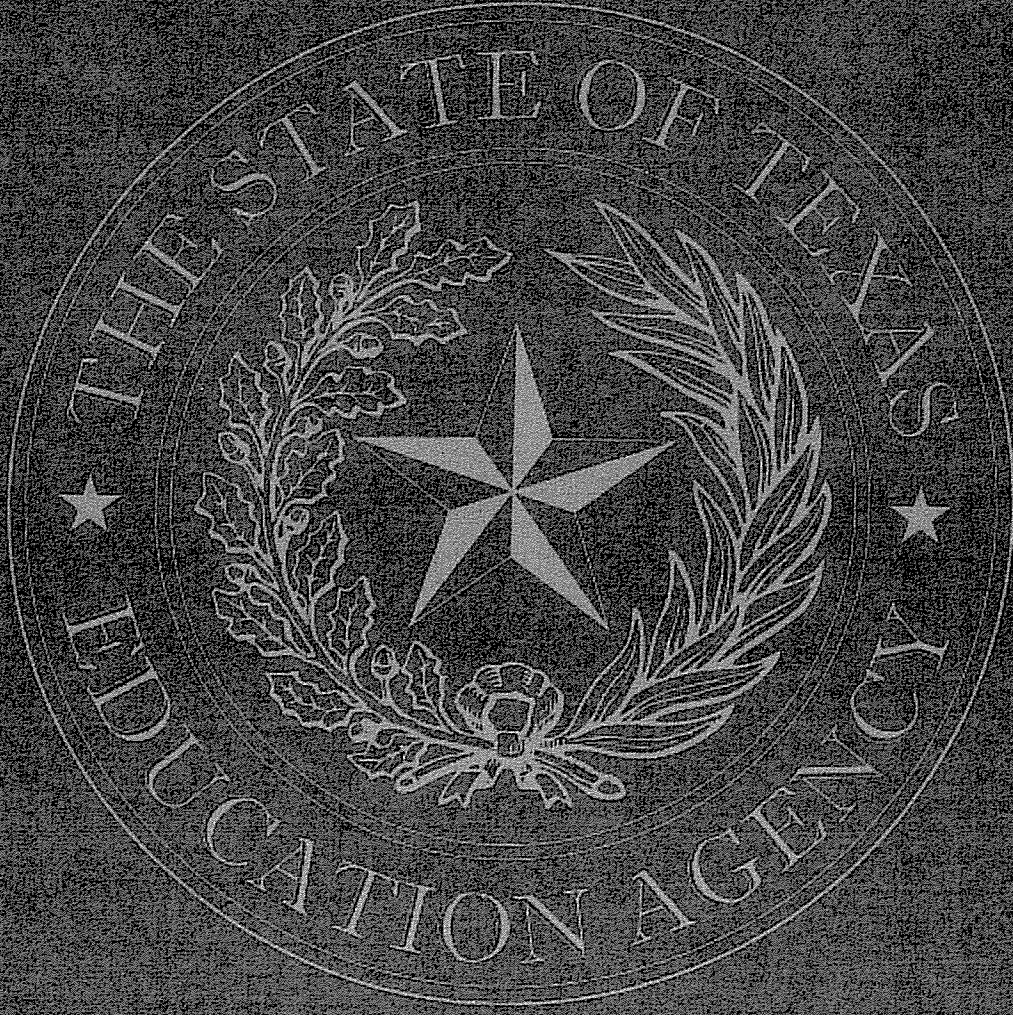
### **Evaluation Criteria-Budget**

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**

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](mailto: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: Desire Public Schools

Sponsoring Entity Name as reflected on the 501(c)(3): Desire Public Schools

Application Contact Name: Karissa Ogle, Cicely Ward, Terrill North

Title/Role: Founders

Email: [REDACTED] Phone: 713-702-2262

Board Member Attending: Doug Laney

Board Member Attending: \_\_\_\_\_

Board Member Attending: \_\_\_\_\_

Board Member Attending: \_\_\_\_\_

Board Member Attending: \_\_\_\_\_

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

Friday, October 12, 2018, 9:00 a.m. - 4:20 p.m.

RECEIVED  
TEXAS EDUCATION AGENCY  
2018 OCT 12 AM 9:49  
DEPARTMENT OF OCCUPATIONAL CENTER  
FOR CHARTER ADMINISTRATION

*10/12/18  
Done*

Submit the completed form at least 24 hours prior to the session indicated above to [charterapplication@tea.texas.gov](mailto: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](mailto:jennifer.hagan@tea.texas.gov).

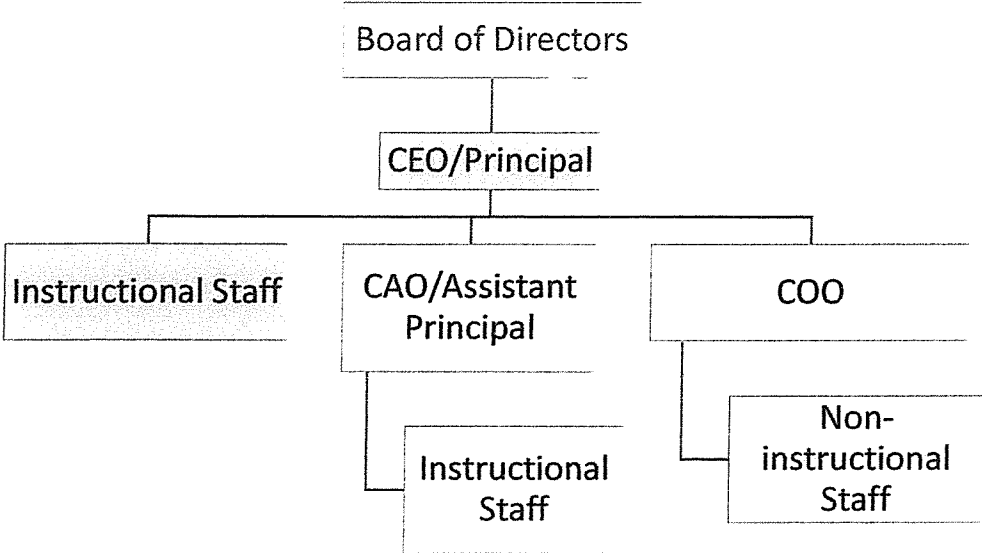
Provide the Following:

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.

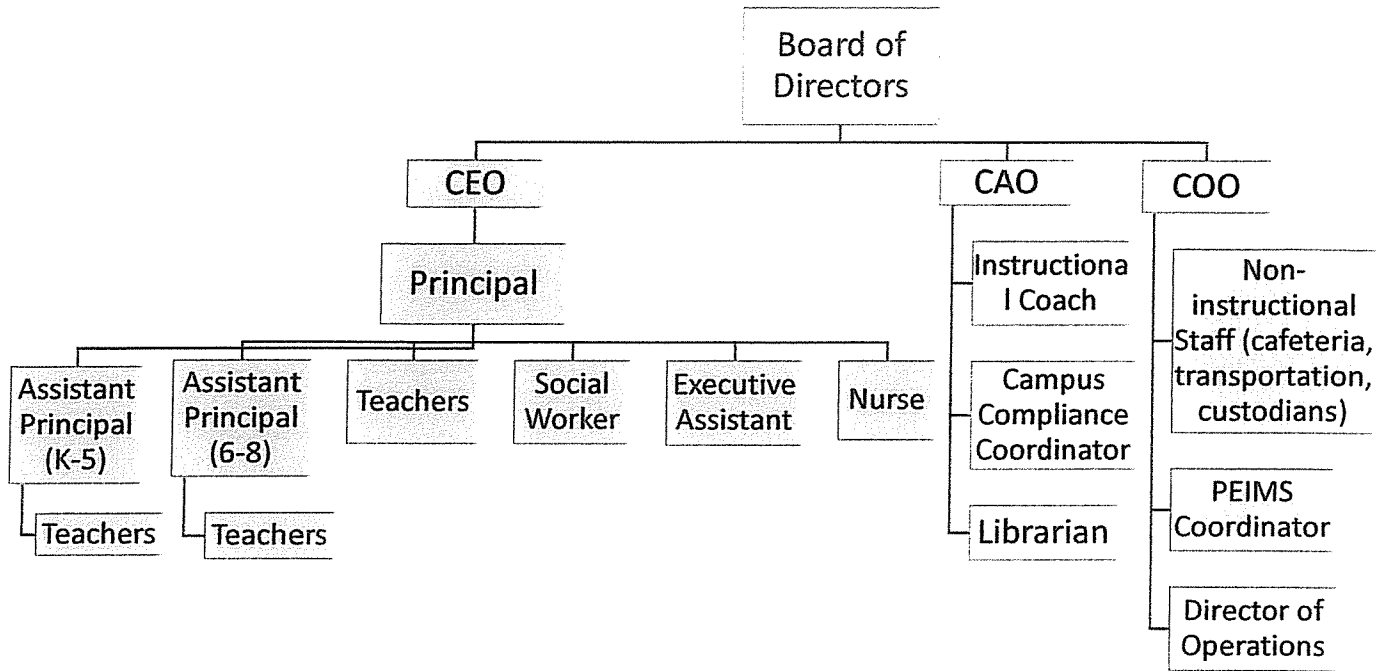
Each organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the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



Year One



At Capacity

Provide the Following:

A staffing chart outlining the staffing plan for the campus(es), as applicable.

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, the staffing chart must include staffing projections for each year during the initial contract period (Years 1-5).

The staffing chart should also align with the Organizational Charts( *Attachment O1*) and the Supplemental Human Resources Information Forms (*Attachment O3*) and should identify, but not limited to, the following positions:

1. Principal(s) and Assistant Principal(s)
2. Additional Campus Leadership
3. Classroom Teachers (core subjects)
4. Classroom Teachers (specials)
5. Student Support (e.g. social workers)
6. Specialized Campus Staff
7. Teacher Aide(s) and Assistant(s)
8. Campus Operations Support Staff
9. PEIMS

Adjust or add functions and titles as needed.

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

Name of Proposed Charter School: DESIRE Public Schools

Name of Sponsoring Entity: DESIRE Public Schools

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
<b>ELEMENTARY SCHOOL CAMPUS STAFF</b>					
Principal	1	1	1	2	2
Assistant Principal	1	1	1	2	2
Director of Operations/Business Manager	1	1	1	2	2
Instructional Coach	0	1	1	1	2
PEIMS Manager	1	1	1	1	1
Classroom Teachers (Core Subjects)	12	18	24	35	36
Classroom Teachers (Specials)	1	1	1	2	2
Social Worker	0	1	1	1	2
Nurse	1	1	1	2	2
Librarian	0	1	1	1	2
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants					
Campus Operations Support Staff	1	1	1	2	2
<b>Total FTEs at elementary campus(es)</b>	<b>19</b>	<b>28</b>	<b>34</b>	<b>51</b>	<b>55</b>

<b>MIDDLE SCHOOL CAMPUS STAFF</b>					
Principal					
Assistant Principal(s)					
Add'l Campus Leadership Position 1 (specify)					
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)					4
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					
<b>Total FTEs at middle school campus(es)</b>					<b>4</b>

Comments:  
See next page  
or additional  
comment box  
page.

Year 5 is first year of 6th Grade at School #1.  
CEO is Principal of School #1.  
CAO is AP of School #1.  
COPO is Director of Ops of School #1.

Provide the Following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity.

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and finally, at capacity.

All positions represented here should also be represented on the organizational chart submitted in *Attachment O1* and on the staffing chart submitted in Attachment O2.

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

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Fort Bend ISD"/>	<input type="text" value="079"/>	<input type="text" value="Missouri City"/>	<input type="text" value="76,277"/>	<input type="text" value="\$285,000-300,000"/>
<input type="text" value="Stafford Municipal"/>	<input type="text" value="079"/>	<input type="text" value="Stafford"/>	<input type="text" value="3,537"/>	<input type="text" value="\$150,000-200,000"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101"/>	<input type="text" value="Houston"/>	<input type="text" value="214,175"/>	<input type="text" value="\$300,000-350,000"/>

Name of Proposed Charter School: DESIRE Public Schools

Name of Sponsoring Entity: DESIRE Public Schools

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

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

1. Promotes and demonstrates integrity and equity for all stakeholders.

2. Promotes and articulates expectations for a shared vision for all stakeholders.

3. Select systems for hiring, supervision, and evaluating for all staff.

4. Works directly with the board of directors to establish expectations, policies and standards.

5. Collaborating with the community to respond to the needs of the students.

6. Manages leadership as it relates to operations, and accountability of the organization.

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:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Fort Bend ISD"/>	<input type="text" value="079"/>	<input type="text" value="Missouri City"/>	<input type="text" value="76,277"/>	<input type="text" value="200,000-285,000"/>
<input type="text" value="Stafford Municipal"/>	<input type="text" value="079"/>	<input type="text" value="Stafford"/>	<input type="text" value="3,537"/>	<input type="text" value="140,000-204,000"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101"/>	<input type="text" value="Houston"/>	<input type="text" value="214,175"/>	<input type="text" value="155,000-225,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

1.
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:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Bend ISD	079	Missouri City	76,277	200,000-285,000
Stafford Municipal	079	Stafford	3,537	140,000-204,000
Houston ISD	101	Houston	214,175	155,000-225,000

Name of Proposed Charter School: DESIRE Public Schools

Name of Sponsoring Entity: DESIRE Public Schools

Position: Chief Operations Officer

Reports to: Superintendent

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

1. Makes recommendations for all aspects of school finance
2. Supervises all non- instructional staff and contracted services
3. Facilitates emergency management
4. Maintains operations of facilities
5. Facilitates extended day opportunities
6. Facilitates student recruitment
7. Collaborates with leadership team for community engagement activities
- 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:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Fort Bend ISD"/>	<input type="text" value="079"/>	<input type="text" value="Missouri City"/>	<input type="text" value="76,277"/>	<input type="text" value="\$53,000-\$77,000"/>
<input type="text" value="Stafford Muncipal"/>	<input type="text" value="079"/>	<input type="text" value="Stafford"/>	<input type="text" value="3,537"/>	<input type="text" value="\$50,000-\$75,000"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101"/>	<input type="text" value="Houston"/>	<input type="text" value="214,175"/>	<input type="text" value="\$48,000-\$73,000"/>

Name of Proposed Charter School: DESIRE Public Schools

Name of Sponsoring Entity: DESIRE Public Schools

Position: Director of Operations

Reports to: Chief of Operations

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

1. Manages campus based operations

2. Manages campus based emergency management

3. Facilitates campus based contracted services

4. Assists with campus leadership hiring and training for non- instructional staff

5. Facilitates recommendations for non-instructional campus based purchases

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:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Fort Bend ISD"/>	<input type="text" value="079"/>	<input type="text" value="Missouri City"/>	<input type="text" value="76,277"/>	<input type="text" value="\$67,000-\$97,000"/>
<input type="text" value="Stafford Municipal"/>	<input type="text" value="079"/>	<input type="text" value="Stafford"/>	<input type="text" value="3,537"/>	<input type="text" value="\$63,000-\$90,000"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101"/>	<input type="text" value="Houston"/>	<input type="text" value="214,175"/>	<input type="text" value="\$58,000-\$67,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

1.

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:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Bend ISD	079	Missouri City	76,277	\$68,000-\$98,000
Stafford Municipal	079	Stafford	3,537	\$61,000-\$87,000
Houston ISD	101	Houston	214,175	\$43,000-\$76,000

Name of Proposed Charter School: DESIRE Public Schools

Name of Sponsoring Entity: DESIRE Public Schools

Position: PEIMS Coordinator

Reports to: Chief of Operations (COO)

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

1. Facilitate data being received and requested from TEA.
2. Facilitate training for all staff who are responsible for data entry.
3. Implement systems for ensuring accurate and efficient data for all the reporting categories.
4. Running verification reports for quality data and ensure submission of reports to TEA.
5. Participates in the evaluation of student information systems.
6. Responsible for personal identification database(PID) reporting.
7. Assist with payroll and attendance.
- 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:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Fort Bend ISD"/>	<input type="text" value="079"/>	<input type="text" value="Missouri City"/>	<input type="text" value="76,277"/>	<input type="text" value="200,000-285,000"/>
<input type="text" value="Stafford Municipal"/>	<input type="text" value="079"/>	<input type="text" value="Stafford"/>	<input type="text" value="3,537"/>	<input type="text" value="140,000-204,000"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101"/>	<input type="text" value="Houston"/>	<input type="text" value="214,175"/>	<input type="text" value="155,000-225,000"/>

Name of Proposed Charter School: DESIRE Public Schools

Name of Sponsoring Entity: DESIRE Public Schools

Position: Principal

Reports to: Superintendent

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

1. Facilitates hiring and supervision of campus staff.
2. Facilitates systems to ensure shared vision, positive culture and campus goals.
3. Facilitates systems for communication with staff and parents.
4. Manages campus budget.
5. Collaborates with leadership team to maintain safety at the campus.
6. Collaborates with the leadership team for implementation of PBIS, and discipline management.
7. Facilitates the development of the master schedule.
8. Facilitates the implementation of professional development at the campus.
9. Leads grade level and content professional learning communities.
- 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:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Fort Bend ISD"/>	<input type="text" value="079"/>	<input type="text" value="Sugarland"/>	<input type="text" value="76,277"/>	<input type="text" value="\$63,000-\$91,000"/>
<input type="text" value="Stafford Municipal"/>	<input type="text" value="079"/>	<input type="text" value="Stafford"/>	<input type="text" value="3,537"/>	<input type="text" value="\$64,000-\$91,000"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101"/>	<input type="text" value="Houston"/>	<input type="text" value="214,175"/>	<input type="text" value="\$62,000-\$91,000"/>

Name of Proposed Charter School: DESIRE Public Schools

Name of Sponsoring Entity: DESIRE Public Schools

Position: Assistant Principal

Reports to: Principal

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

1. Supports and assists the principal with implementation of the campus goals
2. Observes, supports, and appraises teachers and provide timely feedback
3. Supports and assist with the school discipline management system and PBIS
4. Collaborates with the leadership team to ensure the safety and well being of everyone
5. Facilitates professional development for teachers and staff
6. Consistent communication with parents and the community
7. Leads content and grade level professional learning communities (PLCs)
8. Create teacher and staff duty schedule
9. Create and manage student schedules
- 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:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Fort Bend ISD"/>	<input type="text" value="079"/>	<input type="text" value="Missouri City"/>	<input type="text" value="76,277"/>	<input type="text" value="\$49,000-\$71,000"/>
<input type="text" value="Stafford Muncipal"/>	<input type="text" value="079"/>	<input type="text" value="Stafford"/>	<input type="text" value="3,537"/>	<input type="text" value="\$56,000-\$80,000"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101"/>	<input type="text" value="Houston"/>	<input type="text" value="214,175"/>	<input type="text" value="\$48,00-\$53,000"/>

Name of Proposed Charter School: DESIRE Public Schools

Name of Sponsoring Entity: DESIRE Public Schools

Position: Social Worker

Reports to: Principal

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

1. Work with students and their families to resolve social, emotional and physical challenges.
2. Provide opportunities for community outreach in the school setting.
3. Analyze school data to provide intervention for students who are considered at risk.
4. Assist the leadership team in developing school wide activities to minimize bullying.
5. Conduct small group sessions based on identified needs of the campus.
6. Conduct guidance lessons to address mental health.
- 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:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Fort Bend ISD"/>	<input type="text" value="079"/>	<input type="text" value="Missouri City"/>	<input type="text" value="76,277"/>	<input type="text" value="\$49,000-\$71,000"/>
<input type="text" value="Stafford Municipal"/>	<input type="text" value="079"/>	<input type="text" value="Stafford"/>	<input type="text" value="3,537"/>	<input type="text" value="\$30,000-\$47,000"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101"/>	<input type="text" value="Houston"/>	<input type="text" value="214,175"/>	<input type="text" value="\$51,000-\$60,000"/>

Name of Proposed Charter School: DESIRE Public Schools

Name of Sponsoring Entity: DESIRE Public Schools

Position: Nurse

Reports to: Principal

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

1. Developing plans for student care.
2. Facilitating health related education to students and staff.
3. Monitoring immunizations, communicable diseases, and assessment to minimize injuries.
4. Overseeing infection control measures.
5. Participate in school safety plans that address violence, bullying and emergencies at school.
6. Facilitating medication administration, healthcare procedures, and health care plans.
7. Facilitate vision, hearing, body mass index, and mental health screenings.
8. Making decisions to ensure compliance with the state laws and professional practice guidance.
- 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:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Bend ISD	079	Missouri City	76,277	\$52,000-\$76,000
Stafford Municipal	079	Stafford	3,537	\$56,000-\$80,000
Houston ISD	101	Houston	214,175	\$53,000-\$70,000

Name of Proposed Charter School: DESIRE Public Schools

Name of Sponsoring Entity: DESIRE Public Schools

Position: Librarian

Reports to: Campus Academic Officer

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

1. Manage the library budget
2. Assist with technology needs for the campus( check-out of technology)
3. Facilitate activities and events to promote literacy. i.e. makerspace
4. Implement guided lessons with students for book selection and digital citizenship.
5. Collaborate with teachers in teaching the research process
6. Facilitates implementation of classifying and cataloguing library resources.
7. Assists with the development of interdisciplinary projects.
- 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:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Fort Bend ISD"/>	<input type="text" value="079"/>	<input type="text" value="Missouri City"/>	<input type="text" value="76,277"/>	<input type="text" value="\$59,000-\$85,000"/>
<input type="text" value="Stafford Municipal"/>	<input type="text" value="079"/>	<input type="text" value="Stafford"/>	<input type="text" value="3,537"/>	<input type="text" value="\$57,000-\$82,000"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101"/>	<input type="text" value="Houston"/>	<input type="text" value="214,175"/>	<input type="text" value="\$55,000-\$77,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

1.
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:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Bend ISD	079	Missouri City	76,277	\$34,000-\$50,000
Stafford Municipal	079	Stafford	3,537	\$30,00-\$44,000
Houston ISD	101	Houston	214,175	\$34,000-\$41,000

Name of Proposed Charter School: DESIRE Public Schools

Name of Sponsoring Entity: DESIRE Public Schools

Position: Executive Assistant

Reports to: Principal

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

1. Provide clerical and administrative support to the leadership team.
2. Maintain payroll and record keeping of school funds and transactions.
3. Prepare and process accounts payable documentation.
4. Collaborate with Principal for budget and record keeping.
5. Maintain office files and data bases.
6. Coordinate internal and external appointments, events, workshops and special events.
7. Purchase departmental resources like materials, computer hardware, software and equipment.
8. Manage substitutes for teaching staff.
- 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 \_\_\_\_\_ 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.**

# Fort Bend Herald

and Person Classifier

Fort Bend's Daily Newspaper — Since 1892

## furnished rtment

iscrimination  
oll-free at 1-  
777. The toll-  
hone number  
hearing im-  
1-800-927-

## Mobile Homes

omes: 3 bd  
2/2 \$775/mo  
1 Rosenberg  
2-275-0325

untry - Lg lot  
ptic, \$875/mo  
lep. No Pets  
1-342-7153

3drm 2 Bath  
outh Street  
ce #101  
342-3044  
-744-1573

## Office- house

MERCIAL  
AVAILABLE  
Sq. Ft. Up  
Real Estate  
342-4603

## Creage- sale

3E TRACTS  
ites south of  
mond, TX.  
Owner finan-  
\$2000 down.  
ad, electricity,  
& pasture.  
318-3885  
nchLP.com

IG DEALS!  
iful 10 acre  
of combined  
and woods,  
ity available.  
Is welcome.  
\$5 per acre  
79) 318-3885  
RanchLP.com

RIBE TODAY!

## 805 Commercial Property



13823 Hwy 36, Needville,  
TX. Approx. 1,165 SF  
commercial space. \$1,000/  
mo. Includes utilities. Call  
Terri at Hudgins-Groover  
Real Estate. 979-793-4100

## 815 Mobile Homes



**MOBILE  
HOME CITY**  
1226 HWY 90-A  
**WE HAVE IN HOUSE  
FINANCING AVAILABLE**  
On Refurbished Repos.  
Singles & Doubles Avail.  
Fifty To Choose From.  
**Make The Call Today!!!**  
281-342-3335  
(Se Habla Espanol)  
**Complete Parts**  
**Store Avail. RBI 34120**

## 930 Legal Notices

The Texas Parks and Wildlife  
Dept. will conduct a  
prescribed burn sometime  
between January 2018  
and May 2018 on  
Brazos Bend State Park.  
For additional information,  
call 979-553-5101

Community Information  
Meeting  
Please join us to learn more  
about DESIRE Public Schools,  
a proposed open-enrollment K-  
& public charter school. Sat-  
urday, December 15, 2018;  
2:30 pm Slimley-Blue Ridge  
Neighborhood Library 7007 W.  
Fuqua St. Missouri City, TX  
77469. Please contact co-  
founder, Terrill North, at  
terrill.north@gmail.com for  
more information. Board mem-  
bers: Doug Laney, Regina Ellis  
and Deborah Crowe. This pro-  
gram is not sponsored or en-  
dorsed by the Houston Public  
Library.

## 930 Legal Notices

CAUSE NO. 18-CPR-032114  
THE STATE OF TEXAS  
ESTATE OF MYRTLE DELL  
BROWN, DECEASED  
YOU ARE HEREBY COM-  
MANDED TO SUMMON THE  
UNKNOWN HEIRS OF  
MYRTLE DELL BROWN, all of  
whose names, residences, and  
whereabouts are unknown to  
Plaintiff(s), CATHERINE N  
WYLIE by publication of this  
Citation once, at least ten (10)  
days previous to the return day  
hereof, in some newspaper  
published in your County, to ap-  
pear at the next regular term of  
the County Court at Law 3 sit-  
ting as the Probate Court of  
Fort Bend County, Texas, after  
service has been perfected, to  
be held in the Fort Bend County  
Justice Center, 1422 Eugene  
Heimann Circle, thereof in  
Richmond, Texas, the same  
being Monday, the 31st day of  
December, 2018, then and  
there to file a written contest or  
answer to the Petition filed in  
said Court on the 3rd day of  
December, 2018, in a probate  
action now pending in said  
Court in the above numbered  
and styled Estate on the Pro-  
bate Docket of said Court,  
wherein, BEVERLY JUNE  
ERIKS is Plaintiff and the UN-  
KNOWN HEIRS of said De-  
ceased are the Defendants; al-  
legations as shown in said peti-  
tion now on file in the Fort Bend  
County Clerk's office.

HEREIN FAIL NOT, but have  
you before said Court, at the  
time aforesaid, this Writ, with  
your return thereon, showing  
how you have executed the same

GIVEN UNDER MY HAND  
AND SEAL OF SAID COURT,  
at office in Richmond, Texas,  
this the 6th day of December  
2018.

LAURA RICHARD, COUNTY  
CLERK  
FORT BEND COUNTY, TEXAS  
PHYSICAL ADDRESS: 1422  
EUGENE HEIMANN CIRCLE  
MAILING ADDRESS: 301  
JACKSON, SUITE 101  
RICHMOND, TX 77469-3106  
BY/s/ ALAN ARREGUIN,  
Deputy

LOOKING FOR A HOME?  
Try Looking at The Real  
Estate Ads for good  
bargains.

## 930 Legal Notices

No. 18-CPR-032357  
IN THE ESTATE OF MARK  
JAMES WLECZYK, DE-  
CEASED IN COUNTY COURT  
AT LAW NO. 3 FORT BEND  
COUNTY, TEXAS  
NOTICE TO CREDITORS  
Notice is hereby given that ori-  
ginal Letters Testamentary for  
the Estate of Mark James  
Wleczyk, Deceased, were is-  
sued on December 3, 2018, in  
Cause No. 18-CPR-032357  
pending in the County Court-at-  
Law No. 3 of Fort Bend County,  
Texas, to Shawn Webb  
Wleczyk.

The mailing address for the In-  
dependent Executor is:  
3803 Foerster School Road  
Rosenberg, Texas 77471

All persons having claims  
against this Estate whose cur-  
rently being administered are  
required to present them within  
the time and in the manner pre-  
scribed by law.

DATED the 3rd day of Decem-  
ber, 2018.

Respectfully submitted  
BY/s/ J. MICHAEL WITTE

State Bar No. 127455  
2116 Thompsons Hwy,  
Suite 116  
Richmond, Texas 77469  
(281) 342-9118

Fax No. (281) 283-4882

Attorney for Shawn Webb  
Wleczyk, Independent Execu-  
tor:

Looking for A  
New Home?



The  
Fort Bend Herald  
classifieds  
Can Help You  
Find One.

281-342-4474

## 930 Legal Notices

CAUSE NO. 18-CPR-032452  
THE STATE OF TEXAS  
ESTATE OF KRISTIN JAN  
MUSIC, AKA KRISTIN JAN  
MCMILLEN MUSIC, DE-  
CEASED

YOU ARE HEREBY COM-  
MANDED TO SUMMON THE  
UNKNOWN HEIRS OF  
KRISTIN JAN MUSIC, AKA  
KRISTIN JAN MCMILLEN MU-  
SIC, all of whose names, resi-  
dences, and whereabouts are  
unknown to Plaintiff(s).

LEANNE MARIE MUSIC  
WELLS by publication of this  
Citation once, at least ten (10)  
days previous to the return day  
hereof, in some newspaper  
published in your County, to ap-  
pear at the next regular term of  
the County Court at Law 1 sit-  
ting as the Probate Court of  
Fort Bend County, Texas, after  
service has been perfected, to  
be held in the Fort Bend County  
Justice Center, 1422 Eugene  
Heimann Circle, thereof in  
Richmond, Texas, the same  
being Monday, the 24th day of  
December, 2018, then and  
there to file a written contest or  
answer to the Petition filed in  
said Court on the 30th day of  
November, 2018, in a probate  
action now pending in said  
Court in the above numbered  
and styled Estate on the Pro-  
bate Docket of said Court,  
wherein, LEANNE MARIE MU-  
SIC WELLS is Plaintiff and the  
UNKNOWN HEIRS of said De-  
ceased are the Defendants; al-  
legations as shown in said peti-  
tion now on file in the Fort Bend  
County Clerk's office.

HEREIN FAIL NOT, but have  
you before said Court, at the  
time aforesaid, this Writ, with  
your return thereon, showing  
how you have executed the same

GIVEN UNDER MY HAND  
AND SEAL OF SAID COURT  
at office in Richmond, Texas,  
this the 4th day of December  
2018.

LAURA RICHARD, COUNTY  
CLERK

FORT BEND COUNTY, TEXAS  
PHYSICAL ADDRESS: 1422  
EUGENE HEIMANN CIRCLE  
MAILING ADDRESS: 301  
JACKSON, SUITE 101  
RICHMOND, TX 77469-3106

BY/s/ MICHAEL V. COCO,  
Deputy

Attorney for Shawn Webb  
Wleczyk, Independent Execu-  
tor:

MONDAY, DECEMBER 10, 2018

# Fort Bend Herald

AND TEXAS COASTER

ROSENBERG-RICHMOND, TEXAS

www.fbherald.com

## Santa, elves visit Rosenberg, bring snow

75 CENTS

BY TYLER JOHNSON  
tjohnson@fbherald.com

However, Jonathan Reyes, 11, said the night was by far his favorite activity.

COMMERCIAL AVAILABLE  
Sq. Ft. Up  
Real Estate  
342-4603

acreage-Sale

RE TRACTS  
utes south of  
mond, TX.  
Owner finan-  
\$2000 down.  
oad, electricity,  
& pasture.  
318-3885  
anchLP.com

NG DEALS!  
tiful 10 acre  
of combined  
e and woods,  
city available.  
als welcome.  
55 per acre  
379) 318-3885  
lRanchLP.com

RIBE TODAY!

furnished  
rment

iscrimination  
oll-free at 1-  
777. The toll-  
hone number  
hearing im-  
1-800-927-

Mobile  
omes

Homes: 3 bd  
2/2 \$775/mo  
y Rosenberg  
2-275-0325

Country - Lg lot  
ptic, \$875/mo  
ep. No Pets  
31-342-7153

3drm 2 Bath  
ourth Street  
ice #101  
342-3044  
1-744-1573

Office-  
ehouse

805 Commercial  
Property



13823 Hwy 36, Needville,  
TX. Approx. 1,165 SF  
commercial space. \$1,000/  
mo. Includes utilities. Call  
Terri at Hudgins-Groover  
Real Estate. 979-793-4100

815 Mobile  
Homes

★★★★★  
**MOBILE  
HOME CITY**  
1226 HWY 90-A  
**WE HAVE IN HOUSE  
FINANCING AVAILABLE**  
On Refurbished Repos..  
Singles & Doubles Avail.  
Fifty To Choose From.  
**Make The Call Today!!!**  
281-342-3335  
(Se Habla Espanol)  
**Complete Parts  
Store Avail. RBI 342120**

930 Legal  
Notices

The Texas Parks and Wildlife  
Dept. will conduct a  
prescribed burn sometime  
between January 2018  
and May 2018 on  
Brazos Bend State Park.  
For additional information,  
call 979-553-5101

Community Information  
Meeting

Please join us to learn more  
about DESIRE Public Schools,  
a proposed open-enrollment K-  
8 public charter school. Sat-  
urday, December 15, 2018  
2:30 pm Stimley-Blue Ridge  
Neighborhood Library 7007 W.  
Fuque St. Missouri City, TX  
77466 Please contact co-  
founder, Terrill North, at  
terrill.north@gmail.com for  
more information. Board mem-  
bers: Doug Laney, Regina Ellis  
and Deborah Crowe. This pro-  
gram is not sponsored or en-  
dorsed by the Houston Public  
Library.

930 Legal  
Notices

CAUSE NO. 16-CPR-032114  
THE STATE OF TEXAS  
ESTATE OF MYRTLE DELL  
BROWN, DECEASED  
YOU ARE HEREBY COM-  
MANDED TO SUMMON THE  
UNKNOWN HEIRS OF  
MYRTLE DELL BROWN, all of  
whose names, residences, and  
whereabouts are unknown to  
Plaintiff(s), CATHERINE N  
WYLLIE by publication of this  
Citation once, at least ten (10)  
days previous to the return day  
hereof, in some newspaper  
published in your County, to ap-  
pear at the next regular term of  
the County Court at Law: 3 sit-  
ting as the Probate Court of  
Fort Bend County, Texas, after  
service has been perfected, to  
be held in the Fort Bend County  
Justice Center, 1422 Eugene  
Heimann Circle, thereof in  
Richmond, Texas, (the same  
being Monday, the 31st day of  
December, 2018, then and  
there to file a written contest or  
answer to the Petition filed in  
said Court on the 3rd day of  
December, 2018, in a probate  
action now pending in said  
Court in the above numbered  
and styled Estate on the Pro-  
bate Docket of said Court,  
wherein, BEVERLY JUNE  
ERIKS is Plaintiff and the UN-  
KNOWN HEIRS of said De-  
ceased are the Defendants; al-  
legations as shown in said peti-  
tion now on file in the Fort Bend  
County Clerk's office.  
HEREIN FAIL NOT, but have  
you before said Court, at the  
time aforesaid, this Writ, with  
your return thereon, showing  
how you have executed the  
same  
GIVEN UNDER MY HAND  
AND SEAL OF SAID COURT  
at office in Richmond, Texas  
this 9th day of December,  
2018.  
LAURA RICHARD, COUNTY  
CLERK  
FORT BEND COUNTY, TEXAS  
PHYSICAL ADDRESS 1422  
EUGENE HEIMANN CIRCLE  
MAILING ADDRESS 301  
JACKSON, SUITE 101  
RICHMOND, TX 77469-3106  
BY/s/: ALAN ARREGUIN,  
Deputy

Attorney  
Wlaczylk, Ir  
Ulrich

LOOKING FOR A HOME?  
Try Looking at The Real  
Estate Ads for good  
bargains.



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.

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY												
<p>1. Complete items 1, 2, and 3</p> <p>2. Print your name and address on the reverse so that we can return the card to you.</p> <p>3. Attach this card to the back of the mailpiece, or on the front if space permits.</p> <p>Article Addressed to:</p> <p style="text-align: center; font-size: 2em; opacity: 0.5;">SAMPLE</p> <p>9590 9401 0000 5191 0000 12</p> <p>Article Number (transfer from service label)</p>	<p>4. Signature</p> <p><input checked="" type="checkbox"/> X <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>5. Received by (Printed Name) <input type="checkbox"/> C. Date of Delivery</p> <p>6. If delivery address different from item 11 <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, enter delivery address below.</p> <p>7. Service Type</p> <table border="0"> <tr> <td>Adult Signature</td> <td>Adult Mail Express®</td> </tr> <tr> <td>Adult Signature Restricted Delivery</td> <td>Registered Mail®</td> </tr> <tr> <td>Cert Mail®</td> <td>Registered Mail Restricted Delivery</td> </tr> <tr> <td>Cert Mail Plus® Restricted Delivery</td> <td>Return Receipt for Merchandise</td> </tr> <tr> <td>Collect on Delivery, Restricted Delivery, Insured®</td> <td>Signature Confirmation®</td> </tr> <tr> <td>Insured® Restricted Delivery, over \$500</td> <td>Trackable Delivery</td> </tr> </table>	Adult Signature	Adult Mail Express®	Adult Signature Restricted Delivery	Registered Mail®	Cert Mail®	Registered Mail Restricted Delivery	Cert Mail Plus® Restricted Delivery	Return Receipt for Merchandise	Collect on Delivery, Restricted Delivery, Insured®	Signature Confirmation®	Insured® Restricted Delivery, over \$500	Trackable Delivery
Adult Signature	Adult Mail Express®												
Adult Signature Restricted Delivery	Registered Mail®												
Cert Mail®	Registered Mail Restricted Delivery												
Cert Mail Plus® Restricted Delivery	Return Receipt for Merchandise												
Collect on Delivery, Restricted Delivery, Insured®	Signature Confirmation®												
Insured® Restricted Delivery, over \$500	Trackable Delivery												

PS Form 3811 July 2015 ISBN 7530-01 000 0200 Domestic Return Receipt

CERTIFIED MAIL RECEIPT CARD

U.S. Postal Service	
CERTIFIED MAIL RECEIPT	
(Certified Mail Only; No Insurance Coverage Provided)	
<p>7001 2510 0005 0245 4417</p> <p>7001 2510 0005 0245 4417</p> <p>7001 2510 0005 0245 4417</p> <p>7001 2510 0005 0245 4417</p>	<p>6 54 5965 4417</p> <p>5000 0152 9002</p>
<p>Article Number</p> <p>Article Description</p> <p>Postage &amp; Fees</p> <p>Signature</p> <p>Date</p>	<p>Article Number</p> <p>Article Description</p> <p>Postage &amp; Fees</p> <p>Signature</p> <p>Date</p>

CERTIFIED MAIL RECEIPT

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

7017 1450 0001 5032 2769

U.S. Postal Service  
**CERTIFIED MAIL RECEIPT**  
*Domestic Mail Only*

For delivery information, visit [www.usps.com](http://www.usps.com)

HOUSTON, TX 77092

Certified Mail Fee \$3.45

0479  
16

Extra Services & Fees (per box, add fee)

<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 \$1.42

Total Postage and Fees \$4.87

Postmark  
JAN 2 2019

01/02/2019

Send To  
 Ms. Rhonda Skellern-Jones/Houston  
 4400 West 19th St ISD  
 Houston, TX 77008-6501

7017 1450 0001 5032 2745

U.S. Postal Service  
**CERTIFIED MAIL RECEIPT**  
*Domestic Mail Only*

For delivery information, visit [www.usps.com](http://www.usps.com)

SUGAR LAND, TX 77479

Certified Mail Fee \$3.45

0479  
16

Extra Services & Fees (per box, add fee)

<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 \$1.42

Total Postage and Fees \$4.87

Postmark  
JAN 2 2019

01/02/2019

Send To  
 Mr. Jason Bredline/Pok-Bert ISD  
 16431 Lexington Blvd  
 Sugarland TX 77479

7017 1450 0001 5032 2738

U.S. Postal Service  
**CERTIFIED MAIL RECEIPT**  
*Domestic Mail Only*

For delivery information, visit [www.usps.com](http://www.usps.com)

STAFFORD, TX 77477

Certified Mail Fee \$3.45

0479  
16

Extra Services & Fees (per box, add fee)

<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 \$1.42

Total Postage and Fees \$4.87

Postmark  
JAN 2 2019

01/02/2019

Send To  
 Mr. Christopher Caldwell/Municipal  
 1625 Staffordshire Blvd  
 Stafford TX 77477

7017 1450 0001 5032 2721

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

For delivery information, visit [www.usps.com](http://www.usps.com)

**HOUSTON, TX 77047**

Certified Mail Fee	\$3.45	0479
Postage	\$1.42	16
<b>Total Postage and Fees</b>	<b>\$4.87</b>	

Certified Mail & First-Class Mail, no fee  
 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: \$1.42

Total Postage and Fees: \$4.87

Postmark: 01/02/2019

6102 2 - NW

7017 1450 0001 5032 2721

Trustee Lawrence Allen  
 3717 cork Drive  
 Houston, TX 77047

7017 1450 0001 5032 2752

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

For delivery information, visit [www.usps.com](http://www.usps.com)

**MISSOURI CITY, TX 77489**

Certified Mail Fee	\$3.45	0479
Postage	\$1.42	16
<b>Total Postage and Fees</b>	<b>\$4.87</b>	

Certified Mail & First-Class Mail, no fee  
 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: \$1.42

Total Postage and Fees: \$4.87

Postmark: 01/02/2019

6102 2 - NW

7017 1450 0001 5032 2752

State Representative Ron Reynolds  
 2440 Texas Parkway Suite 102  
 Missouri City TX 77489

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.**

Meeting Question Protocol for DESIRE Public Schools Community Information Meeting  
December 15, 2018

Framing Question: What would make this school appeal to you for your child?

- Introduction of the Founding Team (including why each founder in participating and community ties)
- Overview of Anticipated Need (including changing demographics of Missouri City/Hiram Clarke, low student performance)
- Description of Academic Program
  - What is a charter school?
  - What is Concept-Based Learning?
  - What is Primary Years Program/IB-for-All?
  - What are benefits of CBL low-income to children of color (preparation for life beyond testing)
- Questions

## Letter of Recommendation for DESIRE Public Schools

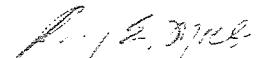
Bobby E. Mills, PhD

This letter is a formal recommendation for "DESIRE" Public Schools: "DESIRE" is an acronym for "Developing Educated Service-Oriented Individuals Reaching for Excellence". The founders of America's Constitutional democracy created a mass universal public educational system, because democracy is for an intelligent educated citizenry. Children do not fail. Schools fail children. Professionally, I am aware of the educational efforts and objectives of DESIRE. In fact, I attend church with the family of one of the founders of "DESIRE", Karissa LeBlanc.

During these critical times it is an urgent necessity that school districts develop fresh approaches to educating the nation's children. As an educator/sociologist, I am delighted to pledge my support to the fresh/novel approach of DESIRE to providing a quality public education to children. I am especially aware of the innovative and creative approaches that Charter Schools can provide to "how best to educate children", because I have served as the professional development/campus improvement specialist at Texas Serenity Charter School District for the past ten years. Hence, I am professionally convinced that DESIRE's approach to educational development can revolutionize public education, because of the inclusion of a character development component as well as the expertise of the professional involved.

Therefore, I highly recommend "DESIRE" and its creative approach to the educational development of children.

Sincerely,

  
Bobby E. Mills, PhD



COVENANT  
GLEN CHURCH  
a United Methodist Church

January 2, 2019

To: Concerned Party

Greetings!

My name is Dr. Robert E. Childress, the Senior Pastor of Covenant Glen UMC and Director of the Liberation Project a 501 (c)3 church based community development corporation. I have had the wonderful opportunity to serve the target area in which DESIRE has the desire to serve academically and socially. In this proposed target area, our organization saw the need approximately twenty years ago to bring about revitalization economically and socially. We were able to develop low to moderate income housing, road and drainage improvements and a plethary of social programs. However, there is still much work to be done. Our organization and several public officials are very excited about the possibility of this proposed charter school because it will fill a void that would bring about change and improvement in the life of so many children. In turn, this would impact generations which ultimately leads to the breaking of various systemic social and educational ills.

Mrs. Ogle's desire goes far beyond the single dimensional aspect of education. Her heart is for the total well-being of children. Her skill level coupled with her compassion for children and their families will undoubtedly mark this endeavor a success. As a public servant, I see the issues first hand and up close. Along with other public servants I totally recommend that the great State of Texas favorably accept DESIRE's proposal to prepare our children to be a productive part of our society. We need this program in the trenches with us.

Sincerely,

*Robert E. Childress*

Dr. Robert Childress, Senior Pastor  
Covenant Glen United Methodist Church

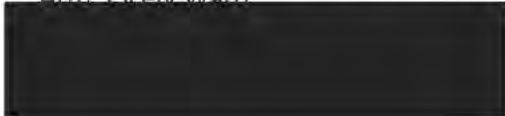
501 Murphy Rd., Stafford, TX 77477 346.304.2432 phone [www.covenantglen.org](http://www.covenantglen.org)

138



From: Splash Kids Art  
Stephanie Haden, Owner  
P.O. Box 750293  
Houston, TX 77275-0293  
[splashkidsart@gmail.com](mailto:splashkidsart@gmail.com)

To: Desire Public Schools Team  
Attn: Cicely Ward



January 1, 2019

It is with privilege to write in support of the Desire Public Schools team application in their efforts to advance their education mission. Splash Kids Art would like to express our desire for a potential business partnership with the Desire Public School team.

As owner of Splash Kids Art and a certified art educator for 11 years, my business aims to provide creative services in the visual arts to my local community. Our mission is for every child to reach their greatest creative potential in the community. Splash Kids Art specializes in children's mobile paint parties, creative art enrichment programs for schools and leading organizational events such as promotions and murals.

Splash Kids Art fully supports the mission and vision of Desire Public Schools to provide a quality school that adopts core values of inclusion, character, service, reasoning, and balance. We are confident that our art enrichment services will support the introduction and encouragement of students to immerse in the "exploration of the arts" and will positively impact the lives of the school and its surrounding community.

Sincerely,

Stephanie Haden  
Owner, Splash Kids Art  
(713)-882-9878

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.**

**ATTACHMENT FOG 4 – Admissions and Enrollment Policy**

NOTE: This policy is adapted from YES Prep Public School and other charters participating in ApplyHouston.

**DESIRE Public Schools Admissions Policy**

**I. Community Engagement**

DESIRE Public Schools participates in community events to explain the admissions policies and lottery procedures to the public. Events are held at a community-based location. Events are sponsored either by DESIRE Public Schools or by an outside agency..

**II. Procedures Related to the Lottery**

Parents and/or legal guardians can submit their child’s information for consideration to the DESIRE lottery by creating an account and completing the online application on their own, or by visiting a DESIRE campus to use a campus-based computer if necessary. The following information must be supplied by applicants to be considered for admission:

<b>Applicant information</b>	<b>Parent/Guardian Information</b>	<b>Sibling/Employee Information (if applicable)</b>
<ul style="list-style-type: none"> <li>◦ Student name</li> <li>◦ Student birthdate</li> <li>◦ Student residence address</li> <li>◦ Current grade level</li> <li>◦ Grade level next year</li> <li>◦ Current school</li> </ul>	<ul style="list-style-type: none"> <li>◦ Parent/guardian name</li> <li>◦ Parent/guardian</li> <li>◦ Relationship to student</li> <li>◦ Parent/guardian address</li> <li>◦ Contact phone number(s)</li> <li>◦ Contact email(s)</li> <li>◦ Confirmation of home address</li> </ul>	<ul style="list-style-type: none"> <li>◦ Sibling name</li> <li>◦ Sibling birthdate</li> <li>◦ Sibling grade</li> </ul>

**Lottery Timeline**

- Online application becomes available November 1, 2019 and the application period closes in early February 2020
- Applications submitted after closing date (announced on November 1) will be added to the waitlist
- Lottery is run mid-February 2020
- Notification will be available to families online in late-February 2020
- Confirmation of Enrollment is due within 30 days of Notification
- Welcome to DESIRE events are held starting in March through the end of May
- Space is held for confirmed yet no-show students until the last Friday in August

## **Lottery Procedure**

When the lottery application submission period closes, applications are put into a randomized order and selected by random for admission to DESIRE. Within this process lies a set of prioritization levels that affect the randomized list:

1. Children of eligible DESIRE employees receive priority admission ("Employee Priority")
2. Eligible sibling applicants receive priority admission ("Sibling Priority"). Sibling applicants are defined as applicants that share at least one biological parent or one legal guardian with a current DESIRE student
3. Applicants who reside in the DESIRE attendance zone ("Primary Zone Applicants")
4. Applicants who reside outside the DESIRE district zone

## **Procedures after the Lottery**

After conducting the lottery, all applicants receive a status of Offered or Waitlisted. Applicants who receive an offer from DESIRE MUST confirm or decline the offer online within 30 days of offer. Space will be held for confirmed yet no-show students until the last Friday in August.

## **Waitlist Procedure**

If your child is not selected in the lottery process or you apply past the deadline, your child will be placed on a waitlist that follows the prioritization order stated above. If and when seats become available, the campus will contact families in the ordered sequence from the waitlist. If your child is next on the waitlist, you will receive notification to offer your child the available seat.

## **Non-Discrimination Statement**

DESIRE Public Schools does not and will not discriminate in admissions based on gender, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend.

No discrimination shall be allowed because of an applicant's documented history of criminal offense, juvenile court adjudication, or discipline problem.

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.**

**Application for Recognition of Exemption  
 Under Section 501(c)(3) of the Internal Revenue Code**

▶ Do not enter social security numbers on this form as it may be made public.  
 ▶ Go to [www.irs.gov/Form1023](http://www.irs.gov/Form1023) for instructions and the latest information.

Use the instructions to complete this application and for a definition of all bold items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at [www.irs.gov](http://www.irs.gov) for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I – XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

**Part I** Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)	
Desire Public Schools			
3 Mailing address (Number and street) (see instructions)		Room/Suite	4 Employer Identification Number (EIN)
1902 Texas Pkwy		Box 264	83 - 3005158
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 – 12)	
Missouri City TX 77459		08	
6 Primary contact (officer, director, trustee, or authorized representative) a Name:		b Phone: 713-702-2262	
Karissa Ogle		c Fax: (optional)	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, Power of Attorney and Declaration of Representative, with your application if you would like us to communicate with your representative.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website:			
b Organization's email: (optional)			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation.		(MM/DD/YYYY) 11 / 9 / 2018	
12 Were you formed under the laws of a foreign country? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

*Karissa Ogle*  
*Jan 4, 2019*      *ein # 83-3005158*

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 Division  
P.O. Box 13697  
Austin, Texas 78711-3697



Carlos H. Casco  
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING  
OF

File Number:

The undersigned as Secretary of State of Texas, hereby certifies that an Application for Registration for the above named Foreign Nonprofit Corporation to transact business in His State has been received at this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing the authority of the entity to transact business in this State from and after the effective date shown below for the purpose or purposes set forth in the application under the name of:

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 07/24/2015

Effective: 07/24/2015



*Casco*  
Carlos H. Casco  
Secretary of State

Please call 1-800-695-5555 for more information. Fax 512-463-5709. Visit www.sos.state.tx.us for more information.  
Prepared by: Debbie Gonzalez, TSO

Form 203  
(Revised 05/11)  
Submit in duplicate to:  
Secretary of State  
P.O. Box 13697  
Austin, TX 78711-3697  
512-463-5555  
FAX: 512-463-5709  
Filing Fee: \$300

This space reserved for office use



Certificate of Formation  
Professional Corporation

Article 1 – Entry Name and Type

The filing entity being formed is a professional corporation. The name of the entity is:

The name shall contain the word "corporation," "company," "incorporated," "limited," "professional corporation" or an abbreviation of one of these terms.

Article 2 – Registered Agent and Registered Office  
(See instructions. Select and complete either A or B and complete C.)

A. The initial registered agent is an organization (cannot be entity named above) by the name of:

OR  
 B. The initial registered agent is an individual resident of the state whose name is set forth below:

First Name: \_\_\_\_\_ M.I.: \_\_\_\_\_ Last Name: \_\_\_\_\_ Title: \_\_\_\_\_

C. The business address of the registered agent and the registered office address is:

Street Address: \_\_\_\_\_ City: \_\_\_\_\_ State: TX Zip Code: \_\_\_\_\_

Article 3 – Directors  
(A minimum of 3 directors is required.)

The number of directors constituting the initial board of directors and the names and addresses of the person or persons who are to serve as directors until the first annual meeting of shareholders or until their successors are elected and qualified are as follows:

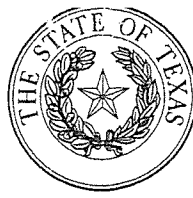
Director 1					
First Name	M.I.	Last Name	Title	Street or Mailing Address	City

Form 203

TEXAS CERTIFICATE OF FILING

TEXAS CERTIFICATE OF FORMATION

PLEASE NOTE: Attachment G2 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.



## Office of the Secretary of State

### CERTIFICATE OF FILING OF

Desire Public Schools  
File Number: 803161295

The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 11/02/2018

Effective: 11/02/2018



A handwritten signature in black ink, appearing to read "Rolando B. Pablos".

Rolando B. Pablos  
Secretary of State

147

*Come visit us on the internet at <http://www.sos.state.tx.us/>*

**Form 202**  
**(Revised 05/11)**

Submit in duplicate to:  
 Secretary of State  
 P.O. Box 13697  
 Austin, TX 78711-3697  
 512 463-5555  
 FAX: 512/463-5709  
**Filing Fee: \$25**



This space reserved for office use.

**Certificate of Formation**  
**Nonprofit Corporation**
**Article 1 - Entity Name and Type**

The filing entity being formed is a nonprofit corporation. The name of the entity is:

Desire Public Schools

**Article 2 - Registered Agent and Registered Office**

(See instructions. Select and complete either A or B and complete C.)

A. The initial registered agent is an organization (cannot be entity named above) by the name of:

OR

B. The initial registered agent is an individual resident of the state whose name is set forth below:

<u>Terrill</u>	<u>J</u>	<u>North</u>	
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>

C. The business address of the registered agent and the registered office address is:

<u>3814 Knotty Oaks Trl</u>	<u>Houston</u>	<u>TX</u>	<u>77045</u>
<i>Street Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>

**Article 3 - Management**

The management of the affairs of the corporation is vested in the board of directors. The number of directors constituting the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting of members or until their successors are elected and qualified are as follows:

*A minimum of three directors is required.*

Director 1				
<u>Douglas</u>		<u>Laney</u>		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
<u>24519 Via Salerno</u>	<u>Richmond</u>	<u>TX</u>	<u>77406</u>	<u>USA</u>
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

Director 2				
Regina		Ellis		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
2015 Knoll Oak Lane	Rosenberg	TX	77469	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

Director 3				
Deborah		Crowe		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
8827 Camber Brook Ct.	Houston	TX	77089	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

OR

The management of the affairs of the corporation is to be vested in the nonprofit corporation's members.

#### Article 4 - Membership

(See instructions. Do not select statement B if the corporation is to be managed by its members.)

- A. The nonprofit corporation shall have members.
- B. The nonprofit corporation will have no members.

#### Article 5 - Purpose

(See instructions. This form does not contain language needed to obtain a tax-exempt status on the state or federal level.)

The nonprofit corporation is organized for the following purpose or purposes:

to conduct any lawful purpose for which a nonprofit corporation may be formed.

*The following text area may be used to include any additional language or provisions that may be needed to obtain tax-exempt status.*

DESIRE Public Schools is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth above. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

**Supplemental Provisions/Information**

(See instructions.)

Text Area: [The attached addendum, if any, is incorporated herein by reference.]

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

**Organizer**

The name and address of the organizer:

Terrill North

*Name*

3814 Knotty Oaks Trail

Houston

TX

77045

*Street or Mailing Address*

*City*

*State*

*Zip Code*

**Effectiveness of Filing** (Select either A, B, or C.)

- A.  This document becomes effective when the document is filed by the secretary of state.
- B.  This document becomes effective at a later date, which is not more than ninety (90) days from the date of signing. The delayed effective date is: \_\_\_\_\_
- C.  This document takes effect upon the occurrence of a future event or fact, other than the passage of time. The 90<sup>th</sup> day after the date of signing is: \_\_\_\_\_


The following event or fact will cause the document to take effect in the manner described below:

\_\_\_\_\_

**Execution**

The undersigned affirms that the person designated as registered agent has consented to the appointment. The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and certifies under penalty of perjury that the undersigned is authorized to execute the filing instrument.

Date: October 12, 2018

  
\_\_\_\_\_  
Signature of organizer

Terrill North  
Printed or typed name of 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.**

## ATTACHMENT FOG 7 – BY-LAWS

These organizational by-laws were adapted from Form Swift, an organization specializing in preparation of business documents.

# NON-PROFIT BYLAWS OF DESIRE PUBLIC SCHOOLS

## PREAMBLE

The following Bylaws shall be subject to, and governed by, the Non-Profit Corporation Act of Texas and the Articles of Incorporation of DESIRE Public Schools. In the event of a direct conflict between the herein contained provisions of these Bylaws and the mandatory provisions of the Non-Profit Corporation Act of Texas, said Non-Profit Corporation Act shall be the prevailing controlling law. In the event of a direct conflict between the provisions of these Bylaws and the Articles of Incorporation of Corporation/Organization, it shall then be these Bylaws which shall be controlling.

## ARTICLE 1 – NAME

The legal name of the Non-Profit Corporation/Organization shall be known as DESIRE Public Schools, and shall herein be referred to as the "Corporation/Organization."

## ARTICLE 2 – PURPOSE

The general purposes for which this Corporation/Organization has been established are as follows:

The purpose for which the Non-Profit Corporation is formed is set forth in the attached Articles of Incorporation.

The Corporation/Organization is established within the meaning of IRS Publication 557 Section 501(c)(3) Organization of the Internal Revenue Code of 1986, as amended (the "Code") or the corresponding section of any future federal tax code and shall be operated exclusively for any lawful activity.

In addition, this Corporation/Organization has been formed for the purpose of performing all things incidental to, or appropriate in, the foregoing specific and primary purposes. However, the Corporation/Organization shall not, except to an insubstantial degree, engage in any activity or the exercise of any powers which are not in furtherance of its primary non-profit purposes.

The Corporation/Organization shall hold and may exercise all such powers as may be conferred upon any nonprofit organization by the laws of the State of Texas and as may be necessary or expedient for the administration of the affairs and attainment of the purposes of the Corporation/Organization. At no time and in no event shall the Corporation/Organization participate in any activities which have not been permitted to be carried out by a Corporation/Organization exempt under Section 501(c) of the Internal Revenue Code of 1986 (the "Code").

### **ARTICLE 3 – OFFICES**

The principal office of the Corporation/Organization shall be located at 1902 Texas Pkwy, Box 264, Missouri City, Texas 77459.

The Corporation/Organization may have other such offices as the Board of Directors may determine or deem necessary, or as the affairs of the Corporation/Organization may find a need for from time to time.

### **ARTICLE 4 – DEDICATION OF ASSETS**

The properties and assets of the Corporation/Organization are irrevocably dedicated to and for non-profit purposes only. No part of the net earnings, properties, or assets of this Corporation/Organization, on dissolution or otherwise, shall inure to the benefit of any person or any member, director, or officer of this Corporation/Organization. On liquidation or dissolution, all remaining properties and assets of the Corporation/Organization shall be distributed and paid over to an organization dedicated to non-profit purposes which has established its tax-exempt status pursuant to Section 501(c) of the Code.

### **ARTICLE 5 – BOARD OF DIRECTORS**

#### **General Powers and Responsibilities**

The Corporation/Organization shall be governed by a Board of Directors (the "Board"), which shall have all the rights, powers, privileges and limitations of liability of directors of a non-profit corporation organized under the Non-Profit Corporation Act of Texas. The Board shall establish policies and directives governing business and programs of the Corporation/Organization and shall delegate to the Executive Director and Corporation/Organization staff, subject to the provisions of these Bylaws, authority and responsibility to see that the policies and directives are appropriately followed.

#### **Number and Qualifications**

The Board shall have up to 7, but no fewer than 3, Board members. The number of Board members may be increased beyond 7 members or decreased to less than 3 members by the affirmative vote of a simple majority of the then serving Board of Directors. A Board member need not be a resident of the State of Texas.

In addition to the regular membership of the Board, representative of such other organizations or individuals as the Board may deem advisable to elect shall be *Ex-Officio Board Members*, which will have the same rights and obligations, including voting power, as the other directors.

#### **Board Compensation**

The Board shall receive no compensation other than for reasonable expenses. However, provided the compensation structure complies with Sections relating to "Contracts Involving Board Members and/or Officers" as stipulated under these Bylaws, nothing in these Bylaws shall be construed to preclude any Board member from serving the Corporation/Organization in any other capacity and receiving compensation for services rendered.

#### **Board Elections**

The Governance Committee shall present nomination for new and renewing Board members at the board meeting immediately preceding the beginning of the next fiscal year. Recommendations from the Governance Committee shall be made known to the Board in writing before nominations are made and voted on. New and renewing Board members shall be approved by a majority of those Board members at a Board meeting at which a quorum is present.

### **Term of Board**

All appointments to the Board shall be for a term of 3 year(s). No person shall serve more than 3 consecutive terms unless a majority of the Board, during the course of a Board meeting at which a quorum is present, votes to appoint a Board member to 2 additional year(s). No person shall serve more than 9 consecutive years. After serving the maximum total number of consecutive years on the Board, a member may be eligible for reconsideration as a Board member after 1 year has passed since the conclusion of such Board member's service.

### **Vacancies**

A vacancy on the Board of Directors may exist at the occurrence of the following conditions:

- a) The death, resignation, or removal of any director;
- b) The declaration by resolution of the Board of a vacancy in the office of a director who has been declared of unsound mind by a final order of court, convicted of a felony, found by final order or judgment of any court to have breached a duty pursuant to the Corporation Code and/or Act of the law dealing with the standards of conduct for a director, or has missed 3 consecutive meetings of the Board of Directors, or a total of 4 meetings of the Board during any one calendar year;
- c) An increase in the authorized number of directors; or
- d) The failure of the directors, at any annual or other meeting of directors at which director(s) are to be elected, to elect the full authorized number of directors.

The Board of Directors, by way of affirmative vote of a majority of the directors then currently in office, may remove any director without cause at any regular or special meeting, provided that the director to be removed has been notified in writing in the manner set forth in Article 5 – Meetings that such action would be considered at the meeting.

Except as provided in this paragraph, any director may resign effective upon giving written notice to the chair of the Board, the president of Corporation/Organization, the secretary of Corporation/Organization, or the Board of Directors, unless the notice specifies a later time for the effectiveness of the resignation. If the resignation is effective at a future time, a successor may be designated to take office when the resignation becomes effective. Unless the Attorney General of Texas is first notified, no director may resign when the Corporation/Organization would then be left without a duly elected director in charge of its affairs.

Any vacancy on the Board may be filled by vote of a two-thirds majority of the directors then in office, whether or not the number of directors then in office is less than a quorum, or by vote of a sole remaining director. No reduction of the authorized number of directors shall have the effect of removing any director before that director's term of office expires.

A Board member elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

### **Resignation**

Each Board member shall have the right to resign at any time upon written notice thereof to the Chair of the Board, Secretary of the Board, or the Executive Director. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof, and the acceptance of such resignation shall take effect upon receipt thereof, and the acceptance of such resignation shall not be necessary to make it effective.

### **Removal**

A Board member may be removed, with or without cause, at any duly constituted meeting of the Board, by the affirmative vote of a two-thirds majority of then-serving Board members.

### **Meetings**

The Board's regular meetings may be held at such time and place as shall be determined by the Board. The Chair of the Board or any 3 regular Board members may call a special meeting of the Board with 10 days' written notice provided to each member of the Board. The notice shall be served upon each Board member via hand delivery, regular mail, email, or fax. The person(s) authorized to call such special meetings of the Board may also establish the place the meeting is to be conducted, so long as it is a reasonable place to hold any special meeting of the Board.

### **Minutes**

The Secretary shall be responsible for the recording of all minutes of each and every meeting of the Board in which business shall be transacted in such order as the Board may determine from time to time. However, in the event that the Secretary is unavailable, the Chair of the Board shall appoint an individual to act as Secretary at the meeting. The Secretary, or the individual appointed to act as Secretary, shall prepare the minutes of the meetings, which shall be delivered to the Corporation/Organization to be placed in the minute books. A copy of the minutes shall be delivered to each Board member via either regular mail, hand delivered, emailed, or faxed within 30 business days after the close of each Board meeting.

### **Action by Written Consent**

Any action required by law to be taken at a meeting of the Board, or any action that may be taken at a meeting of the Board, may be taken without a meeting if consent in writing setting forth the action so taken shall be signed by all Board members. The number of directors in office must constitute a quorum for an action taken by unanimous written consent. Such consent shall be placed in the minute book of the Corporation/Organization and shall have the same force and effect as a unanimous vote of the Board taken at an actual meeting. The Board members' written consent may be executed in multiple counterparts or copies, each of which shall be deemed an original for all purposes. In addition, facsimile signatures and electronic signatures or other electronic "consent click" acknowledgments shall be effective as original signatures.

### **Quorum**

At each meeting of the Board of Directors or Board Committees, the presence of 3 persons shall constitute a quorum for the transaction of business. If at any time the Board consists of an even number of members and a vote results in a tie, then the vote of the Chair of the Board shall be

the deciding vote. The act of the majority of the Board members serving on the Board or Board Committees and present at a meeting in which there is a quorum shall be the act of the Board or Board Committees, unless otherwise provided by the Articles of Incorporation, these Bylaws, or a law specifically requiring otherwise. If a quorum is not present at a meeting, the Board members present may adjourn the meeting from time to time without further notice until a quorum shall be present. However, a Board member shall be considered present at any meeting of the Board or Board Committees if during the meeting he or she is present via telephone or web conferencing with the other Board members participating in the meeting.

**Voting**

Each Board member shall only have one vote.

**Proxy**

Board members shall not be allowed to vote by written proxy

**Board Member Attendance**

An elected Board Member who is absent from 3 consecutive regular meetings of the Board during a fiscal year shall be encouraged to reevaluate with the Chair of the Board his/her commitment to the Corporation/Organization. The Board may deem a Board member who has missed 3 consecutive meetings without such a reevaluation with the Chair to have resigned from the Board.

**ARTICLE 6 – OFFICERS**

**Officers and Duties**

The Board shall elect officers of the Corporation/Organization which shall include a Chair of the Board (Chief Executive Officer), President (Executive Director), a Secretary, a Treasurer (Chief Financial Officer), and such other officers as the Board may designate by resolution. The same person may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board or the President. In addition to the duties in accordance with this Article, officers shall conduct all other duties typically pertaining to their offices and other such duties which may be required by law, Articles of Incorporation, or by these bylaws, subject to control of the Board of Directors, and they shall perform any other such additional duties which the Board of Directors may assign to them at their discretion.

The officers will be selected by the Board at its annual meeting, and shall serve the needs of the Board, subject to all the rights, if any, of any officer who may be under a contract of employment. Therefore, without any bias or predisposition to the rights of any officer that may be under any contract of employment, any officer may be removed with or without cause by the Board. All officers have the right to resign at any time by providing notice in writing to the Chair of the Board, President, and/or Secretary of the Corporation/Organization, without bias or predisposition to all rights, if any, of the Corporation/Organization under any contract to which said officer is a part thereof. All resignations shall become effective upon the date on which the written notice of resignation is received or at any time later as may be specified within the resignation; and unless otherwise indicated within the written notice, a stated acceptance of the resignation shall not be required to make the resignation effective.

Any and all vacancies in any office because of death, resignation, disqualification, removal, or for

any other cause, shall be filled in accordance to the herein prescribed bylaws for regular appointments to such office. The compensation, if any, of the officers shall be fixed or determined by resolution of the Board of Directors.

**Chair of the Board (Chief Executive Officer)**

It shall be the responsibility of the Chair of the Board, when present, to preside over all meetings of the Board of Directors and Executive Committee. The Chair of the Board is authorized to execute, in the name of the Corporation/Organization, any and all contracts or other documents which may be authorized, either generally or specifically, by the Board to be executed by the Corporation/Organization, except when required by law that the President's signature must be provided.

**President (Executive Director)**

It shall be the responsibility of the President, in general, to supervise and conduct all activities and operations of the Corporation/Organization, subject to the control, advice and consent of the Board of Directors. The President shall keep the Board of Directors completely informed, shall freely consult with them in relation to all activities of the Corporation/Organization, and shall see that all orders and/or resolutions of the Board are carried out to the effect intended. The Board of Directors may place the President under a contract of employment where appropriate. The President shall be empowered to act, speak for, or otherwise represent the Corporation/Organization between meetings of the Board. The President shall be responsible for the hiring and firing of all personnel, and shall be responsible for keeping the Board informed at all times of staff performance and for implementing any personnel policies which may be adopted and implemented by the Board. The President, at all times, is authorized to contract, receive, deposit, disburse and account for all funds of the Corporation/Organization, to execute in the name of the Corporation/Organization all contracts and other documents authorized either generally or specifically by the Board to be executed by the Corporation/Organization, and to negotiate any and all material business transactions of the Corporation/Organization.

**Secretary**

The Secretary, or his/her designee, shall be the custodian of all records and documents of the Corporation/Organization, which are required to be kept at the principal office of the Corporation/Organization, and shall act as secretary at all meetings of the Board of Directors, and shall keep the minutes of all such meetings on file in hard copy or electronic format. S/he shall attend to the giving and serving of all notices of the Corporation/Organization and shall see that the seal of the Corporation/Organization, if any, is affixed to all documents, the execution of which on behalf of the Corporation/Organization under its seal is duly authorized in accordance with the provisions of these bylaws.

**Treasurer (Chief Financial Officer)**

It shall be the responsibility of the Treasurer to keep and maintain, or cause to be kept and maintained, adequate and accurate accounts of all the properties and business transactions of the Corporation/Organization, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements.

The Treasurer shall be responsible for ensuring the deposit of, or cause to be deposited, all money and other valuables as may be designated by the Board of Directors. Furthermore, the

Treasurer shall disburse, or cause to be disbursed, the funds of the Corporation/Organization, as may be ordered by the Board of Directors, and shall render to the Chair of the Board, President, and directors, whenever they request it, an account of all the Treasurer's transactions as treasurer and of the financial condition of the Corporation/Organization.

The Treasurer shall give the Corporation/Organization a bond, if so requested and required by the Board of Directors, in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the Treasurer's office and for restoration to the Corporation/Organization of all its books, papers, vouchers, money and other property of every kind in the Treasurer's possession or under the Treasurer's control upon the Treasurer's death, resignation, retirement, or removal from office. The Corporation/Organization shall pay the cost of such a bond.

## **ARTICLE 7 – COMMITTEES**

### **Committees of Directors**

The Board of Directors may, by resolution adopted by a majority of the directors then in office, provided that a quorum is present, designate one or more committees to exercise all or a portion of the authority of the Board, to the extent of the powers specifically delegated in the resolution of the Board or in these bylaws. Each such committee shall consist of two (2) or more directors, and may also include persons who are not on the Board but whom the directors believe to be reliable and competent to serve at the specific committee. However, committees exercising any authority of the Board of Directors may not have any non-director members. The Board may designate one or more alternative members of any committee who may replace any absent member at any meeting of the committee. The appointment of members or alternate members of a committee requires the vote of a majority of the directors then in office, provided that a quorum is present. The Board of Directors may also designate one or more advisory committees that do not have the authority of the Board. However, no committee, regardless of Board resolution, may:

- a) Approve of any action that, pursuant to applicable Law, would also require the affirmative vote of the members of the Board if this were a membership vote.
- b) Fill vacancies on, or remove the members of, the Board of Directors or any committee that has the authority of the Board.
- c) Fix compensation of the directors serving on the Board or on any committee.
- d) Amend or repeal the Articles of Incorporation or bylaws or adopt new bylaws.
- e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable.
- f) Appoint any other committees of the Board of Directors or their members.
- g) Approve a plan of merger, consolidation, voluntary dissolution, bankruptcy, or reorganization; or a plan for the sale, lease, or exchange of all or considerably all of the property and assets of the Corporation/Organization otherwise than in the usual and regular course of its business; or revoke any such plan.

- h) Approve any self-dealing transaction, except as provided pursuant to law.

Unless otherwise authorized by the Board of Directors, no committee shall compel the Corporation/Organization in a contract or agreement or expend Corporation/Organization funds.

#### **Meetings and Actions of Committees**

Meetings and actions of all committees shall be governed by, and held and taken in accordance with, the provisions of Article 5 - Board of Directors of these bylaws concerning meetings and actions of the directors, with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be determined either by resolution of the Board of Directors or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board of Directors. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the Corporation/Organization records. The Board of Directors may adopt rules not consistent with the provisions of these bylaws for the governance of any committee.

If a director relies on information prepared by a committee of the Board on which the director does not serve, the committee must be composed exclusively of any or any combination of (a) directors, (b) directors or employees of the Corporation/Organization whom the director believes to be reliable and competent in the matters presented, or (c) counsel, independent accountants, or other persons as to matters which the director believes to be within that person's professional or expert competence.

#### **Executive Committee**

Pursuant to Article 7 - Committee of Directors, the Board may appoint an Executive Committee composed of a minimum of 3 directors, one of whom shall be the Chair of the Board of the Board and another shall be either the Secretary, or the Treasurer, to serve on the Executive Committee of the Board. The Executive Committee, unless limited in a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the Corporation/Organization between meetings of the Board, provided, however, that the Executive Committee shall not have the authority of the Board in reference to those matters enumerated in Article 7 - Committee of Directors. The Secretary of the Corporation/Organization shall send to each director a summary report of the business conducted in any meeting of the Executive Committee.

#### **Audit Committee**

The Board, at its sole discretion, shall appoint an Audit Committee, which shall otherwise govern any committee's operations, and may be comprised of one or more persons including persons other than directors of the Corporation/Organization.

The membership of the Audit Committee shall not include the following persons:

- a) The Chair of the Board of the Board;
- b) The Treasurer of the Corporation/Organization;
- c) Any employee of the Corporation/Organization; or
- d) Any person with a material financial interest in any entity doing business with the

Corporation/Organization.

In the event that the Board should appoint a Finance Committee, the members of said Finance Committee must comprise less than one-half (1/2) of the membership of the Audit Committee, and the Chair of the Finance Committee shall not serve on the Audit Committee.

The Audit Committee shall make recommendations to the Board of Directors regarding the hiring and termination of an auditor, who shall be an independent certified public accountant, and may be authorized by the Board to negotiate the auditor's salary.

The Audit Committee shall consult with the auditor to assure its members that the financial affairs of the Corporation/Organization are in order, and after review shall determine whether to accept the audit.

It shall be the responsibility of the Audit Committee to ensure that the auditor's firm adheres to the standards for auditor independence, as set forth in the latest version of the Government Auditing Standards, which have been published by the Comptroller General of the United States, or any standards established and published by the Attorney General of Texas.

## **ARTICLE 8 - STANDARD OF CARE**

### **General**

A director shall perform all the duties of a director, including, but not limited to, duties as a member of any committee of the Board on which the director may serve, in such a manner as the director deems to be in the best interest of the Corporation/Organization and with such care, including reasonable inquiry, as an ordinary, prudent, and reasonable person in a similar situation may exercise under similar circumstances.

In the performance of the duties of a director, a director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

- a) One or more officers or employees of the Corporation/Organization whom the director deems to be reliable and competent in the matters presented;
- b) Counsel, independent accountants, or other persons, as to the matters which the director deems to be within such person's professional or expert competence; or
- c) A committee of the Board upon which the director does not serve, as to matters within its designated authority, which committee the director deems to merit confidence,

so long as in any such case the director acts in good faith, after reasonable inquiry when the need may be indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except as herein provided in Article 8 - Standard of Care, any person who performs the duties of a director in accordance with the above shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a director, including, without limitation of the

following, any actions or omissions which exceed or defeat a public or charitable purpose to which the Corporation/Organization, or assets held by it, are dedicated.

### **Loans**

The Corporation/Organization shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless approved by the Texas Attorney General; provided, however, that the Corporation/Organization may advance money to a director or officer of the Corporation/Organization or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

### **Conflict of Interest**

The purpose of the Conflict of Interest policy is to protect the Corporation/Organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of one of its officers or directors, or that might otherwise result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable corporations/organizations and is not intended as an exclusive statement of responsibilities.

#### *Restriction on Interested Directors*

Not more than 33% (percent) of the persons serving on the Board of Directors at any time may be interested persons. An interested person is (1) any person currently being compensated by the Corporation/Organization for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director; and (2) any brother, sister, parent, ancestor, descendent, spouse, brother-in-law, sister-in-law, son-in-law, mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the interested person.

#### *Duty to Disclose*

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors who are considering the proposed transaction or arrangement.

#### *Establishing a Conflict of Interest*

After the disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board meeting while the potential conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

#### *Addressing a Conflict of Interest*

In the event that the Board should establish that a proposed transaction or arrangement establishes a conflict of interest, the Board shall then proceed with the following actions:

- a) Any interested person may render a request or report at the Board meeting, but upon completion of said request or report the individual shall be excused while the Board discusses the information and/or material presented and then votes on the transaction or arrangement proposed involving the possible conflict of interest.

- b) The Chair of the Board of the Board shall, if deemed necessary and appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c) After exercising due diligence, the Board shall determine whether the Corporation/Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the best interest of the Corporation/Organization, for its own benefit, and whether it is fair and reasonable. It shall make its decision as to whether to enter into the transaction arrangement in conformity with this determination.

#### *Violations of Conflict of Interest Policy*

Should the Board have reasonable cause to believe an interested person has failed to disclose actual or possible conflicts of interest, the Board shall then inform the interested person of the basis for such belief and afford the interested person an opportunity to explain the alleged failure to disclose.

If, after hearing the interested person's explanation, and after making further investigation as may be warranted in consideration of the circumstances, the Board determines the interested person intentionally failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### **Procedures and Records**

All minutes of the Board Meetings, when applicable, shall contain the following information:

- a) The names of all 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 decision as to whether a conflict of interest in fact existed.
- b) The names of the persons who were present for discussions and any votes relating to the transaction or arrangement, the content of the discussions, including any alternatives to the proposed transaction or arrangement, and a record of any vote taken in connection with the proceedings.

#### **Acknowledgement of Conflict of Interest Policy**

Each director, principal officer, and member of a committee with Board delegated powers shall be required to sign a statement which affirms that such person:

- a) Has received a copy of the conflict of interest policy;
- b) Has read and understands the policy;

- c) Has agreed to comply with the policy; and
- d) Understands that the Corporation/Organization is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

### **Violation of Loyalty - Self-Dealing Contracts**

A self-dealing contract is any contract or transaction (i) between this Corporation/Organization and one or more of its Directors, or between this Corporation/Organization and any corporation, firm, or association in which one or more of the Directors has a material financial interest ("Interested Director"), or (ii) between this Corporation/Organization and a corporation, firm, or association of which one or more of its directors are Directors of this Corporation/Organization. Said self-dealing shall not be void or voidable because such Director(s) of corporation, firm, or association are parties or because said Director(s) are present at the meeting of the Board of Directors or committee which authorizes, approves or ratifies the self-dealing contract, if:

- a) All material facts are fully disclosed to or otherwise known by the members of the Board and the self-dealing contract is approved by the Interested Director in good faith (without including the vote of any membership owned by said interested Director(s));
- b) All material facts are fully disclosed to or otherwise known by the Board of Directors or committee, and the Board of Directors or committee authorizes, approves, or ratifies the self-dealing contract in good faith—without counting the vote of the interest Director(s)—and the contract is just and reasonable as to the Corporation/Organization at the time it is authorized, approved, or ratified; or
- c) As to contracts not approved as provided in above sections (a) and/or (b), the person asserting the validity of the self-dealing contract sustains the burden of proving that the contract was just and reasonable as to the Corporation/Organization at the time it was authorized, approved, or ratified.

Interested Director(s) may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee thereof, which authorizes, approves, or ratifies a contract or transaction as provided for and contained in this section.

### **Indemnification**

To the fullest extent permitted by law, the Corporation/Organization shall indemnify its "agents," as described by law, including its directors, officers, employees and volunteers, and including persons formerly occupying any such position, and their heirs, executors and administrators, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," and including any action by or in the right of the Corporation/Organization, by reason of the fact that the person is or was a person as described in the Non-Profit Corporation Act. Such right of indemnification shall not be deemed exclusive of any other right to which such persons may be entitled apart from this Article.

To the fullest extent permitted by law, and, except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification in defending any "proceeding" shall be advanced by the Corporation/Organization of an undertaking by or on

behalf of that person to repay such amount unless it is ultimately determined that the person is entitled to be indemnified by the Corporation/Organization for those expenses.

The Corporation/Organization shall have the power to purchase and maintain insurance on behalf of any agent of the Corporation/Organization, to the fullest extent permitted by law, against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, or to give other indemnification to the extent permitted by law.

## **ARTICLE 9 – EXECUTION OF CORPORATE INSTRUMENTS**

### **Execution of Corporate Instruments**

The Board of Directors may, at its discretion, determine the method and designate the signatory officer or officers, or other person or persons, to execute any corporate instrument or document, or to sign the corporate name without limitation, except when otherwise provided by law, and such execution or signature shall be binding upon the Corporation/Organization.

Unless otherwise specifically determined by the Board of Directors or otherwise required by law, formal contracts of the Corporation/Organization, promissory notes, deeds of trust, mortgages, other evidences of indebtedness of the Corporation/Organization, other corporate/organization instruments or documents, memberships in other corporations/organizations, and certificates of shares of stock owned by the Corporation/Organization shall be executed, signed, and/or endorsed by the President.

All checks and drafts drawn on banks or other depositories on funds to the credit of the Corporation/Organization, or in special accounts of the Corporation/Organization, shall be signed by such person or persons as the Board of Directors shall authorize to do so.

### **Loans and Contracts**

No loans or advances shall be contracted on behalf of the Corporation/Organization and no note or other evidence of indebtedness shall be issued in its name unless and except as the specific transaction is authorized by the Board of Directors. Without the express and specific authorization of the Board, no officer or other agent of the Corporation/Organization may enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation/Organization.

## **ARTICLE 10 – RECORDS AND REPORTS**

### **Maintenance and Inspection of Articles and Bylaws**

The Corporation/Organization shall keep at its principal office the original or a copy of its Articles of Incorporation and bylaws as amended to date, which shall be open to inspection by the directors at all reasonable times during office hours.

### **Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns**

The Corporation/Organization shall keep at its principal office a copy of its federal tax exemption application and its annual information returns for three years from their date of filing, which shall be open to public inspection and copying to the extent required by law.

**Maintenance and Inspection of Other Corporate Records**

The Corporation/Organization shall keep adequate and correct books and records of accounts and written minutes of the proceedings of the Board and committees of the Board. All such records shall be kept at a place or places as designated by the Board and committees of the Board, or in the absence of such designation, at the principal office of the Corporation/Organization. The minutes shall be kept in written or typed form, and other books and records shall be kept either in written or typed form or in any form capable of being converted into written, typed, or printed form. Upon leaving office, each officer, employee, or agent of the Corporation/Organization shall turn over to his or her successor or the Chair of the Board or President, in good order, such corporate/organization monies, books, records, minutes, lists, documents, contracts or other property of the Corporation/Organization as have been in the custody of such officer, employee, or agent during his or her term of office.

Every director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation/Organization and each of its subsidiary corporations/organizations. The inspection may be made in person or by an agent or attorney, and shall include the right to copy and make extracts of documents.

**Preparation of Annual Financial Statements**

The Corporation/Organization shall prepare annual financial statements using generally accepted accounting principles. Such statements shall be audited by an independent certified public accountant, in conformity with generally accepted accounting standards, under supervision of the Audit Committee established by these bylaws. The Corporation/Organization shall make these financial statements available to the Texas Attorney General and members of the public for inspection no later than 30 days after the close of the fiscal year to which the statements relate.

**Reports**

The Board shall ensure an annual report is sent to all directors within 30 days after the end of the fiscal year of the Corporation/Organization, which shall contain the following information:

- a) The assets and liabilities, including trust funds, of this corporation at the end of the fiscal year.
- b) The principal changes in assets and liabilities, including trust funds, during the fiscal year.
- c) The expenses or disbursements of the Corporation/Organization for both general and restricted purposes during the fiscal year.
- d) The information required by Non-Profit Corporation Act concerning certain self-dealing transactions involving more than \$50,000 or indemnifications involving more than \$10,000 which took place during the fiscal year.

The report shall be accompanied by any pertinent report from an independent accountant or, if there is no such report, the certificate of an authorized officer of the Corporation/Organization that such statements were prepared without audit from the books and records of the Corporation/Organization.

**ARTICLE 11 – FISCAL YEAR**

The fiscal year for this Corporation/Organization shall end on August 31.

ARTICLE 12 – AMENDMENTS AND REVISIONS

These bylaws may be adopted, amended, or repealed by the vote of a simple majority of the directors then in office. Such action is authorized only at a duly called and held meeting of the Board of Directors for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefore, is given in accordance with these bylaws. If any provision of these bylaws requires the vote of a larger portion of the Board than is otherwise required by law, that provision may not be altered, amended or repealed by that greater vote.

ARTICLE 13 – CORPORATE/ORGANIZATION SEAL

The Board of Directors may adopt, use, and alter a corporate/organization seal. The seal shall be kept at the principal office of the Corporation/Organization. Failure to affix the seal to any corporate/organization instrument, however, shall not affect the validity of that instrument.

ARTICLE 14 – CONSTRUCTION AND DEFINITIONS

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Non-Profit Corporation Act as amended from time to time shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the masculine gender includes the feminine and neuter, the singular number includes the plural and the plural number includes the singular, and the term "person" includes a Corporation/Organization as well as a natural person. If any competent court of law shall deem any portion of these bylaws invalid or inoperative, then so far as is reasonable and possible: (i) the remainder of these bylaws shall be considered valid and operative, and (ii) effect shall be given to the intent manifested by the portion deemed invalid or inoperative.

CERTIFICATE OF SECRETARY

I, Regina Ellis, certify that I am the current elected and acting Secretary of the benefit Corporation/Organization, and the above bylaws are the bylaws of this Corporation/Organization as adopted by the Board of Directors on January 3, 2019, and that they have not been amended or modified since the above.

EXECUTED on this day of \_\_\_\_\_, 2019, at \_\_\_\_\_, in the County of Fort Bend in the State of Texas.

\_\_\_\_\_  
Daily Elected Secretary

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:

DESIRE Public Schools

Name of Sponsoring Entity:

DESIRE Public Schools

### BACKGROUND

Full Legal Name:

Deborah Anne Crowe

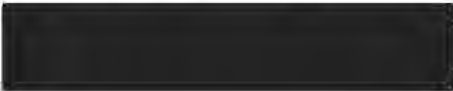
Home Mailing Address:

8827 Camber Brook Court Houston, TX 77089

Phone Number:

713-305-9514

E-mail Address:



Business Name:

NA

Business Mailing Address:

[Empty text box]

Business Phone Number:

[Empty text box]

E-Mail Address:

[Empty text box]

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:

[Empty text box]

1. What was your motivation to serve on the board of the proposed charter school?

As a former teacher, principal, and School Support Officer in the Houston Independent School District, I believe that all children should have the best education possible. If there is an educational need that the local public school cannot provide, parents should be offered an alternative. DESIRE Public Schools is the opportunity that can provide that alternative.

I believe all children can learn, if we meet the needs of the students. DESIRE is an exciting opportunity for me to be involved in helping students and parents, as well as supporting the founders and teachers in an urban setting. My passion for helping children and my career in education have prepared me to take on this unique challenge.

2. What is your understanding of the appropriate role of a public charter school board member?

My role as a public charter school board member is to provide input into the development of the schools and support the founders. I will also help hold the founders accountable for the success of the schools.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been a life long educator with thirty years of experience working in public schools, twenty-eight of those years in the Houston Independent School District in Houston, Texas. My background includes working as a teacher, principal, and a School Support Officer which is similar to an assistant superintendent position.

4. Describe the specific knowledge and experience that you would bring to the board.

As a board member I am able to bring my knowledge of local, state, and national education policies and laws. I have worked in all levels of the public school system, Prekindergarten through high school, including early college campuses. I am bilingual and speak Spanish which will enable me to communicate with non English speaking parents and students.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

DESIRE's mission and guiding beliefs will use core values to ensure that all students are provided with a quality education to become global leaders. Students will practice community service and character development through interdisciplinary studies and enrichment opportunities. DESIRE is about educating the whole child.

2. What is your understanding of the school's proposed educational program?

The educational program of DESIRE is about student success. The curriculum is concept-based and students will use higher level thinking skills and essential questions in their learning. Students will make relevant connections and own their learning. The instruction will be trans-disciplinary and based on the TEKS.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school include the cognitive and affective development of children. School leaders and teachers have the responsibility to work with students where they are academically, socially, and emotionally. Teachers should know the curriculum and instruct students through hands on learning, service work, and formative assessments. The school should be part of the community; parents should be part of decision making and valued partners. Finally, the school's culture should be welcoming.

4. How will you know that the school is succeeding (or not) in its mission?

To determine if DESIRE is succeeding or not in its mission, I will work with the other board members to continually monitor the mission, vision, and the school's calendar and school improvement plan. It is important to work with the founders and keep the mission at the forefront of school planning.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The role of the board will be to ensure DESIRE Public Schools honor the mission and vision. We will also hold the founders and the school accountable for its performance and monitor the goals and student achievement.

2. How will you know if the school is successful at the end of the first year of operation?

At the end of the first year of operation, we will know if the school is successful based on meeting the goals the founders have developed. Goals will include attendance, enrollment, reading and math STAAR test scores, teacher retention and evaluation, and parent participation.

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 if the school is successful based on meeting the goals the founders have developed. Throughout the four years, we will have monitored and modified what is working and what is not. DESIRE will have added more grade levels. Therefore, goals will include attendance, enrollment, reading and math STAAR scores, teacher retention and evaluation, parent participation, service learning, professional development, budget, and second language learning.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

As a charter school board, we need to meet and collaborate on a regular basis, communicate effectively with the founders, hold the founders accountable, monitor the progress of the school(s), participate in community events, and review the school's goals.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

As a board member, I have a responsibility to ensure the school is run ethically and within the boundaries of the law and TEA policies. If a board member was acting unethically or not in the best interest of the school, I would address it immediately. Depending on what the infraction was, would depend on my action. I may speak to the board member or I might report it immediately to the founders. The worst case scenario would be contacting the police.

# 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 recently met them at an introductory meeting of the DESIRE board members.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.  
 Yes  No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

I know two of the school founders through a past working relationship in the Houston Independent School District.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

Yes  No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

Yes  No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

Yes  No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Yes  Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

NA

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

NA

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

Yes  Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

[Empty box for relationship description]

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01 (5) Code of Criminal Procedure?

Yes  Does not apply to me.

If yes, provide information relating to the matter(s).

[Empty box for conviction information]

### CERTIFICATION

I, Deborah A. Travis, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature [Handwritten Signature]

Date 12-20-2018

### Verification

State of Texas

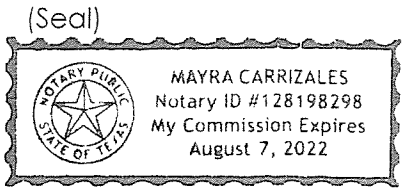
County of Harris

On this day, Deborah Travis (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 20 day of December, 2018.

(Notary Public) Mayra Carrizales

My commission expires August 7, 2022



Name of Proposed Charter School: DESIRE Public Schools

Name of Sponsoring Entity: DESIRE Public Schools

## BACKGROUND

Full Legal Name: Douglas Dwain Laney

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently serve on the board of a public 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 truly believe that the model that DESIRE plans on following is the best model for education, and this is how I would want [redacted] to be taught. The DESIRE core values are what our children need to be taught (my personal opinion).

2. What is your understanding of the appropriate role of a public charter school board member?

Support and fair and unbiased oversight and accountability to serve the public trust.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I do not have previous experience as a charter school board member. I do have 5 plus years of management experience that will be useful as a board member.

4. Describe the specific knowledge and experience that you would bring to the board.

I have management experience that I will be able to use when providing guidance and input.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The schools mission is to equip all students with the opportunity to become global, compassionate leaders through a curriculum rich in interdisciplinary studies, enrichment courses, service learning, and character development. The mission will be obtained by following the vision of the school regarding its core values.

2. What is your understanding of the school's proposed educational program?

The schools proposed education program is a concept-based curriculum. This type of program will teach the students to use more of a critical thinking process instead of a question and answer process.

3. What do you believe to be the characteristics of a successful school?

Empowering the educators to teach students based on individual needs as opposed to teaching just to pass a test.

4. How will you know that the school is succeeding (or not) in its mission?

This will be done by listening to the educators and reviewing the metrics maintained on the students education progress.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will provide guidance, recommendations, and oversight for the school.

2. How will you know if the school is successful at the end of the first year of operation?

We will review education goals, financial goals, and educator goals. This will be a cumulative approach to determine if the school is on the correct track for success.

3. How will you know at the end of four years if the school is successful?

We will continue to look at the annual reviews and also track the progress of the students in the program over the last four years.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We will need to be involved in the schools activities, listen to the educators, and review the schools

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?

This would be presented to the schools founders and managers. From that point the correct course of actions will be taken.

# DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.  
 Yes  No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.  
 Yes  No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

Yes  No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

Yes  No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

Yes  No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Yes  Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Heritage Mortgage Company

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

Yes  Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

[Empty box for relationship description]

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

Yes  Does not apply to me.

If yes, provide information relating to the matter(s).

[Empty box for conviction information]

### CERTIFICATION

I, Douglas Laney, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

[Handwritten Signature]

Date

12/26/2018

### Verification

State of

Texas

County of

[Redacted]

On this day DOUGLAS DWAIN LANEY (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 26<sup>th</sup> day of December, 2018.

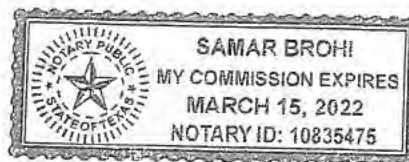
(Notary Public)

Samar Brohi

(Seal)

My commission expires

March 15, 2022



Name of Proposed Charter School: DESIRE Public Schools

Name of Sponsoring Entity: DESIRE Public Schools

### BACKGROUND

Full Legal Name: Dr. Regina Ellis

Home Mailing Address: 2015 Knoll Oak Lane

Phone Number: 816-674-9172

E-mail Address: [Redacted]

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes  No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

To support the development of a quality educational experience for students.

2. What is your understanding of the appropriate role of a public charter school board member?

To collaborate on the various aspects of school policies and procedures that impact the implementation and organization of the school.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served as a board member for a college preparatory school, a community center, an adoption agency, a student leadership development organization, a health career development board member, a college scholarship board, student discipline board member and a community college board member.

4. Describe the specific knowledge and experience that you would bring to the board.

Experienced teacher, counselor, and administrator for grades Kindergarten to 12th grade; Experienced in developing school policies and procedures; Experienced in opening two schools in an administrative capacity, Experienced in parent involvement programming and Title One programs; Experienced in supervising and evaluating professional staff.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission of DESIRE (Developing Educated Service-oriented Individuals Reaching for Excellence) Public Schools is to equip all students with the opportunity to become global, compassionate leaders through a curriculum rich in interdisciplinary studies, enrichment courses, service learning, and character development.

2. What is your understanding of the school's proposed educational program?

DESIRE Public Schools will utilize the core values of inclusion, character, service, reasoning, and balance beginning in Kindergarten and going through eighth grade to create a comprehensive program that develops the whole child and equips all students regardless of their demographic, to compete in high school, college, and beyond. The core values will ensure that students have critical areas of twenty first century skills, including collaboration and teamwork, creativity and imagination, and critical thinking and pr

3. What do you believe to be the characteristics of a successful school?

Visionary Leadership and highly qualified teachers  
School-wide ethic of high expectations  
Caring, respectful relationships with school staff and coordinated staffing strategies  
A strong academic and instructional focus and regular assessment of individual students  
Collaborative decision-making structures and strong faculty morale and work ethic

4. How will you know that the school is succeeding (or not) in its mission?

Regular assessment of school policies and procedures and their effectiveness  
Regular assessment of student achievement and students advancing in their studies

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

To collaborate and serve in an advisory role with the leadership team

2. How will you know if the school is successful at the end of the first year of operation?

Reviewing school goals  
Analyzing school data

3. How will you know at the end of four years if the school is successful?

Reviewing school goals  
Analyzing school data

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Meet on a consistent basis to review and analyze school data

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?

Discuss the situation in an open board meeting to determine the best means of handling the problem

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

REGINA ELLIS, 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 *Regina Ellis*

Date 12/20/18

### Verification

State of Texas

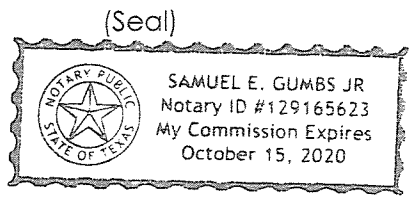
County of Fort Bend

On this day, Regina Ellis (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 20 day of Dec, 20 18.

(Notary Public) *Samuel E. Gumbs Jr.*

My commission expires Oct. 15, 2020



Provide the Following:

- I. The governing board's proposed Code of Ethics; and
- II. The governing board's proposed Conflict of Interest policy.
- III. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discussing specific steps that the Board will take to avoid any actual conflicts and to mitigate perceived conflicts.

**PLEASE NOTE: Attachment G5 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.**

## ATTACHMENT FOG 9 – CODE OF ETHIC & CONFLICT OF INTEREST

- I. Code of Ethics: Please see attached Article 8 – Standard of Care/By-Laws
- II. Conflict of Interest policy: Please see attached Article 8 – Standard of Care/By-Laws
- III. There are no existing relationships that could pose actual or perceived conflicts if the application is approved. The Board has adopted the proposed conflict of interest policy as part of its by-laws.

Corporation/Organization.

In the event that the Board should appoint a Finance Committee, the members of said Finance Committee must comprise less than one-half (1/2) of the membership of the Audit Committee, and the Chair of the Finance Committee shall not serve on the Audit Committee.

The Audit Committee shall make recommendations to the Board of Directors regarding the hiring and termination of an auditor, who shall be an independent certified public accountant, and may be authorized by the Board to negotiate the auditor's salary.

The Audit Committee shall consult with the auditor to assure its members that the financial affairs of the Corporation/Organization are in order, and after review shall determine whether to accept the audit.

It shall be the responsibility of the Audit Committee to ensure that the auditor's firm adheres to the standards for auditor independence, as set forth in the latest version of the Government Auditing Standards, which have been published by the Comptroller General of the United States, or any standards established and published by the Attorney General of Texas.

#### ARTICLE 8 - STANDARD OF CARE

##### General

A director shall perform all the duties of a director, including, but not limited to, duties as a member of any committee of the Board on which the director may serve, in such a manner as the director deems to be in the best interest of the Corporation/Organization and with such care, including reasonable inquiry, as an ordinary, prudent, and reasonable person in a similar situation may exercise under similar circumstances.

In the performance of the duties of a director, a director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

- a) One or more officers or employees of the Corporation/Organization whom the director deems to be reliable and competent in the matters presented;
- b) Counsel, independent accountants, or other persons, as to the matters which the director deems to be within such person's professional or expert competence; or
- c) A committee of the Board upon which the director does not serve, as to matters within its designated authority, which committee the director deems to merit confidence,

so long as in any such case the director acts in good faith, after reasonable inquiry when the need may be indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except as herein provided in Article 8 - Standard of Care, any person who performs the duties of a director in accordance with the above shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a director, including, without limitation of the

following, any actions or omissions which exceed or defeat a public or charitable purpose to which the Corporation/Organization, or assets held by it, are dedicated.

### Loans

The Corporation/Organization shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless approved by the Texas Attorney General; provided, however, that the Corporation/Organization may advance money to a director or officer of the Corporation/Organization or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

### Conflict of Interest

The purpose of the Conflict of Interest policy is to protect the Corporation/Organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of one of its officers or directors, or that might otherwise result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable corporations/organizations and is not intended as an exclusive statement of responsibilities.

### *Restriction on Interested Directors*

Not more than 33% (percent) of the persons serving on the Board of Directors at any time may be interested persons. An interested person is (1) any person currently being compensated by the Corporation/Organization for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director; and (2) any brother, sister, parent, ancestor, descendent, spouse, brother-in-law, sister-in-law, son-in-law, mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the interested person.

### *Duty to Disclose*

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors who are considering the proposed transaction or arrangement.

### *Establishing a Conflict of Interest*

After the disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board meeting while the potential conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

### *Addressing a Conflict of Interest*

In the event that the Board should establish that a proposed transaction or arrangement establishes a conflict of interest, the Board shall then proceed with the following actions:

- a) Any interested person may render a request or report at the Board meeting, but upon completion of said request or report the individual shall be excused while the Board discusses the information and/or material presented and then votes on the transaction or arrangement proposed involving the possible conflict of interest.

- b) The Chair of the Board of the Board shall, if deemed necessary and appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c) After exercising due diligence, the Board shall determine whether the Corporation/Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the best interest of the Corporation/Organization, for its own benefit, and whether it is fair and reasonable. It shall make its decision as to whether to enter into the transaction arrangement in conformity with this determination.

#### *Violations of Conflict of Interest Policy*

Should the Board have reasonable cause to believe an interested person has failed to disclose actual or possible conflicts of interest, the Board shall then inform the interested person of the basis for such belief and afford the interested person an opportunity to explain the alleged failure to disclose.

If, after hearing the interested person's explanation, and after making further investigation as may be warranted in consideration of the circumstances, the Board determines the interested person intentionally failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### *Procedures and Records*

All minutes of the Board Meetings, when applicable, shall contain the following information:

- a) The names of all 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 decision as to whether a conflict of interest in fact existed.
- b) The names of the persons who were present for discussions and any votes relating to the transaction or arrangement, the content of the discussions, including any alternatives to the proposed transaction or arrangement, and a record of any vote taken in connection with the proceedings.

#### *Acknowledgement of Conflict of Interest Policy*

Each director, principal officer, and member of a committee with Board delegated powers shall be required to sign a statement which affirms that such person:

- a) Has received a copy of the conflict of interest policy;
- b) Has read and understands the policy;

- c) Has agreed to comply with the policy; and
- d) Understands that the Corporation/Organization is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

#### Violation of Loyalty - Self-Dealing Contracts

A self-dealing contract is any contract or transaction (i) between this Corporation/Organization and one or more of its Directors, or between this Corporation/Organization and any corporation, firm, or association in which one or more of the Directors has a material financial interest ("Interested Director"), or (ii) between this Corporation/Organization and a corporation, firm, or association of which one or more of its directors are Directors of this Corporation/Organization. Said self-dealing shall not be void or voidable because such Director(s) of corporation, firm, or association are parties or because said Director(s) are present at the meeting of the Board of Directors or committee which authorizes, approves or ratifies the self-dealing contract, if:

- a) All material facts are fully disclosed to or otherwise known by the members of the Board and the self-dealing contract is approved by the Interested Director in good faith (without including the vote of any membership owned by said interested Director(s));
- b) All material facts are fully disclosed to or otherwise known by the Board of Directors or committee, and the Board of Directors or committee authorizes, approves, or ratifies the self-dealing contract in good faith—without counting the vote of the interest Director(s)—and the contract is just and reasonable as to the Corporation/Organization at the time it is authorized, approved, or ratified; or
- c) As to contracts not approved as provided in above sections (a) and/or (b), the person asserting the validity of the self-dealing contract sustains the burden of proving that the contract was just and reasonable as to the Corporation/Organization at the time it was authorized, approved, or ratified.

Interested Director(s) may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee thereof, which authorizes, approves, or ratifies a contract or transaction as provided for and contained in this section.

#### Indemnification

To the fullest extent permitted by law, the Corporation/Organization shall indemnify its "agents," as described by law, including its directors, officers, employees and volunteers, and including persons formerly occupying any such position, and their heirs, executors and administrators, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," and including any action by or in the right of the Corporation/Organization, by reason of the fact that the person is or was a person as described in the Non-Profit Corporation Act. Such right of indemnification shall not be deemed exclusive of any other right to which such persons may be entitled apart from this Article.

To the fullest extent permitted by law, and, except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification in defending any "proceeding" shall be advanced by the Corporation/Organization of an undertaking by or on

behalf of that person to repay such amount unless it is ultimately determined that the person is entitled to be indemnified by the Corporation/Organization for those expenses.

The Corporation/Organization shall have the power to purchase and maintain insurance on behalf of any agent of the Corporation/Organization, to the fullest extent permitted by law, against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, or to give other indemnification to the extent permitted by law.

## **ARTICLE 9 – EXECUTION OF CORPORATE INSTRUMENTS**

### **Execution of Corporate Instruments**

The Board of Directors may, at its discretion, determine the method and designate the signatory officer or officers, or other person or persons, to execute any corporate instrument or document, or to sign the corporate name without limitation, except when otherwise provided by law, and such execution or signature shall be binding upon the Corporation/Organization.

Unless otherwise specifically determined by the Board of Directors or otherwise required by law, formal contracts of the Corporation/Organization, promissory notes, deeds of trust, mortgages, other evidences of indebtedness of the Corporation/Organization, other corporate/organization instruments or documents, memberships in other corporations/organizations, and certificates of shares of stock owned by the Corporation/Organization shall be executed, signed, and/or endorsed by the President.

All checks and drafts drawn on banks or other depositories on funds to the credit of the Corporation/Organization, or in special accounts of the Corporation/Organization, shall be signed by such person or persons as the Board of Directors shall authorize to do so.

### **Loans and Contracts**

No loans or advances shall be contracted on behalf of the Corporation/Organization and no note or other evidence of indebtedness shall be issued in its name unless and except as the specific transaction is authorized by the Board of Directors. Without the express and specific authorization of the Board, no officer or other agent of the Corporation/Organization may enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation/Organization.

## **ARTICLE 10 – RECORDS AND REPORTS**

### **Maintenance and Inspection of Articles and Bylaws**

The Corporation/Organization shall keep at its principal office the original or a copy of its Articles of Incorporation and bylaws as amended to date, which shall be open to inspection by the directors at all reasonable times during office hours.

### **Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns**

The Corporation/Organization shall keep at its principal office a copy of its federal tax exemption application and its annual information returns for three years from their date of filing, which shall be open to public inspection and copying to the extent required by law.

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) 44074	Year 1 44075	Year 2 44076	Year 3 44077	Year 4 44078	Year 5 44079
-------------------------------	-----------------	-----------------	-----------------	-----------------	-----------------

**REVENUE**

Total State Revenue	\$ 1,985,088	\$ 2,779,123	\$ 3,557,277	\$ 6,296,381	\$ 7,870,476
Total Federal Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
Total Local and Other Revenue	\$ 325,000	\$ -	\$ -	\$ -	\$ -
<b>TOTAL REVENUE</b>	\$ 325,000	\$ 1,985,088	\$ 2,779,123	\$ 6,296,381	\$ 7,870,476

**EXPENSES**

Total Administrative Staff Personnel Costs	\$ 123,500	\$ 320,000	\$ 379,440	\$ 387,029	\$ 431,912	\$ 496,836
Total Instructional Personnel Costs	\$ -	\$ 678,000	\$ 1,009,800	\$ 1,354,601	\$ 2,046,009	\$ 2,368,362
Total Non-Instructional Personnel Costs	\$ -	\$ 105,000	\$ 206,040	\$ 210,161	\$ 262,118	\$ 316,070
Total Payroll Taxes and Benefits	\$ 28,998	\$ 219,497	\$ 317,461	\$ 388,406	\$ 545,268	\$ 633,072
<b>TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES</b>	\$ 152,498	\$ 1,322,497	\$ 1,912,741	\$ 2,340,197	\$ 3,285,307	\$ 3,814,340
Total Contracted Services	\$ 6,275	\$ 164,003	\$ 222,764	\$ 280,364	\$ 482,571	\$ 598,734
Total School Operations	\$ 131,875	\$ 116,305	\$ 168,327	\$ 208,022	\$ 334,330	\$ 408,736
Total Facilities Operations and Maintenance	\$ 22,832	\$ 270,003	\$ 378,004	\$ 483,845	\$ 856,403	\$ 1,070,503
Reserves and/or Contingency	\$ -	\$ 42,000	\$ 58,800	\$ 75,264	\$ 133,217	\$ 166,522
<b>TOTAL EXPENSES</b>	\$ 313,480	\$ 1,914,808	\$ 2,740,636	\$ 3,387,692	\$ 5,091,828	\$ 6,058,834
<b>NET OPERATING INCOME (before depreciation)</b>	\$ 11,520	\$ 70,280	\$ 38,487	\$ 169,585	\$ 1,204,553	\$ 1,811,642

**STUDENT ENROLLMENT**

Projected Student Enrollment	250	350	450	800	1,000
Revenue Per Pupil	\$ 7,940	\$ 7,940	\$ 7,905	\$ 7,870	\$ 7,870
Expenses Per Pupil	\$ 7,659	\$ 7,830	\$ 7,528	\$ 6,365	\$ 6,059

196

Provide the Following:

A copy of the most recent **audit report**. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement-Charter Schools (Module 10) found at, <http://tea.texas.gov/Finance and Grants/Financial Accountability/Financial Accountability System Resource Guide/>.

For organizations less than one year old or established organizations with no financial activity to date: If an audit report is not available, provide an unaudited financial report that includes from inception to date:

1. a statement of financial position,
2. a statement of activity, and
3. a cash flow statement.

**PLEASE NOTE:** Attachment F2 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.

**ATTACHMENT FOG 11 – AUDIT REPORT**

**DESIRE Public Schools**  
Statement of Financial Position - Unaudited  
As of December 31, 2018

<b>Assets</b>		
Current Assets	\$0	\$0
Cash and Equivalents	\$0	\$0
Accounts Receivable	\$0	\$0
Prepaid Expenses	\$0	\$0
Total Current Assets	\$0	\$0
Property and Equipment, net	\$0	\$0
Total Assets	\$0	\$0
<b>Liabilities</b>		
Current Liabilities	\$0	\$0
Accounts Payable	\$0	\$0
Accrued Liabilities	\$0	\$0
Revenue-Deferred	\$0	\$0
Total Current Liabilities	\$0	\$0
Long-Term Debt	\$0	\$0
Total Liabilities Net Assets	\$0	\$0
Unrestricted/Temporarily Restricted	\$0	\$0
Total Net Assets	\$0	\$0
Total Liabilities and Net Assets	\$0	\$0

**DESIRE Public Schools**  
**Statement of Income**  
**For the Year Ended 12/31/2018**

<b>Revenues</b>	
Products	0
Less Returns and Allowances	
Services	0
Other	0
<b>Total Revenue</b>	<b>0</b>
<b>Costs</b>	
Products	0
Services	0
Other	0
<b>Total Cost</b>	<b>0</b>
<b>GROSS PROFIT</b>	<b>0</b>
<b>Operating Expenses</b>	
General and Administrative	0
Insurance	0
Non Recurring	0
Payroll Taxes	0
Rent	0
Research and Development	0
Salaries and Wages	0
Sales and Marketing	0
Utilities	0
Other	0
<b>Total Operating Expenses</b>	<b>0</b>
<b>OPERATING INCOME</b>	<b>0</b>
<b>Non-Operating or Other</b>	
Interest Revenue	0
Interest Expense	(0)
Gain on Sale of Assets	0
Loss on Sale of Assets	(0)
Gain from Legal Action	0
Loss from Legal Action	
Depreciation and Amortization	
Other Gain	0
Other Loss	
<b>Total Non-Operating or Other</b>	<b>0</b>
<b>PRE-TAX INCOME</b>	<b>0</b>

**Taxes**

Income Tax Expense

0

**NET INCOME**

**\$0.00**

Provide the Following:

A **credit report** of the sponsoring entity. If the entity was incorporated prior to January 1, 2017, but has no credit history, a response from one of the credit rating bureaus (Equifax, Experian, TransUnion) must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2016, you are not required to provide a credit report but must instead provide a statement attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2017."

**PLEASE NOTE: Attachment F3 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.**

**ATTACHMENT FOG 12 – CREDIT REPORT**

No document is being provided because the organization was incorporated after January 1, 2018.

Provide the Following:

The sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. For an organization less than one year old, or if a Form 990 is not available, provide a statement that explains why a form 990 is not available.

**PLEASE NOTE: Attachment F4 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.**

**ATTACHMENT FOG 13 – FORM 990**

No document is being provided because the organization was incorporated after January 1, 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.**

**ATTACHMENT FOG 14 – Evidence of other Financial Support**

The applicant has no documents in response to this attachment.

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION  
Generation Twenty-Four  
Special Assurances Document

Sponsoring Entity: DESIRE Public Schools

Proposed Charter School Name: DESIRE Public 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**

NIC 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.

DOC 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**

DOC 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**

DOC The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.01 (5) Code of Criminal Procedure.

**IV. Annual Training Requirements**

DOC 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**

DOC 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**

DOC 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:

DESIRE Public Schools

Proposed Charter School Name:

DESIRE Public Schools

#### VII. Admission and Enrollment

DDC 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.

DDC 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.

DDC 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.

DDC 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.

DDC 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)

DDC 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

DDC 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.

DDC 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:

DESIRE Public Schools

Proposed Charter School Name:

DESIRE Public Schools

DDC 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).

DDC 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

DDC 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

DDC 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

DDC 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.

DDC 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.

DDC 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

DDC 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:

DESIRE Public Schools

Proposed Charter School Name:

DESIRE Public 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.*

Douglas Laney

Printed Name of Sponsoring Entity Board Chair



Signature of Sponsoring Entity Board Chair

1/3/2019

Date