

# GENERATION

OPEN-ENROLLMENT CHARTER APPLICATION

# 24

TEXAS EDUCATION AGENCY  
1701 North Congress Avenue  
Austin, Texas 78701

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# APPLICATION OVERVIEW

<b>NAME OF PROPOSED GENERATION TWENTY-FOUR CHARTER SCHOOL</b>	
TRINITY ACADEMY INC.	
<b>NAME OF SPONSERING ENTITY</b>	
TRINITY ACADEMY INC.	
<b>The sponsoring entity is a:</b>	<input 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>	OPAL BRANDY
<b>Applicant Mailing Address:</b>	4334 HORIZON VIEW CIRCLE SUGARLAND, TX 77479
<b>Applicant Email Address:</b>	opalbrandy@aol.com
<b>Applicant Phone #:</b>	713 8825609

## II. GEOBOUNDARIES/FACILITIES/OPERATIONS

<b>Number of Campuses Being Requested:</b>	1
<b>Number of Districts within Geo Boundary:</b>	7

<b>Address of Proposed Administrative Offices (if different from above):</b>
N/A
<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>
Fort Bend 77489

## III. GOVERNANCE/LEADERSHIP

<b>Number of Board Members:</b>	5
<b>Chairperson of the Governing Board:</b>	Donald Tyson
<b>Chief Executive Officer of the Sponsoring Entity:</b>	Opal Brandy
<b>Superintendent of Proposed Charter School:</b>	Opal Brandy
<b>Board Member Who Attended Applicant Conference:</b>	Mario Marquez

TRINITY ACADEMY INC.

**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: 175</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"/>	<input type="checkbox"/>
EE3	PK 4	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Year 2 - Estimated Enrollment: 295</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 3 - Estimated Enrollment: 460</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 4 - Estimated Enrollment: 555</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 5 - Estimated Enrollment: 655</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>At Capacity - Maximum 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 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

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.

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

January 3, 2019  
 Date

Opal Brandy  
 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
Opal Brandy	Dentist/ Opal Brandy, DDS	CEO
Donald Tyson	Consultant/ Booz Allen Halmilton	Chairman of the Board of Directors
Katrina Powers	Educational Consultant	Educational Consultant/ Instructor
Eron Reid	Attorney/ Cokinos Young	Consultant
Cynthia Barnes	Accountant/ Barnes and Lenoir	Member of Board of Directors
Barbara Selmon	The Look Enterprise, Inc.	Member of Board of Directors
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

## II. Board of Directors

Include names of all Board members.
Donald Tyson
Mario Marquez
Opal Brandy
Barbara Selmon
Cynthia Barnes
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A

## III. Application Preparation/Support Services

<p><b>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.</b></p>
<p>N/A</p>
<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

Trinity Academy Charter School

Trinity Academy, Inc.

Proposed Generation Twenty-Four Charter Name

Name of Sponsoring Entity

State the proposed school’s **attendance boundary** by providing an alphabetical list of the traditional school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*

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

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

Attendance Boundary	Primary Attendance Boundary (if applicable)
Alief ISD	Fort Bend ISD
Fort Bend ISD	HISD
Click or tap here to enter text.	Stafford Municipal School District
HISD	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.
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.

# OVERVIEW OF ANTICIPATED NEED

## GEOGRAPHIC BOUNDARIES (CONTINUED)

<b>Number of charter school campuses currently operating within the occupied district:</b>	7
<b>Number of traditional school campuses currently operating within the occupied district:</b>	24
<b>Number of traditional school districts within ten miles of the proposed location:</b>	3

<b>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?</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>School Name(s):</b>	Milne Elementary

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).

Trinity Academy Inc.'s primary boundary will be HISD. It will be open enrollment to all students. The student base population will come from a three zip codes area. The elementary schools in the fore mentioned zip codes have failed to provide the economically disadvantaged students with the quality education they deserve. Milne received a "F" from The Children at Risk Ranking for 2018. Gross, Tinley, Foerster and Anderson ranked between "D" and "D-". Out of the 4359 schools in Texas, four of the schools were in the bottom 10%

of school ranking listing of SchoolDigger.com for 2018. The specific location for Trinity Academy Inc. would lie in the Fondren/ Airport area.

# OVERVIEW OF ANTICIPATED NEED

## *ENROLLMENT AND DEMOGRAPHIC PROJECTIONS*

<b>Projected number of students enrolled in each grade for Year 1:</b>	
<b>EE3</b>	Click or tap here to enter text.
<b>PK 4</b>	Click or tap here to enter text.
<b>Kindergarten</b>	<b>95</b>
<b>Grade 1</b>	<b>80</b>
<b>Grade 2</b>	Click or tap here to enter text.
<b>Grade 3</b>	Click or tap here to enter text.
<b>Grade 4</b>	Click or tap here to enter text.
<b>Grade 5</b>	Click or tap here to enter text.
<b>Grade 6</b>	Click or tap here to enter text.
<b>Grade 7</b>	Click or tap here to enter text.
<b>Grade 8</b>	Click or tap here to enter text.
<b>Grade 9</b>	Click or tap here to enter text.
<b>Grade 10</b>	Click or tap here to enter text.
<b>Grade 11</b>	Click or tap here to enter text.
<b>Grade 12</b>	Click or tap here to enter text.

# OVERVIEW OF ANTICIPATED NEED

## ENROLLMENT AND DEMOGRAPHIC PROJECTIONS (CONTINUED)

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

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

	First Charter Campus	Occupied District	Contiguous District 1	Contiguous District 2
<b>Name</b>	Trinity Academy, Inc.	HISD	Fort Bend ISD	Stafford Municipal SD
<b>African American</b>	24.025	24.02%	27.38%	42.1%
<b>Hispanic</b>	61.84%	61.84%	26.3%	45.4%
<b>White</b>	8.7%	8.7%	16.6%	3.7%
<b>American Indian</b>	0%	0.17%	0.34%	0.3%
<b>Asian</b>	4.05%	4.05%	25.98%	6.2%
<b>Pacific Islander</b>	0.07%	0.07%	0.1%	0.2%
<b>Two or More Races</b>	1.16%	1.16%	2.8%	2.1%
<b>Economically Disadvantaged</b>	74.93%	74.93%	37.3%	68.7%
<b>ELL</b>	12.35%	12.35%	16.2%	16.8%
<b>At-Risk</b>	71.63%	71.63%	44.3%	56.3%
<b>Gifted &amp; Talented</b>	15.72%	15.72%	7.3%	4.7%
<b>Special Education</b>	7.24%	7.24%	6.7%	8%

# 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.

Trinity Academy Inc focal point will be the Fondren Southwest area. This area is comprised of a significant number of apartment dwellers. The demographic studies reveal the average household size is 5.1 people compared to 2.6 in Houston. The percentage of single mother households is also slightly higher in this area compared to the rest of Houston. There is a high percentage of government assisted housing in this are with the median income of those residents being less than \$24,000. The K-3 population consist of 24.9% compared to the rest of the city's 18.4%. The elementary schools in this demographic study has either failed or performed poorly within the guidelines of "Children at Risk". The overall state ranking with SchoolDiggers.com for 2018 has placed five of the elementary schools in the bottom 10% in the Fondren Southwest vicinity. Meeting the standard requirements is no longer an option. Trinity Academy Inc.'s curriculum is designed with a greater responsibility of creating an academic curriculum that will introduce the healthcare curriculum at an early age and allow the students in this community to think and dream big. Trinity Academy Inc. will align with

DeBakey High School for Health Professions (the only high school for healthcare professions) in HISD. Trinity will impregnate the study of human biology at an early age. This course of study will increase the science scores and allow students to foster the ideal of a career in health professions at the K-3 grade levels. Programmed for International Student Assessment (PISA) analytical data shows a direct correlation between improved science scores affecting reading scores. The local high schools Sharpstown and Westbury show a dropout rate of 54 and 63% respectively. The designated area is predominantly Hispanic and African American. The percentage of African Americans range from 19-57% in the targeted elementary schools. The Hispanic population is 48-80%. Economically disadvantaged in the Fondren Southwest is 60-97%. Houston ISD STAAR reading at Grade Level or Above averages are 59% for African American, 64% Hispanics, 62% economically disadvantaged 24% for ELL. HISD STAAR Math at approaches Grade Level or Above are 67% for African Americans, 76% for Hispanics, 62% Economically Disadvantaged and 70% ELL. Milne Elementary has 57.5% African Americans, 39.9% Hispanic, 93.9% Economically Disadvantaged and 24.1% ELL. Milne STAAR Reading Approaches Grade Level or Above 53% for African Americans, 44% Hispanic, 57% Economically Disadvantaged and 48% ELL Milne STAAR Math at Approaches Grade Level or Above 60% for African Americans, 69% Hispanic, 64% Economically Disadvantaged and 72% ELL

# 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.

Trinity Academy Inc. ("Trinity Academy") is a necessary entity in the Fondren Southwest Community. Trinity stands behind the concept that every child regardless of their socioeconomic, race or gender should have the opportunity to fulfill their dreams. The community a child is raised in plays a decisive role in how a child turns out. The academic environment in that community should deliver the high expectations of learning that children are entitled to. Trinity Academy believes we can play an intimate role in developing and formulating a strong educational foundation during the elementary years.

**Mission:** Trinity Academy's desire is to provide a science based academic curriculum with an introduction into the healthcare profession. Trinity Academy believes exposure to human biology at an early age would allow our students to think of professions such as medical, dental and physical therapy. This engaging academic curriculum will prepare our students for a successful middle and high school experience. In order to reach our expectations Trinity will recruit quality teachers with a biology-based science background. Their expertise in the subject matter will benefit our students and allow the teacher to show their passion for the subject matter. Trinity Academy will enforce the teacher focus educational approach versus a student focused approach. Employing this philosophy allows the teacher to set an engaging academic agenda rather than allowing the student to set the curriculum. We believe knowledge as well as intelligence should be shaped and refined with a growth mindset not a fixed mindset

**Vision:** Trinity Academy will be equipped with a science lab for biology, a mock hospital room, and dental operatory and other patient care equipment. We believe this interactive teaching and learning environment will be the beginning of cultivating the desire for careers in the healthcare

profession.

#### Education Plan:

Beginning with kindergarten a curriculum will be built that is enhanced with each grade level. The early elementary years will consistently increase the curious nature of our students and further enhance their desire to think of a healthcare career. Trinity Academy will look for teachers that believe as we do that all students are capable of being challenged if the academic curriculum is motivating and stimulating. We believe this engaging teaching approach will lay the foundation of interest in more challenging studies which will create a domino effect which will improve reading, writing and math skills. Trinity Academy will partner with University of Texas Dental School and Baylor College of Medicine with a MedTech program that allows interaction between their students and ours. "Science Teacher Resources" is an excellent program sponsored by Baylor College of Medicine that provides K-3 teachers resourceful instructional biology material. This program will be the feeder to careers in the medical field. This will be the first program of this type in HISD which is the fourth largest school district in the country. Our students will interact with the local medical doctors, dentist, pharmacist and other healthcare professionals. It is this diverse teaching approach that allows our student to personalize their learning experience. Our students will realize at an early age they can equip themselves at an early age with the tools needed to impact themselves and their communities. Westbury and Sharpstown are two of the zoning high schools in this area. Westbury has a 78% graduation rate and Sharpstown graduation rate is 83%. Both high schools are below the state rate of 89%. We believe our students will be empowered to affect these statistics in a positive way. Trinity Academy realizes what we dream for our students requires a strong line of communication with the parent. Environmental factors such as single parent homes, high crime rate in the community, long work hours, other children in the home can compromise parent participation that's why Trinity Academy understands we have to be creative in forming this bond. That bond will be created by actually have the parent involved in the learning process. Family involvement concepts other than the traditional family night will be incorporated. Homework assignments can involve videos and interviews of the parent posing as a patient. Creativity is crucial in keeping the student motivated in the learning process and involving the family members empowers the student and boosts confidence.

We at Trinity Academy believe in our children. We believe early exposure to a world outside of their immediate environment stimulates the mind to think big. There are no limitations to our students learning capabilities. Our vision is to empower our students with an education that exceeds "Met Standards" We will lay the foundation that will be recognized as the basis for their success when they graduate from high school and proceed on to the college of their choice.

# 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.

<b>Authoring Board Member:</b>	Christopher Tyson
--------------------------------	-------------------

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:

<p style="text-align: center;"><b>Evaluation Criteria-Mission and Vision</b></p> <p>A strong response will:</p> <ul style="list-style-type: none"><li>✓ Articulate the mission and vision clearly and concisely;</li><li>✓ Demonstrate five attributes of innovation;</li><li>✓ 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</li><li>✓ Rationalize the approach that has been proposed for the anticipated student population.</li></ul>
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<p>(1)Mission Statement: "Provide quality education and hands-on experience to underserved youth through early exposure to the health sciences. "Vision Statement:" Be the premier K-3 charter school for early exposure to the health sciences field" Methodology: (2) When drafting the Trinity Academy mission and vision statements, we wanted to</p>
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incorporate elements of who we serve, how we serve, and what separates Trinity Academy from other charter schools. Leaders in the business realm suggests a company's mission and vision should tie back to what the company values<sup>1</sup>. Leaders must make the connection in a way the organization can understand, grasp, and support. Therefore, to ensure the mission and vision is personified from the top down, we requested board members play an active role in the brainstorming and drafting phase. A group of board members were asked to describe (1) the type of community we serve; (2) how we will serve that community; and (3) what makes Trinity Academy unique from other charter schools. The three common answers were underserved youth, exposure, and health sciences. Using the common answers, each board member was asked to write a goal students, staff and board members can work towards daily. The intent of this step was to force the leadership of Trinity Academy to see themselves within the goal rather than a detached entity that governs from a far. In the final stages, the group discussed what they liked best in each of the of the proposed goals. The input was captured and consolidated into an actionable mission and vision statement.

(3)The mission and vision statement directly compliment Trinity Academy's instructional plan by highlighting the school's intentional focus only early health science education and exposure. Not only will partnerships with local educational institutions (e.g., Baylor University, University of Texas, DeBakey High School) allow our K-3 students to interact with older students and professionals whom they can aspire to be, but the health science portion of the curriculum will enhance other core subjects such as Reading and Math. The mission and vision statements are intended not only to make health science exposure intrinsic in our formal education, but also to align with supplement TEKS. Taking psychoanalyst Erik Erikson's psychosocial theory of development into consideration, the impacts of external factors, parents, and society influences personality development from childhood to adulthood. According to Erikson's theory, every person must pass through a series of eight interrelated stages over the entire life cycle<sup>2</sup>. Trinity Academy aims to positively influence stages three and four of the lifecycle. Stage three takes place during the preschool years. During this stage we desire to copy the adults we see; this manifest in the form of creating play situations (i.e., stories we make up when playing with toys) where we act out our interpretation on what we believe it means to be an adult. Stage four takes place during ages 6 to 12. During this stage, we are capable of learning, creating and accomplishing numerous new skills and knowledge; our most significant relationship is with the school and neighborhood<sup>3</sup>. Through a relentless commitment to our mission and vision statements, Trinity Academy will empower, inspire, and equip our students to secure a successful future.

References:

1. Fuller, J. M., & Green, J. C. (2018, December 1). The Leader's Role in Strategy. Retrieved from Pepperdine Graziadio Business School: <https://gbr.pepperdine.edu/2010/08/the-leaders-role-in-strategy/>
2. Erikson, E. H. (1994). Identity: Youth and Crisis (No.7). WW Norton & Company.
3. David, L. (2014, July 23). Erikson's Stages of Development. Retrieved from Learning Theories: <https://www.learning-theories.com/eriksons-stages-of-development.html>.

# 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:

(1)The motive for establishing Trinity Academy Inc. is to expose our young students at an early age to careers in the medical/dental professions. We will engage each student in a rigorous enthusiastic curriculum with human biology becoming a key area of study. Science, health, and physical education will be instrumental to this core study. We at Trinity Academy believe it is not okay to accept marginally acceptable standards due to our geographical location. We have a curriculum designed to align with TEKS. The biology studies will be grade level appropriate. Our academic goal is to allow our students early exposure to the field of biology and ensure their success in future years of study. The coordinator of the academic curriculum will have a working background with TEKS elementary expectations. Trinity Academy has an all inclusive student body. We are committed to providing a quality education to our students with special needs and disabilities. Our special needs and students with disabilities will be evaluated and assessed to determine their specific needs are met by a certified staff member abiding by Tier 1 protocol. Trinity Academy will closely monitor and record the progress of the student while in the general classroom implementing Tier 2 protocol if necessary. Again the student is carefully monitored and assessed to determine if progression to Tier3 is necessary. Close observation and documentation will remain a part of the records . The Office of Special Education and Rehabilitation Services is required to make

available the necessary support. The Intervention Assistance Team (IAT) will in the end evaluate the needs of the student. If management deems a problem, a referral to The Admissions Review and Dismissal (ARD) committee will follow. Our ESL students are a major part of our student body population. Each student at Trinity Academy will be assessed and identified according to the Home Language Survey. A lesson plan will be devised accordingly. Trinity Academy will recruit supportive ESL certified teachers to make sure no child is left behind in the course of study. Professional development training for our ESL teachers will allow our students along with the family to achieve our desired results in the curriculum. Our curriculum will align the English Language Proficiency Standards (ELPS) assessment as a part of our evaluation which will be duly monitored on a weekly basis. Trinity Academy Inc.'s desire is to offer a TEKS aligned curriculum with partnership instruction from the medical and dental community. This rigorous curriculum will ensure academic excellence.

Some established curriculum study include:

1. ReadingStreet.....ScottForesman:DecodablePracticeReaders
2. Reading Street Texas Envision It! visual Skills Handbook.....Scott Foresman
3. SpellingConnectionsTexasEdition.....JRichardGentry,Ph.D.
4. Texas Write Source....Sebranek / kemper / Meyer / Bernabei
5. DailyWordProblemsMath.....Evan-Moor
6. SpectrumMath
7. MotivationMath.....MentoringMinds
8. Texas Go Math.....MentoringMinds
9. BaseTenStarterSet.....LearningResources
10. Texas Studies Weekly
11. Texas Science Fusion....Houghton Mifflin Harcourt.

Our learning curriculum will assure our students will excel in all subjects through a progression of course studies.

#### Mathematics

Our biology teachers will also be our qualified math teachers. Being experts in their field of study they will focus on several learning options from computer to TEKS aligned concepts. This will allow students to become actively involved in their math experience. Critical thinking skills will be cultivated at an early age. Utilizing hands on concept stimulates the mind of young thinkers and is a exciting concept of learning for K-3. To allow the maximum retention and understanding of math, it will be taught daily in two different time blocks. This also offers full engagement of the student.

#### English Language Arts and Reading:

proficiency is essential at the K-3 grade level. Trinity Academy Inc.'s program will establish a foundation that will assure our students are literate in reading, writing and speaking. Our students will be well prepared to complete elementary, middle, high school and college. A sufficient time period will be spent reading aloud. Phonics, vocabulary development, sentence formation and writing will be taught by a reading specialist to assure these concepts are mastered early on. As the reading and writing skills develop, the learning potential increases. Reading will play a key part in the their human biology studies. Subjects matters pertaining to human biology will be presented to the students for them to read,

write and report on in class.

**Science :**

Grades K-3 will follow the inquiry based learning philosophy of Science Fusion. This approach will align with TEKS and offer our students to engage hands on and have a virtual experience. Trinity Academy Inc. will have a time bloc of thirty minutes each day specifically for human biology studies. During the science period K-3 studies will learn about the human body, its organs and how it functions. Grade appropriate material will be taught online thru Baylor College of Medicine. Students will explore and engage in the world of science. Our students will be encouraged to question, form hypothesis and perform experiments.

**Social Studies :**

Trinity Academy Inc. will utilize Texas Studies Weekly as the format for social studies. The material is excellent for grades K-3. Our students will increase their reading and comprehension skills while learning about their community, state, country and world.

**Technology:**

will have a separate learning bloc on a weekly basis but it will also find its application in other subjects. The course alignment will follow TEKS guidelines.

**Spanish:**

will be taught utilizing an internally built curriculum. Trinity Academy Inc. Students will study all aspects of the language including grammar, vocabulary and reading.

**Fine Arts**

Fine Arts is essential to our curriculum. Music and theater allows our students to become creative and innovative. Freedom of expression is necessary in developing and molding the minds of our students. Our fine arts program look forward to partnering with "The Arts" in the community.

**Physical Education and Health:**

Our curriculum will make physical education and health a part of all studies. Exercise will become a daily part of our mind stimulation. The human biology studies will be a major element in the health curriculum. This will allow a better understanding of both subject matters. Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.

(2): In order to produce successful great students, we need great teachers. We will seek out and recruit teachers with biology and health science backgrounds. The knowledge that can be passed on by a teacher that has a background in the subject that is being taught has a more powerful effect. It will be the passion and expertise in the health science field that will benefit our students the most at Trinity Academy. The teachers will come together and create a lesson plan that will work for all students. Each lesson plan will be customized to every student's academic need. Once a week each teacher will meet with their lead teacher to assure continuity and cohesiveness. Discussion and testing results will be evaluated at each meeting. The instructional plan will closely follow the TEKS model with the incorporation on Lead4ward. Trinity Academy will employ a teacher focused approach towards education where the teacher sets a rigorous academic agenda and our students adapt with the mindset to grow from the material presented. The majority of our students come from low socioeconomic areas who deserve a quality education that will mold and

shape our students to become powerful leaders in their community. The teachers at Trinity Academy will challenge all students to grow daily through strong instruction so our students will be properly prepared to complete elementary, middle, high school and college and pursue a career in the health science field.

(3): Not only will Trinity Academy incorporate a in-house curriculum closely align with TEKS, there will be a significant amount of instruction from outside sources. DeBakey High School for Health Professions is the only magnet school in HISD (fourth largest school district in the US) for health professions. Trinity Academy looks forward to partnering with DeBakey by initiating the health science studies at the elementary level and channeling our students to the high school for health professions. Our facility will be equipped with a biology lab, a mock dental and medical office. This learning environment will lead to an increase in science scores. The DeBakey connection will lead to a line of communication whereby information about best practices related to educational success is shared. In addition to the partnership with DeBakey, Trinity Academy will also utilize Baylor College of Medicine online course study "Science Teacher Resources From Baylor College of a Medicine." This is an online interactive human science course designed for K-5. Trinity will also utilize the "MedTeach Program". This program will allow University of Texas medical and dental students to partner with Trinity Academy. This partnership will allow the students to co-teach hands on human body and health lessons for K-3.

(4): Success depends on implementation and monitoring. Our team leaders will be required to make sure lesson plans are formulated in a timely manner and teachers are well prepared and equipped when they enter the classroom to implement the plans. TEKS aligned interim assessments and national standardized testing will be our benchmarks if our teachers are on target. Daily assessments are done to determine mastery level in all subjects. Professional development days will give teachers the opportunity to reevaluate and improve in the necessary areas. The performance on the STAAR will be the data for evaluation of the curriculum for grade 3. All results will be presented to the Board of Directors for evaluation and review.

(5): Extracurricular activities will occur with support from partnerships formed with local non-profit organizations. We will create an outreach program in the community which will allow our students to visit nursing homes, rehab centers, and other healthcare facilities to form one on one relationships with patients. Our students will record the visit and present a report to the class.

### **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:

(1) Trinity Academy Inc. is an open enrollment charter school to ALL students therefore we take pride in having an open arms approach. We want all students to be empowered with our rigorous academic program. Trinity Academy wants to lay the foundation for all our students to think in the direction of the medical field. Our school will not discriminate against any students. Trinity Academy Inc. will adhere to all federal and state special education legal requirements mandated under the Individuals with Disabilities Education Act (IDEAL), Section 504 of the Rehabilitation Act and state law. We will lay the foundation for our student to succeed in life by giving the personal attention necessary. Our special education instructor in communication with the parent will identify and assess the student's special needs. Home visits play a crucial role in formulating an IEP. Once an IEP has been put in place, an ARD meeting will be scheduled with the parent, student, CEO and special education coordinator. The focus is to strictly meet the needs of the student and implement the best program possible for the student's educational success. All students will be part of the inclusive learning process until the RIT is initiated which the IAT directs. This is based on a three Tier Level intervention process. Based on our demographic pool, we are confident the majority of our students will be Tier1. Weekly evaluation will determine if the student is not showing progress and require Tier 2 intervention. Tier3 will be implemented after conference with the parent and it determined student management in Tier2 was unsuccessful. A request can be made at any level for a referral and evaluation for special education services at the request of the parent or teacher. If an evaluation is required, consent from the family is

obtained and they are given Notice of Procedural Safeguards. A evaluation is then done in a timely manner. The ARD committee will determine eligibility for special education services according to IDEA after the evaluation has been completed. A 5 day advance notice will be provided to the parent so they can make the necessary preparations for the meeting. If a student qualifies for services, an IEP will be created by the ARD committee and implemented. Consent from the parent will be obtained. The committee will ensure the student is placed in the least restrictive environment possible and at the same time receive a Free and Appropriate Public Education. Funds will be allocated in the budget in the amount of \$1800/student for special needs services. These services can include speech, physical and occupational therapy.

It is our goal to provide the accommodations necessary in an inclusive environment and provide a high quality education for our special needs students.

(2) Our students' education will not be compromised due to a language barrier. The Home Language Survey will be the primary method for identifying English Language Learners. The parent and teachers are also contributory in identifying ELL students. We will abide by the rules set forth in TAC.89.1205. We will provide the support the student needs to build their English, reading, writing and speaking skills. Our demographic study has a 40-80% English as a second language population base. This will require Trinity Academy Inc. to provide a bilingual education program. Our recruiting efforts will focus on bilingual teachers. We will look for ESL certified teachers that have had teaching experience.

The TELPAS is an approved identification test for students that indicate the primary language is something other than English. It will be administered annually. A cost of \$8.00/ student will be put in the budget for testing purposes. The TELPAS will also be made available as another source of assessing and is approved by the TEA. Upon reviewing the score, the parent will receive notification of the student's score and request their consent for placement in the ELL program. Our students will function in the mainstream of the academic environment Monitoring of English proficiency growth to assure academic excellence will be assessed twice a year. It is our goal after to have our ELL students dismissed out of the program by scoring fluent on the oral language and writing TELPAS for grade levels K-1. Third graders are expected to pass the reading STAAR test.

(3) Trinity Academy Inc. will not offer a Gifted and Talented Program, but we will ensure an educational foundation that is both rigorous and challenging. Many aspects will be comprised of engaging material that is above grade level. Based on the STAAR test results and Children at Risk grades for the demographic area we will serve, a Gifted and Talented Program is not warranted at this time.

(4) Our Special Education and ELL staff will be lead by a certified special education teacher/coordinator and certified ESL teacher respectively. Each will be highly skilled and have proper training in their field. Each entity will work with a team to develop a lesson plan that will empower and maximize their time at Trinity Academy Inc.

### **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:

Trinity Academy Inc. believes it is imperative to have a well-planned and organized curriculum implemented by highly trained teachers. A part of the curriculum will be

#### 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.

comprised of regularly scheduled assessments and testing. The results of the assessments and tests will be utilized to evaluate on target progress and growth. Testing results will also aid in determining what modifications may be necessary regarding lesson plans. Our teachers will make available testing strategies and results at the weekly team meeting. The results of all assessments will be reported to the Board of Directors on a monthly basis. This checks and balances format will ensure our students' academic success.

(1 a.) TEKS aligned assessments will be conducted at the start of the school year, midway, and at the end of the school year for each subject matter. Accordingly, abiding by TEA guidelines STAAR testing will be administered in our third year of operation. All assessment data will be relayed to all those who have a vested interest in Trinity Academy Inc. from board directors, CEO/Head of Schools, to teachers', parents, and students. Trinity Academy Inc. will make available all testing results to the public.

(1 b.) The CEO/Head of School will be responsible for collecting, analyzing, and evaluating all data and reporting it to the Board of Directors.

The educational consultant/principal is responsible for overseeing and analyzing, implementing and evaluating all data and reporting to the CEO/Head of School. A Master's Degree is required with teaching experience.

The PEIMS Coordinator is responsible for entering performance data and collection of course completion rates. Experience as a PEIMS is required with an Associate's Degree.

Special education and ESL teachers will evaluate reports for their respective students. They will analyze and give support where needed. State certification and experience in their areas of expertise is required.

Teachers are responsible for administering all assessments, collecting and entering the data and reporting their findings to the team leader who will report to the principal.

(2). The initial assessment in reading will utilize STEP for all students enrolled. Observation will play a key role in those students who need to develop writing skills. The goal is to identify areas that fall short of expectations and require a different teaching approach to reach the targeted outcome. STEP exam will be administered five to six times a year for K-3. NWEA MAP will be administered to all grades at the beginning, midway and end of school year. STAAR will be administered in the third year of operation for math and reading for our third graders.

TELPAS for ELL is an additional assessment tool for speaking, reading, writing and math that will be utilized at the end of the year. Trinity Academy Inc. will compile data, analyze it and use it to improve our curriculum. Our teacher professional in service days conducted once a month will allow input from all our teachers to improve our standard of teaching and raise our level of expectation. Trinity Academy Inc. will use the data from assessments and testing to place students at the appropriate reading level. Individualized support for each student can then be formatted accordingly. Struggling students will be identified and given the additional support they need. The NWEA MAP is a national administered test given at the start, midway and end of year. This test compares the performance of our students on a national level. This test will allow us to modify our curriculum and track each student and cohorts across the country. The STAAR test allows us to monitor our student's growth and compare them to other schools in our district and the surrounding districts. The STAAR test is

also a way of monitoring the effectiveness of our teachers. As with all testing results, we expect to see growth as the years progress. Year to year comparison figures will be presented to the Board of Directors. Assessment of the results will allow teachers to reevaluate their teaching approach. The TELPAS will be used to evaluate our ELL students. It will monitor whether there is growth in mastering the language acquisition. It is the ultimate goal of Trinity Academy Inc. to provide an education for our students that prepare them for a good elementary foundation with some insight into the human science studies.

(3) Our assessment and data analysis model come from those used by other charter schools across the country. Reading will be evaluated by STEP. This assessment will allow our students to master reading and their principles at their grade level. Our students will be grouped according to competency and given the support they need. The NWEA MAP will compare our students to others around the country. We want to assure our students are performing above grade level compared to other students across the nation. We take pride in having our students excel regardless of their socio-economic status. The MAP is aligned with the TEKS and will monitor our student's proficiency levels. The early literacy assessment will allow us to comply with Texas Education Code 28.006 that states it is the responsibility of a school district to inform a family of students in K-3 who are determined to be at risk for dyslexia or other reading difficulties. Internal testing will be created based on STAAR exams. The progress of the student is monitored according to TEKS standards. Testing of this sort allows the student to learn the format of the STAAR exam before the test is taken. This model of assessment has proven to be effective in the highest performing BES schools in communities similar to Trinity Academy Inc. We are confident this model will allow us to recognize success and struggles with our student body population. The one weakness we are aware of is the cost of training required in implementing assessments such as STEP. We can overcome this obstacle by making it a part of our teacher professional development day.

(4) Please refer to 1b

# EDUCATION PLAN

## SCHOOL CULTURE

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

### Narrative Response:

(1) Trinity Academy Inc. will from the very beginning start off as a small cohesive family unit. As the "Tri" in the name indicates, we will establish a unified learning environment with the teacher, family and student. This will be accomplished with a strong open line of communication between the three. The mission and common goal is to stimulate and develop the mind early on so academic excellence can be achieved which will lay the foundation for a life of achievement. Trinity Academy Inc. believes the values and confidence that comes from a strong academic foundation in years K-3 can set the tone for success in middle school, high school and college. A report published by Annie E. Casey Foundation in 2010 states. " students who cannot read proficiently are especially unlikely to obtain a post-secondary degree which is necessary in today's workforce". It is our mission and vision to provide a rigorous and engaging curriculum that requires 100% commitment from highly qualified teachers, parental involvement and student participation. Trinity Academy Inc. believes a transparent unified effort will create a culture of pride and confidence regardless of socio- economic status. The confidence that comes from our curriculum will enable our students to realize they can dream and work towards fulfilling their dreams. Our curriculum is centered around instilling in our students to "Think Big". We want to encourage them to think about exciting careers in the medical and dental fields at a young age. Our goal is to play a part in producing the nation's next generation of doctors and dentist. Trinity Academy Inc. will partner and build relationships with professionals in the healthcare industry who will interact and empower our students. Our culture will be one of hard work and empathy. Healthcare workers care for those who need help so we will expose them to nursing homes and hospitals to help build character and compassion for others. We will create an environment of hope and expectations that should not be denied to our students. In line with our human science courses which will cultivate an interest in the healthcare professions we will incorporate a mock dental and doctor office. We believe visual interaction is the best source of learning and retaining information. Our teachers realize we live in a world of ever-changing technology which captivates our students by seeing and interacting. We feel if the student is taught the concept and how it pertains to the material being taught the retention is greater and the learning environment is more pleasant. Our students will be exposed to the most innovative forms of learning.

(2) Trinity Academy Inc. will recruit highly qualified energetic teachers. Our teachers will be filled with motivation and creative ideals. Seven professional development days will be placed on the calendar. This will assure continuity in the program and adjustments where necessary. We will make sure our teachers have the necessary support to implement the lesson plan. Trinity's teachers will perform at a level of excellence empowering knowledge and skills in a robust atmosphere at an elementary level. Our teaching culture will be one of excitement as our teachers pour their expertise into our students' minds. Teachers at Trinity Academy Inc. are to be held to the highest standards as they play the most pivotal role in determining the success of the students at Trinity Academy Inc. The administrators of Trinity Academy Inc. will assure their support to the students, teachers, parents and community wherever it is needed. The dynamics of our curriculum requires continued input and hard work from the administrative staff to uphold a culture of pride and confidence. Great expectations are what we at Trinity Academy Inc are striving for. In order for this to be possible, we will require a collective effort from all parties involved. A cohesive unified system is a culture the administrative staff seeks to establish from the first day of school. Our goal to produce an environment of pride and confidence requires parental support and participation is critical. The parent and community are an integral part in establishing an environment that is conducive for learning. We believe the first partnership is with the family. The confidence the parent feels in our delivery of the curriculum is paramount in the success of Trinity Academy.

(3) The culture of the school will be measured by the success and climate of the learning environment. The implementation of our culture plan starts with the public notice of our intentions to start a school in a low-income area that has shown less than favorable results in educating the students in the demographics. We will conduct frequent surveys offering input from the parents and teachers. This valuable tool measures the atmosphere of our learning environment. We want to instill trust and confidence in our students, staff and parents that we will deliver on our promise to provide a healthy learning environment for our students.

#### Evaluation Criteria-School Culture

A strong response will:

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

# EDUCATION PLAN

## PROMOTION AND GRADUATION

1. Discuss promotion and retention requirements for all proposed grades.
2. Identify and discuss additional features of the educational model and/or course offerings, outside of the required curriculum, that will create a viable and adequate process for helping students promote to the next grade and/or graduate.
  - a. Cite and discuss any external resources, partnerships that will also facilitate promotion and/or graduation.
  - b. Describe strategies (with defined metrics of success) that will be used to support student transitions into grade levels that are not served by the proposed charter school, where applicable.
3. Define and discuss metrics that will be used to assess successful transition between grade level, school type (e.g., elementary to middle to high school), and/or post-graduation. If applicable, indicate whether GPA class ranks will be listed on all student transcripts in grades 11 and 12.
4. Describe the proposed matriculation rate in each year of operation and provide a justification for all assumptions.

### Narrative Response:

#### Evaluation Criteria-Promotion and Graduation

A strong response will:

- ✓ Present promotion and retention requirements that are congruent with the proposed mission and vision;
- ✓ Discuss additional features of the educational model and/or courses, outside of the required curriculum, that will help students promote to the next grade level and support features with research, theory, and/or experience;
- ✓ Identify specific external (and confirmed) resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation;
- ✓ Provide specific strategies (and metrics of success) that will assist students to transition between elementary, middle, high school, and/or post-graduation; and
- ✓ Describes and provides justification for the proposed matriculation rate in each year of operation.

(1)Trinity Academy Inc. Will utilize the state and local guidelines as stated in TEC 28.021(a) and 28.021(c). Promotion to the next grade level will be based on academic achievement in the classroom, shown proficiency of grade level material, teacher recommendation, state and local-mandated tests, and attendance. Students are required to meet state and local requirements of 70 average or above in reading, language arts, math, science and social

studies. A student's total number of unexcused absences cannot exceed 10 percent of class meetings.

**Promotion Requirements:**

**Kindergarten -2nd grade:** Student must pass High Frequency Word Test -recognizing and reading words that appear very often in written and spoken language. State requirement of overall yearly grade of 70 or above and local requirement of 70 or above in reading, language arts, math and science and social studies Students. Student must have sufficient attendance. Kindergarten STEP reading assessment, must measure at a STEP 3, first graders at STEP 6 and second graders at a STEP 9 by the end of the year.

**Third Grade-:**

State requirement of overall yearly grade of 70 or above and local requirement of 70 or above in reading, language arts, math, science and social studies. Students must demonstrate grade level proficiency in math and be able to read and understand previously unseen texts deemed to be at the end of that grade level. On the reading STEP assessments third graders must measure 12.

TEKS proficiency year end standards suggest students must approach, meet or exceed grade level standards on the STAAR assessments of math and reading Students must have sufficient attendance.

A Retention Policy will be implemented if students fail to meet the promotion requirements stated below :

**Kindergarten - 3rd grades -** If promotion requirements are not met in one subject area, a grade placement committee consisting of the parent, teacher and Head of School will meet to decide if the student will come up to grade level if accelerated instruction is given.

**Third grade-** Results of the STAAR test will not determine retention but will be utilized by the grade placement committee to help determine the best support needed to assure grade level standards are met if accelerated instruction is necessary.

In some situations such as Special Needs and English language Learners special committees such as ARD (admissions, review, and dismissal) and LPAC ( language proficiency assessment committee may offer their input into whether it is in the students best interest to advance or be retain.

(2) With an enhanced curriculum that is empowering and exhilarating, our students are well prepared for promotion. In addition to the curriculum that closely adheres to TEA guidelines, Trinity Academy Inc. will offer a human science course to expose our students to the human body which in turn will stimulate a interest in the healthcare professions. Trinity Academy Inc. will form a partnership with University of Texas dental and medical schools as well as Baylor College of Medicine to introduce them to careers as doctors, dentist and other healthcare professions. Trinity Academy Inc. will set up a mock doctor and dental office as part of the classroom setting so our students will get a real-life perspective of a day at the office of a healthcare professional. The human science class will enhance our students' reading, math as well as science skills. The human science course will start in kindergarten and become increasingly more rigorous with each grade level.

(2 a) Community partnerships are an essential to the success of our vision and mission. Our goal is at an early age help our students to think bigger than their surroundings. We will visit

nursing homes, rehabilitation centers as well as local doctor and dentist office to support student learning.

(2 b) Our teachers will work closely with the parent to advise and guide our students from the beginning of the day until end of day dismissal, assuring all student have what is needed to complete homework assignments and return them the next day. Recruiting teachers with specialty in the sciences and a focus on human biology will expand the learning capacity of our students. This approach assures our students to being well prepared for transition to the next grade.

(3) Trinity Academy Inc. is determined to provide every opportunity to enhance the learning potential of all our students. Our Head of School will research the best schools that will meet the needs of our highly energized students as they transition out of Trinity Academy Inc. We will recommend schools that perform a minimum of 75% or above on all subjects. It is our mission to follow our students from elementary to middle school and channel them into a high school with a focus on health professions such as DeBakey High School for Health Professions. The essence of academic success relies on continuity between grade levels for students to transcend from one grade to the next gaining on the knowledge they have from each subject without being lost. This vertical alignment approach starts with the team leader of each subject for each grade level meeting at the beginning, midway and end of the school year. A lesson plan is compiled for each subject for the year and each grade connects their plan so there is no interruption in subject learning from year to year. Any shortfalls or problems implementing their perspective plans are addressed and modifications can be made midway or at the end of the year. Assessments done on a weekly basis will determine teaching modification where needed and allow our students the necessary foundation to master TEKS guidelines. All teaching techniques will be closely monitored and made available to all who have a vested interest in our school including the Board of Directors.

We will use the following metrics to assess successful transition:

(M)Percentage of students at STEP 3,STEP 6, STEP 9, and STEP 12 reading levels in Grades K-3;

(T)Percentage of

students at STEP 3, STEP 6, STEP 9, and STEP 12 reading levels in Grade K-3 compared to the length of time students have been enrolled in Trinity Academy Inc. (M) NWEA, MAP, Math, Reading Comprehension and Language percentiles,

(T) MAP, Math,

Reading Comprehension and Language percentiles compared to the length of time students have been enrolled in Trinity Academy Inc.

(M)Percentage of

students approaching, meeting or exceeding grade level standard on the STAAR test in Grade 3

(T)Percentage of students

approaching, meeting or exceeding grade level standard on the STAAR test in Grade 3 compared to the length of time students have been enrolled in Trinity Academy Inc.

(4) Based on the vertical alignment strategy there will be an uninterrupted transfer of instruction from one grade level to another utilizing lesson plans devised by highly qualified instructors. Trinity Academy Inc. expects 100% matriculation based on the metric guideline detailed above. We expect the enthusiasm in the human science course along with partnerships enlisted will broaden our student's knowledge in the reading, science, math and vocabulary.



# 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:

Due to the rigorous nature of our curriculum, Trinity Academy Inc. will put a tremendous effort into hiring high quality teachers. Our mission is to open our students minds to looking forward to a career in the health professions. This will require the recruiting and hiring of teachers with a science-based background and more specifically a human science-based background which would consist of a biology degree. All employees but especially our instructional staff must understand our mission and therefore be highly motivated and committed to join forces to bring our mission into fruition. The principal will head recruitment for the instructional staff. The CEO holds a doctorate degree in dentistry and a bachelor's degree in biology. The CEO will have over twenty years of experience in successful planning, strategizing and implementing business plans. Considering the target area of predominately at-risk students and the history of low performance of the public schools in the area, Trinity Academy Inc. will recruit an instructional staff that is compassionate towards the needs of our students. Our goal is to have 50-60% of our instructional staff with at least two years of experience, and a commitment to the empowerment of the students in the community. In 2008-2009, "The National Conversation about Teaching" reported 77.3% of teacher's were retained at their base-year school. Our bilingual teachers and special education teachers are to be certified and have at least two years of instructional planning and implementation.

(2) The hiring of the instructional staff will be the responsibility of the principal. The principal will have a master's degree in education and at least seven to ten years of experience in education with two years of experience in a supervisory role which involved recruiting. The CEO will recruit all non-instructional personnel. The CEO will have the final input and confirmation of all employees hired. The CEO will report to the Board of Directors regarding recruiting efforts. Recruiting is an ongoing effort and may at times involve our teachers in this effort. The teachers acting in the role of recruiters will have a bachelor's degree and at least two years' experience. Board members can also play a role in the recruiting process as they operate and network in their respective positions in the community. The hiring of personnel will begin directly after we are authorized (August 2019). We will utilize a source

of options to build an applicant pool. We will communicate with retired teacher, advertise in local publications and websites such as Texas Charter Schools Association. We will utilize all forms of social media as well as list available positions for employment on our website. We will reach out to the universities: Texas Southern, University of Houston, Rice University, and Houston Baptist. We will also connect with Teach for America. Our instructional staff will go through an orderly process to determine eligibility for the position being applied for: 1) Application submission along with resume. This information will be reviewed by the principal and CEO to determine if the applicant lines up with the mission of Trinity Academy Inc. 2) Applicants that pass the application review will proceed to the phone interview. This is a required process with the principal and CEO. Assessment of the applicant's skills, knowledge, experience will be determined. The phone interview can last anywhere from 45-60 minutes. This interview determines if the candidate moves to the reference check. 3) A reference check with three persons is done prior to an in-person interview. The reference check will bring clarity to the applicant's background and skills. 4) In-Person Interview will come after the reference check. Candidates will be asked to submit a video of the applicant teaching a lesson. The applicant will be asked to reflect on the video and receive feedback, then re-teach the lesson. This allows evaluation of teaching presence, content knowledge and classroom management skills. In-person interview will also determine if the applicant will fit with the team and mission of Trinity Academy Inc. In order to retain our highly qualified teachers, Trinity Academy Inc. will offer our teachers a supportive environment full of positive energy and a curriculum that offers a new and exciting program that engages both the student and the teacher. Recruitment effectiveness will be determined by retention of our highly qualified teachers. Teachers will be encouraged to have an input on their observations as to the vision of the school. Annual surveys will be given to evaluate our recruiting policy and modifications made as needed.

(3) There will be obstacles in recruiting a high-quality instructional staff. These obstacles can be overcome by: 1) Competition from other schools can be offset by offering advancement in to leadership positions 2) focus on the most effective recruiting strategies 3) Reinforce the vision of the school and the important part they will play in helping the community fulfill the vision. Trinity Academy presides in a real-world scenario, there will be a teacher shortage or an unforeseen teacher loss. Fortunately, curriculum and lesson plans are created at the beginning of the year which prevents interruption in the learning process. If a permanent replacement is required, we will immediately go to our recruiting pool. Initially, the principal as well as the CEO will be available to teach the subject until a suitable replacement is found.

Attachment(s):

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

– E 3: Supplemental Human Resources Information Form

**Evaluation Criteria-Teacher Recruitment**

**A strong response will:**

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

# EDUCATION PLAN

## TEACHER DEVELOPMENT

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

Narrative Response:

### Evaluation Criteria-Teacher Development

A strong response will:

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

(1) Trinity Academy Inc. realize the need to empower our teachers with the skills they need to succeed in providing the best instruction for our students. In order for this to happen we will provide data to inform professional development activities. Our principal will have experience in utilizing data driven instruction and will provide training to the teachers in the

proper use of student data in their instruction. We understand that in order for our teachers to be the best, they will need to continually improve instruction as well as manage the classroom.

(2) Every two weeks the principal will spend time observing each teacher's classroom instruction technique and management. An evaluation will be comprised based on the recommendations of the Texas Teacher Evaluation and Support System (T-TESS) and improvements. In order for the students at Trinity Academy Inc. to succeed in fulfilling our mission to provide a high-quality education, we will begin our professional development in the summer. We want excellence to exude from Trinity Academy Inc. and having a cohesive team working together at the start of the school sets the pace for a great school year. Collaboration between teachers will be essential in order for continuity to exist in the curriculum from year to year. It is crucial that our teachers work as a team as well as individually to reinforce their understanding of the curriculum.

(3) Trinity Academy Inc. will provide two weeks of professional development in the summer before the start of school. This time will allow teachers to relax and practice activities that will allow them to improve their instruction. There will be seven professional development days scheduled throughout the year to analyze and reevaluate the curriculum. Trinity Academy Inc. will have seven early release days each year for on campus professional development. This time is utilized by the principal to recap observations from the classroom sit in visits.

(4) The classroom observation may reveal a particular effective teaching strategy that may be advantageous to all teachers. Our teachers will analyze data on the full day professional development days. Student data will be analyzed, and the information will be formulated and used in future lesson plans. Instruction will be based on TEKS aligned standards. Data driven instruction is a project that grows with teachers over time. Data analyzation and other information conveyed in professional development workshops will provide our teachers with the tools they need to assess and evaluate a student's progress. Student data will benefit the entire educational staff of Trinity Academy Inc. by allowing us to actually see how effective our lesson plan is implemented. The team leader of each grade and subject matter will meet weekly with the principal to discuss any concerns regarding lesson plan for the week. In somewhat of an informal setting teacher successes and disappointments are discussed. The cohesive nature of Trinity Academy Inc. will stand out. Emotional support as well as praise and a celebratory mode will reinforce the concept that we are all ONE. Teacher evaluations and feedback will follow the principal sit in. The emphasis will be to strengthen not criticize the teachers. At Trinity Academy Inc. we want to encourage continue growth and goal setting. New teachers will receive the support they need by being assigned to a veteran teacher. This support will prove beneficial as the teacher adapts to the new environment. Feedback will be given by email or one-on-one. The teachers in turn will receive survey forms midway and at the end of the year. Their input on the effectiveness of professional development workshops are valuable in modifying the workshops. The workshops will be orchestrated by the principal. Training recommended by the state will be a part of the internally developed professional training. These trainings include: General Education Teacher Implementing, Individuals with Disabilities in Education Act, Child Abuse and Maltreatment and Sexual Abuse reporting;

Conflict Resolution; Bullying and Harassment, Mental Health Promotion, Abuse Prevention, and Suicide Prevention, Dating Violence and FERPA. At times external sources of training may be brought in or teachers may attend professional development workshops off campus. Trinity Academy Inc. believes professional development is key to successfully implementing a curriculum therefore we have allowed seven full days and seven half days to be put on the school calendar. All instructional staff should plan accordingly. These days are set aside to collaborate a growth strategy for everyone. No one has to function alone. It is the cohesiveness of the team that determines success. Team leaders will meet every week for their respective subject to assure lesson plans are on task. Quarterly full day workshops will follow benchmark testing for analysis of results and necessary planning.

# 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:

(1) Trinity Academy Inc. believes it is a necessary entity of the community. Parents in the community expect a quality education for their children regardless of their socio- economic status. Elementary schools in the proposed area of Trinity Academy Inc. have over the years not passed the test of the expectations of the parents in the community. Schools such as Briargate and Milne Elementary have repeatedly missed the mark with TEA report cards with grades of "improvement required" over the years. It is with the low performance of the schools in the community that has parents in the community excited about Trinity Academy Inc. Trinity Academy Inc. needs the support of the parents and the community to assure our students obtain the highest levels of academic success.

(2) Our name Trinity implies the "state of being three". We will detail to the parent their role in our program from the initial interview and application process. We expect our students to actively participate in a hands-on learning experience that focuses on human anatomy as a part of their learning curriculum. This special program which opens the mind at an early age to the health care professions will allow the parents to envision opportunities outside their immediate environment. The learning possibilities are stimulating to the parent and student. This will require more parent engagement programs which will have a positive energetic effect on the student. Our goal is to inspire the parent to be motivated by our human biology curriculum that leads to careers in the health care profession. Trinity Academy Inc. will employ a rigorous academic curriculum which will empower the student and increase all skills with the addition of the human biology program. Our intimate engagement with the parent will be crucial when the student matriculates out of our program and continues their elementary education elsewhere. We will do our part in making sure this is a smooth transition and we will look for the best schools for the transition of our students. Our students will have a strong foundation entering the fourth grade. We will stay in communication with our families after students complete our program to support them

through middle school and successfully enroll them into DeBakey High School for Health Professions. And from there to professional careers in the health professions.

(3) Trinity Academy Inc. is committed to a partnership with the parent that extends beyond family night and parent teacher meetings. We want our parents to actively participate in the educational process. Our program will require parental input in many assignments relative to the human biology course. We will have a mock doctor and dental offices as a part of the classroom setting that will allow the parent to come in and observe their child going through the day in the life of a doctor or dentist. Our student's exposure to instruction in human biology and hands on involvement will enhance all their academic skills.

(4) Trinity Academy Inc. will partner with several nursing homes in the community. We plan to take groups of six to these facilities to interact with patients. We also plan to have medical professionals come in and mentor to our students. Our students will apply the concepts taught in the classroom to the health professions from our mentoring program. We will also align our school with the local universities including: University of Houston, Texas Southern University, Baylor College of Medicine and University of Texas Medical and Dental School. We know in order to validate our program we must perform accordingly. We will compare our STAAR scores and other assessments to the schools in the district, state, and national numbers . This will assure our parents that our students are meeting and excelling beyond the set standards

#### **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.

Madison is enrolled as a Kindergartener at Trinity. Madison walks to school with her mother. They arrive at 7:30 and are greeted by the principal on this particular day of school. Madison's mom stops to briefly talk to the principal who assures her once again Madison is adjusting fine in her new academic surroundings. The principal informs her Madison has been progressing well and has even been asked to be the class leader in line going to the cafeteria for lunch. Madison says goodbye to her mother and is then taken to the cafeteria where she sits with other classmates and eats breakfast. Madison finishes her breakfast and waits for her teacher to come get the class from the cafeteria. Madison returns to her classroom with the rest of the class. She sits in her designated seat and waits for instruction from her teacher. Madison's teacher asks the class to get out all homework. Madison follows instructions and gets out the homework, her mom has signed, and waits for her teacher to come by her desk and collect her homework. Madison's teacher only picks up signed homework so Madison makes sure her mother signs her homework. Madison participates in the morning motivational exercise. Today she has been chosen to pick the motivational exercise. Madison chooses to listen to "I'm Happy" and dance for five minutes. The timer

goes off which indicates motivational time is over. Madison's teacher now engages in reading a story to the class. Madison enjoys story time and recalls what happens in the story to the class when asked by her teacher. Madison remembers to recall in sequential order the events in the book and receives a star by her name. After reading aloud during story time, Madison along with the rest of her class go over the increasing number of sight words. Madison's teacher then adds ten more sight words to learn. Madison is excited about learning new words. She explains to her teacher how she enjoys her reading because no one reads to her at home. She can't wait to learn to read because she enjoys going to the library and listening to books being read on the computer. Madison and her class go across the hall to their math teacher. Madison is asked to change the date on the calendar and place one of the four season pictures next to the date. Her teacher is instructing the class on place values. She is having a bit of a struggle learning her place values, but she is trying very hard. Her math teacher is giving her lots of support and has even had a session with several of the parents to make sure they understand place values. Madison's class now lines up for lunch. She is excited about sitting next to her new friend at lunch. After lunch the class goes outside for twenty-minute stretches. Madison returns to the classroom where she engages in her favorite subject...human biology. The class is continuing their study of the parts of the body and their function. Identifying parts of the human body on the life size human skeleton is one of Madison's favorite parts of her science class. Madison is also learning how the brain controls the functions of the body. She can't wait to tell her mother about her human science class. Her human biology class is followed by her general science class. Her science course comes from Full Options Science Systems which is carefully correlated with her human biology course as much as possible. After science is over Madison goes to Music Class. She enjoys her music class because it allows her to dance and express herself. Music class is twice a week. Madison has motivational music every day at the start of class, so she isn't disappointed that music class is only twice a week. She also enjoys her computer technology class on the days she doesn't have music. After music, Madison ends the day with recap time where all the day's activities are refreshed, and all homework is put in binders. Madison is walked to the cafeteria where she waits her turn to be dismissed to her mother.

**(a) Steven Narrative**

Steven has come to Trinity Academy Inc. as a first grader. His parents feel a smaller learning environment would be better for him. This is Steven's second week of school and so far, he likes this school more than his prior school. Steven joins his classmates in the cafeteria after being dropped off by his father. Steven finishes his breakfast and waits with other first graders for his teacher to come and take them to the classroom. Steven has been assessed by our Admission, Review and Dismissal (ARD) committee. Our special education teacher has consulted with Steven's prior school and agrees with the assessment of Steven having a learning disability. Steven's parents are pleased that we did a home visit after his application was submitted. Steven's father feels the home visit has helped the teachers devise a curriculum that can be implemented with his studies at home. This smooth transition from school to home has reduced Steven's frustration with the learning process. His class starts the morning with motivational music and dancing. Steven enjoys dancing with his classmates. After motivational music, English class begins. Steven along with the rest of the

class engage in their English class. Steven is happy at Trinity Academy Inc. because he can stay with his classmates the entire day. At his previous school, he was seldom in the classroom with his classmates. He likes the fact that he has his own Individual Education Plan (IEP). He also appreciates the extra attention he gets from his own special teacher every day. He enjoys the reading aloud part of English. He believes one day he will be able to read as well as his teacher. Steven is working on his phonics and utilizes the computer's visual aides to assist in this area. He then puts on his headphones and follows the words as a story is being read. He enjoys reading along on the computer. Steven then pulls out his phonic cards and look at the words that are in the story and his phonic card. This concept helps him to remember words. After English Steven goes to math class where he is excited because he is learning how to add with double digits. His math class is divided into groups. He is in a group of three where he gets one on one instruction from his teacher. He is very excited about the work he has done and the approval he gets from his teacher. The personal attention Steven gets in his math class gives him the confidence he needs to encourage him to try harder and not be disappointed if he struggles in an area. Steven is now going to lunch with his class. He has grown fond of one of the other students that is in his Math group, so they sit together for lunch. After lunch the class goes outside. Steven and friends take this opportunity to kick around the soccer ball. Steven returns to science class where he partakes in the human science course. This is by far his favorite course. Steven says he wants to be a doctor when he grows up, so he has little difficulty engaging in the study of the body. Today they are learning about the skin and its function. Steven goes on the computer to get a visual while listening to a lesson on the skin from Baylor College of Medicine. Directly after human science, Steven gets instruction in his science class from his IEP. Steven also gets to interact with another student in the mock doctor office. He says this interaction allows him to actually apply what he has learned. Steven has the last hour of the day to get additional instruction from his special education teacher. He will get his homework assignments and spend the remaining half hour listening to a visual story and following the words. Steven now waits for his mom to pick him up. (B)

Maria is in the kindergarten as an ELL. English is the second language in her home. A Home Learning Survey was utilized prior to Maria's first day of school to determine if she should be classified as an ELL. The Language Proficiency Assessment Committee has determined that Maria classifies as an ELL student. A certified ELL specialist is there to greet Maria and her mother as she arrives to school. Maria's mom feels better knowing she is leaving Maria in the hands of someone who is capable of understanding Maria's needs. Maria arrives at school at 7:20. She goes to the cafeteria to eat breakfast. She sits next to a friend she has made that is also an ELL. They eat breakfast and wait for their teacher to come to take them to their class. Maria's teacher collects their homework which consists of tracing letters and numbers. Maria is paired with an English-speaking student in the general classroom. Maria is glad that her classmate speaks only English because this makes her want to understand lesson instruction and conversations more. In each class the ELL special instructor comes in to make sure Maria is comprehending what is expected of her. It is this support that helps Maria to reach English proficiency faster. Maria feels her English is getting better in the two weeks she has been attending Trinity Academy Inc. Maria is excited that she is able to help her mom

and dad with their English with the assignments she brings home. Maria participates in motivational music and dancing. She doesn't understand all the words to the songs being played, but she enjoys the music and dancing. After motivational music Maria has her reading class. She has reviewed the sight words she had for homework given to her by her ELL teacher and is very happy that her English vocabulary is increasing. She listens as her homeroom teacher read aloud to the class. She is able to comprehend some of the words and thereby able to assess what the short story is about. After read aloud, Maria goes to the computer to read with the headphones. The program reads in English and Spanish then she rereads in English. She likes this concept because she can see the story play out as she listens and reads. She is also working on phonics and learning how to make new words. Her reading class also requires her to work on tracing the alphabet and numbers. Maria and her class move across the hall after reading to her math class. She is happy to be in math because she understands there is no language barrier with numbers. Maria has her flash cards in place so she can participate with the rest of the class. Her ELL teacher has instructed her to have the flash cards out for the class that will be utilized that day according to the lesson plan. If Maria has difficulty understanding her teacher she will still be able to follow along because her ELL specialist has prepared her for the day's lesson. Lunch follows after math. She is happy to sit with her classmates. She has found that she is comfortable with her friends in conversation even though she is not proficient in English. After lunch Marie and her classmates go outside to stretch and run. Maria attends her human science class after lunch. Her ELL specialist has prepared her in advance with a lesson plan for the day. They are working on identifying the lower extremities and she is prepared with visual aid of a laptop. She will use the laptop in her general science class also. Maria returns to her homeroom class to continue working with her ELL specialist. She goes over the day's activities and her homework for tomorrow. She inquires about her day. She tells her to keep up the good work. Marie goes to the cafeteria to wait for her name to be called for pick up.

# FINANCE/OPERATIONS/GOVERNANCE PLANS

## OUTREACH AND PUBLIC MEETINGS

1. Provide a synopsis of any outreach held to discuss the proposed charter school plan. NOTE: Applicants must prepare a Meeting Question Protocol for all public meetings. A question protocol is a document, script, or outline of topics, questions, and/or solicited community input that will be explored in each meeting. An applicant should carefully consider specific area(s) of stakeholder input that will help guide the final proposal.
2. Discuss specific outreach strategies that were or will be taken. Include:
  - a. Board Member input as to the specifics of outreach planning, protocols for the meeting(s), and any community engagement;
  - b. Selection process/rationale for all strategies used for community outreach/advertisement; and
  - c. Considerations for any barriers to engagement for parents and families.
3. List and describe all public meetings held to date. NOTE: Open-Enrollment Charter Schools that are subsequently approved for multiple campuses after Year 1 must hold at least one public meeting within the geographic boundaries at least one year prior to opening any campus. See Letter of Special Assurances (available to download on the Subchapter D Charter Applicant page which can be accessed [HERE](#)) if proposing to open more than one campus.

Include:

  - a. Date and location of each meeting;
  - b. The number of attendees at each meeting, including a count of those residing within five, ten, and twenty or more miles of the meeting location;
  - c. Outreach efforts to promote each meeting; and
  - d. Board Member(s) in attendance at each meeting.
4. Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.
5. Describe any communications with Texas State Board of Education Representatives and/or elected officials to date.

### Narrative Response:

(1) Discussion held with local daycare parents for proposed open-enrollment charter school.  
(2) Social Media is one form of an outlet will use. Increase presence and communication with parents at the daycares and preschools in the target area. (a) Flyer distribution, word of mouth, church presentation (b) Selection of community outreach was selected based on areas where known preschoolers families are going to be looking for alternatives to local public schools in their community. Strategies used consisted of distributing state performance reviews of schools in the targeted areas.  
(C) considerable barriers: language barriers.  
(3) Stimley- Blue Ridge Library, Energized for Excellence Academy, Inc. Early Childhood Center, Morris Frank Library.  
December 1, 2018- 7007 West Fugua  
December 7, 2018- 6400 Southwest Freeway  
December 15, 2018 - 10103 Fondren 77096

- b. Number of attendees (respectively) 7 126
- (c) Flyers left at preschool as well as apartments in the area
- (d) Cynthia Barnes, Christopher Tyson
- (4) Factors that contributed to lower attendance: Holiday Break/ Season
- (5) Conversation has been had with the Office of Congressman Al Green

**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

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

1. If requesting more than one campus, describe the step-by-step process(es) involved in determining the number of campuses requested. If proposing only one campus, include discussion about the factors that contributed to limiting the number of proposed campuses.
2. Discuss the strategic choice areas that will be used to facilitate initial and primary campus development.

Narrative Response:

**Evaluation Criteria–Campus Request and Growth Plan**

A strong response will:

- ✓ Establish measurable need(s) for the number of campuses requested with supportive research, theory and/or experience;
- ✓ Illustrate clear processes for determining the number of campuses requested with supportive research, theory and/or experience;
- ✓ Demonstrate a thorough understanding of the proposed geographic area(s) and/or community(s) in relation to the number of requested campuses; and
- ✓ Identify specific strategic choice areas that will be used to facilitate initial and primary campus development citing supportive research, theory and/or experience.

Trinity Academy Inc. propose to open one campus. In order for this pilot program to be successful, it has to open and operate according to plan. There are no elementary schools with a focus on a study of human science to use as a model for our proposed curriculum. We are sure that there will be kinks that have to be worked out in order for us to produce a prestigious school. We will devote 100% into making our campus one that other public and private schools will look forward to recruiting from.

(2) In choosing a location we are focusing on 77489, 77053 and 77071 zip code areas. This is the geographical area that encompasses a range of schools that have shown below average results in testing over years. The schools are within a five to ten radius of each other. The demographics in the area is comprised of low income, at-risk children in the Houston ISD and Fort Bend ISD.

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

### CAMPUS FACILITY IDENTIFIED

**THIS SECTION IS ONLY TO BE COMPLETED** if you indicated “yes” above to indicate that you have already identified a specific facility. This means that you know the physical address for at least one of the proposed campus(es) in Year 1. **If you indicated “no” above, do not complete and proceed to the next section.**

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

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

<b>Does the applicant intend to lease or purchase a property?</b>
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 recommended square footage per student is thirty. With a projected enrollment of 174 students the first year, a minimum of 750 square feet for a class size of 20 -22 students is suggested. We expect five kindergarten classrooms and four first grade classrooms. A classroom will be designated for the mock dental and medical clinic along with other healthcare professional setups. We will require a minimum of 10,000 square feet to allow for restrooms, cafeteria, administrative offices, extra classroom, nurse office space. The second year will require an additional 6,000 square feet with the anticipation of eighty new students. The next three years will require an approximate increase of six to seven thousand square feet each year to align with growth. At the maximum student capacity of 750 students, we will require a facility with a minimum of 30,000 square feet. Each class room is designed for a student to teacher ratio of 22:1 and allows students to move around freely, use technology, have small group and individual space. Trinity Academy Inc. is a community based open enrollment charter school. Trinity proposed a facility designed to introduce the study of human science at an early age (K-3), to allow our students to think about the various careers in the healthcare professions. Our facility will be located in the community of low income families with at-risk , economically disadvantaged children. We are excited to offer the children in this community the quality education they deserve. We

will provide a good solid foundation that will allow them to be successful in elementary, middle, high school and college.

**IDENTIFYING AND SECURING A Facility:**

(2) Founder Opal Brandy, DDS is in communication with Jimmy and Margaret Campbell of REMAX Properties in helping to identify commercial property to fit the designed needs listed above. (b) As stated above

the ideal facility would be one already designated as "E" rated occupancy for school use if not our realtors will negotiate with the owner to allocate funds in the build out. We will also consider strip centers. Our primary objective is secure the safety of our children therefore we will look at the walking route and proximity to bus stops, busy intersections, sexual predators, and major highways

(c) With projected growth we will look to negotiate rental increase to align with increase utilization. We are expecting the rent to coincide with the property value in the area therefore within budget. We anticipate the renovations to fall within proposed budget as growth is factored in.

**TIME LINE:**

June 2019 - Consult with realtors Jimmy and Margaret Campbell of REMAX Properties

October-November -2019 Negotiate lease

January- March 2020- Renovations completed

May-June 2020 - Set up classrooms / Move in buy.

(d/e) Financing will be worked out with realtors Jimmy and Margaret Campbell through a 5 year lease agreement with an option to buy. (3)

Jimmy and Margaret Campbell have over 50 years combined experience in selling and leasing real estate and are very familiar with the area. He will focus on "E" rated occupancy approved for educational purposes. All renovations are done to ensure compliance with required safety codes and the Americans with Disabilities Act

**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.

(1) Trinity Academy Inc. will locate within the community. Fifty percent or more of its targeted population will live within a two to five-mile radius of the school.

(3) Upon opening our budget will not allow cost for bus transportation however with growth we will revisit the subject. Our grade levels of kindergarten to third will assure most of the children being accompanied by an adult for drop-off and pick-up. We at Trinity Academy will look at proximity of afterschool centers with transportation and public transportation systems private and city services. We will partner with those in our community to assure all students transportation needs are met.

(4) IEP student’s transportation will be assessed upon enrollment. If transportation is required, the

Principal and Founder will devise a plan to meet the needs. We at Trinity Academy will do all we can to assure no student is denied a quality education that can shape his or her future because of transportation. We will work with all parents to alleviate this obstacle.

# 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:

Trinity Academy Inc. will target low-income families and at-risk students. We have looked at testing scores reported by the state of the public schools in the area. The schools have not provided the quality education that these students deserve. We believe in our mission of introducing our students to the science of the human body which will open their minds to an interest in the medical / dental careers in the healthcare professions. The socio-economic status of the targeted community deserves a school that extends beyond the standard education but is invested in the future of their children to the depths of foreseeing a future in the healthcare professions for them. This mission and vision conveyed to the parents will be our greatest recruitment strategy. The entire Trinity Academy staff and Board along with the Founder (Dr. Opal Brandy) who has worked in the community for over thirty years will provide the parents with the vision they project over their children and the desire to accomplish the mission. Our curriculum is unlike any public elementary school in the area including charters in that we are providing a channel to the healthcare professions. Our students will get exposure to the various working environment of healthcare professions with our mock dental / medical clinic. Our students will be taught by teachers who are specialist in the study of human biology. This program provides a quality education for K-3 that is well and above any expectations of the parents. The Founder of Trinity Academy Inc. has spent time over the years in an elementary school located in a low income, at-risk child environment. Parents are eager and receptive to programs that enhance their children learning experiences. Trinity Academy Inc. mission is to provide the enhancements and give their children opportunistic visions at an early age.

(2) We will establish a recruitment budget in our startup year that will allow us to reach our goal of 174 students in our startup year. We will hire an experienced charter school recruiter in our first year for a period of three months to employ whatever is needed to reach our target enrollment.

#### PERSONNEL INVOLVEMENT

Opal brandy, DDS(Founder) and the Principal will work with the recruiter and oversee the planning and implementation of all recruiting strategies. After year 1, we believe our parents of the students from year 1 will play an integral role in our recruitment. After year 1 the Principal will train other personnel to recruit.

**RECRUITMENT TIMELINE:** Trinity Academy Inc will begin recruiting with the first public meeting in December 2018. This will stimulate an interest in Trinity Academy Inc. which will be followed by a social media and Facebook presence.

July 2019—March 2020 we will increase our presence and awareness to our targeted community as testing anxiety begins and student assessments are evaluated and relayed to the parents. This marks the end of open enrollment.

April - July 2020 Recruitment strategies are modified as necessary as our enrollment numbers are evaluated. This is the time we lock down a firm commitment from the parent as they may have a tendency to sway their decision based on the convenience of other schools in the area. At this time we will open the school to allow the community to get a full engagement of the program from a visual of the mock dental / medical clinic to films highlighting the healthcare professions with the concept of exploring the "Big Picture".

(3): Trinity Academy Inc. will utilize the experience of a trained temporarily hired charter school recruiter. The recruiter comes with a successful track record as is seen with the increasing growth in enrollment of charter schools on the resume. The recruiter will work alongside the principal and Founder. The techniques of the recruiter will be the format the principal will use in training the staff of Trinity Academy Inc. We will also form a partnership with the surrounding daycare and churches in the target area. The local library will also prove to be a valuable asset in our recruiting strategy as those parents are eager to provide a high-quality learning environment. Other recruitment strategies include Social Media utilizing FB, Instagram, and Twitter will continue to spotlight the concept of introducing the ideal of our young children to looking at a future as a medical doctor or dentist. Our website will promote our curriculum with pictures of classroom layouts and our mock medical / dental clinic. It will also put emphasis on our human science course which will enhance reading, writing, and math skills at grades K-3. All of which lay the foundation for elementary, middle, high school and college. We will form a close bond with our parents as we will rely on this essential relationship to encourage other parents to join our program.

(4) METRICS:

Trinity Academy Inc. is looking at securing at least 700 applications to fill its target enrollment of 174 students in its first year. We would like to have 150 applications for each grade by Dec. 2019. We will reevaluate our recruiting strategies in January 2020 and begin utilizing our trained recruiter in March 2020. We will also have a pool of interested but not committed parents that we will draw from. The Founder will closely track the success of all recruiting methods. Tracking of recruits by zip codes and entry grade level will be considered. Effect of paid recruitment as opposed to social media, community events, and open house will also be taken in account.

**UNDER-ENROLLMENT:** We understand that a first-year charter operation may fall short of enrollment targets due to choices in the community. However, we believe in our marketing strategy, community partnerships and most importantly our mission and vision will allow us to reach our enrollment target. We will be aware well in advance of where we are with enrollment and at that point, we will rely on home visits and the strategies that produced the most results to reach the targeted enrollment. Our last recourse is to adjust the proposed budget to fit the enrollment number

### **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:

**NOTE; THE POLICIES ADAPTED BELOW BY TRINITY ACADEMY INC. WERE SHAPED BY PREVIOUS APPLICATIONS AND SUCCESSFULLY OPERATING SCHOOLS WITHIN THE BUILDING EXCELLENT SCHOOLS NETWORK AND BY THE SUCCESSFUL 2017 CHARTER APPLICATION FOR PROMESA ACADEMY CHARTER SCHOOL.**

Trinity Academy Inc. will follow all TEA guidelines and regulations regarding charter school admissions and enrollment. Admissions Eligibility Trinity Academy Inc. will accept applications from students seeking to enroll in grades K-3 providing the students resides in our stated attendance boundary. According to Texas Education Code [29.151], a student must be five years old before September 1 of the year the student begins kindergarten to be eligible to enroll in Trinity Academy Inc. In accordance with Texas Education Code [12.111(a)(5), Trinity Academy 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. Students with a documented history or any types of misconduct as defined by Subchapter A Chapter 37 of the Texas Education Code may be excluded from admission at Trinity Academy Inc. according to the provision of TEC [12.111(a)(5)(A). The following documented instances of misconduct will not be the grounds for denial of enrollment : abuse of a volatile chemical, aggravated robbery, assault against a school district employee or volunteer; breach of computer security; conduct punishable as a felony; criminal mischief; emergency placement/expulsion; false alarm/false report; felony alcohol violation; felony controlled substance violation; fighting/mutual combat; permanent removal by a teacher from a class; possessed, purchased, used, or accepted a cigarette or tobacco product; possessed, sold, used, or was under the influence of an alcoholic beverage; public lewdness or indecent exposure; retaliation against school employee; school-related gang violence action by or more persons; or violation of student Code of Conduct not included under TEC [37.002(b). [37.006] or [37.007] ( see Documented History of Misconduct Form)A family of a student with a documented history of any of the offenses listed in Subchapter A Chapter 37 will be required to provide documentation of the offense to Trinity Academy. Trinity Academy will carefully review the documentation to determine whether the student is eligible to attend. As a part of this review, Trinity Academy Inc. will determine whether the offense falls within those listed in TEC Subchapter A Chapter 37 and within the list of offenses that Trinity Academy has decided will not be grounds for denial of enrollment. If a student is excluded from enrollment after this review, the student's family will be notified in writing and by phone of Trinity Academy's decision.

#### **(a) APPLICATION PROCESS**

The open-enrollment period for Trinity Academy will run from November 1 through and including

March 31. During this period, all applicants will be assigned a unique application ID number. In the cases of families with multiple children applying to Trinity Academy Inc., each child will receive a unique ID number. Families will be notified of their child's unique ID as soon as an application is submitted as Trinity Academy Inc. intends to use a lottery and enrollment management software such as SchoolMint. An application must be complete for a student to be considered for admission to Trinity Academy Inc. The application will ask for the following:

1. Student name 2. Student's birthday 3. Current grade level 4. Requested grade level for admission 5. Name and contact information of a parent or guardian 6. Student's home address and home school district 7. Names of any siblings currently attending Trinity Academy Inc. or also applying for admission. Apart from the information above, there will be no other requirements to apply. Trinity Academy Inc. will not request student information about special needs or Limited English Proficiency (LEP) nor will any student be denied admission on the basis of special needs or LEP. At the end of the open-enrollment period on March 31, if the number of completed applications for each grade is less than or equal to the total number of available seats for that grade, then all applicants will be admitted to Trinity Academy Inc. In accordance with Texas Education Code [12.117(a)(2)(A), if Trinity Academy Inc receives more completed applications for any grade level during the open-enrollment period than there are available seats for that grade level, a random, public lottery will be held, no later than two weeks after the end of the open-enrollment period, to determine enrollment and waitlist numbers.

(b) LOTTERY PROCESS: If the lottery process is required to determine admission to and the waitlist for Trinity Academy Inc., it shall take place no later than the second Saturday in April. The lottery will be conducted by entering application ID numbers into an electronic lottery management system with all numbers given an equal weight during the process. Only complete applications that were received prior to the open-enrollment deadline will be eligible for the lottery. During the lottery, application ID numbers shall be randomly selected and applicants corresponding to those numbers will automatically receive admission to Trinity Academy Inc. until all available seats are filled. Once all available seats are filled, the remaining numbers will continue to be drawn and the applicants will be placed in a waitlist according to the order in which they were drawn. If one sibling of a student is selected for admissions by the lottery process, then any other siblings of that admitted student will also be admitted if seats are available in the requested grade levels. In the case that no seats are available, that sibling will be placed at the top of the waitlist and shall be notified when a seat becomes available. The lottery video will be recorded and made available at the public's request.

PRIMARY ATTENDANCE and ATTENDANCE BOUNDARIES In accordance with TAC [100.1207(f), if Trinity Academy Inc. receives fewer applications than the number of available seats from applicants in the primary attendance boundary ( all districts not in the primary attendance boundary). If there are more applicants from the secondary attendance boundary than available seats after all primary attendance boundary applicants have been assigned seats, the remaining open seats will follow the lottery process described above. If Trinity Academy Inc. receives more applications than the number of available seats from applicants in the primary a. Once all the primary attendance seats are filled and the remaining primary attendance boundary applicants are put on a waitlist, the secondary attendance boundary applicants will be entered into a lottery and placed on the waitlist.

(c) LOTTERY EXEMPTIONS: as permitted by Texas Administrative Code [100.1207(b) and Federal Lottery Guidelines, if a grade level has more applicants than available seats, Trinity Academy Inc. will allow for the following exemptions for completed applications submitted during the open-enrollment period in the order stated below. Note that all applicants must reside within the stated geographic boundaries for Trinity Academy Inc.

1. Siblings of students who are admitted or already attending Trinity Academy Inc., as long as the

sibling's grade has available seats

2. Children of Trinity Academy Inc's teachers and staff, as long as the total number of students under the exemption only constitutes a small percentage of the school's total enrollment; and 3. Children of the Founding Board members of the school, as long as the total number of students under the exemption only constitutes a small percentage of the school's total enrollment. Non-Founding Board members' children will be subject to the standard admission and lottery procedures outlined above. Non-Founding Board members are those who joined the Board after the first day of school of Trinity Academy Inc.'s first year of operation.

**ENROLLMENT** Parents and guardians selected for enrollment through the lottery system will be notified via a phone call and email within three business days. Once a member of Trinity Academy Inc's team has received either a verbal acknowledgement on the phone or an email response indicating that the family is aware their child has been accepted, families will have five business days within which they have to confirm their intention to enroll their children at Trinity Academy Inc. If a family fails to respond within the five-business day period, their children's application(s) will be placed at the end of the waitlist. Upon enrollment in Trinity Academy Inc., families must submit the following documents:

- 1) Previous school records including IEPs and transcripts
- 2) Verification of student's identity
- 3) Student's immunization records, and
- 4) A current utility bill or lease in parents' or guardian's name to verify that the student lives within the stated geographic boundaries. Any homeless child who is selected for admission will be immediately enrolled to Trinity Academy Inc., even if the child is unable to produce all of the records required for enrollment, as listed above.

**WAITLIST POLICIES:** Students who apply to Trinity Academy Inc. after the open-enrollment period will be placed on the waitlist in the order in which the application was received and after the names of applicants who applied during the open-enrollment period and were placed on the waitlist after the lottery. If a seat becomes available in any grade, the first family on the waitlist for that grade will be offered the available seat. If that family declines, the applicant is removed from the list and the open seat is offered to the next student on the waitlist. This procedure continues until the waitlist is filled. The waitlist will remain in the same order over the course of the academic year, unless a family requests the school to remove an applicant from the list.

**WITHDRAWALS, TRANSFERS, AND RE-ENROLLMENT:** If a student chooses to withdraw from Trinity Academy Inc. during the school year, we ask that the parent or guardian provides written notice to the school. Once we are aware that a student has officially withdrawn, a seat will become available for the next student on the top of the waitlist. If a withdrawn student wishes to re-enroll in Trinity Academy Inc., he/she will be required to re-apply through the standard procedures outlined above and will be subject to the admission, lottery, and waitlist procedures outlined above. Students who choose to transfer to Trinity Academy Inc. during the school year will be required to submit a complete application. If a seat is not available, the student shall be placed on the waitlist and will be subject to the waitlist procedures outlined above.

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.

TRINITY ACADEMY ACADEMIC CALENDAR 2020—2021	
<b>HOLIDAYS</b>	
September 7, 2020	Labor Day
September 14, 2020	Fall Holiday ( students only)
November 23-27, 2020	Thanksgiving
December 23 —January 4, 2021	Winter Break
January 18, 2021	MLK day
March 8-12, 2021	Spring Break
April 2, 2021	Spring holiday
May 31, 2021	Memorial day
<b>SIGNIFICANT DATES</b>	
August 10, 2020	Teachers report to work
August 24, 2020	First day of school
December 17, 2020	Last day of first semester
January 7, 2021	First day of second semester
May 31, 2021	Last day of school for students
June 4, 2021	Last day for teachers
<b>GRADING PERIODS</b>	<b>REPORT CARD DATES</b>
<b>CYCLES</b>	6

Aug. 24 - Oct. 1	28 days	Oct. 8, 2020	
Oct. 5 - Nov 6	25 days	Nov 13, 2020	
Nov. 9 - Dec 17	27 days	Jan 8, 2021	
Jan 7 - Feb 15	29 days	Feb 19, 2021	
Feb 18 - Apr 5	30 days	Apr 9, 2021	
Apr 8 - May 31	38 days	May 31, 2021	
4 CYCLES		REPORT CARD DATES	Aug
27 - Oct 26	43 days	Nov 6, 2020	
Oct 29 - Dec 17	34 days	Jan 8, 2021	
Jan 7 - Mar 8	44 days	Mar 19, 2021	
Mar 18 - May 31	53 days	May 31, 2021	

START / DISMISSAL TIME			INSTRUCTIONAL HOURS	
Kindergarten	7:45	4:00	Kindergarten	8.25
1st grade	7:45	4:00	1st grade	8.45
2nd grade	7:45	4:00	2nd grade	8.45
3rd grade	7:45	4:00	3rd grade	8:45

Total number of instructional minutes in school year 88.110

Trinity Academy Inc. will have an eight hour and fifteen minute schedule everyday. This will be the necessary schedule to incorporate the healthcare curriculum and to carry out our mission and vision. This schedule will allow instructional time of two and a half hours for the human science course and seventy five minutes for visual interaction daily. A free thirty minute period at the end of each day will also be a part of the daily operations at Trinity Academy Inc

A weekly schedule with early release Fridays for professional development , data analysis, instructional and curriculum planning are considered in the makeup of the schedule. MONDAY — FRIDAY

SCHOOL SCHEDULE		7:30-7:45	Doors open/Breakfast
7:45-8:00	Motivational Warm Up		8:00-
9:00	ELA		9:00-10:00
Math			10:00-11:00
Science			Human
		11:00-11:30	Lunch
11:30-12:00	Recess		12:00-
1:00	Science / Health		1:00 - 2:00
ELA			2:00 -2:45
Technology / Spanish			2:45 -3:15
Music/ Drama			Art/
3:40 -4:00	Gather belongings and dismissal		Free Time
Friday Dismissals			Early
off at 2pm. Professional Development Day	2:00 - 4:00		Schedule cuts

We at Trinity Academy Inc. will have two science blocks, one in the morning and one in the afternoon. Our mission is to focus on science with the understanding that reading and math skills will be enhanced. This challenging but exciting approach to learning is meant to stimulate the mind and familiarize our students with careers in the healthcare professions. We will employ science teachers that are experts in the field of human science to give the specialty instruction that our students deserve. Spanish and technology will alternate with technology being incorporated in all fields of study. Trinity Academy Inc. is committed to providing the best instructional education to assure our students a quality education to build a strong foundation so they will excel in elementary, middle, high school and college. We will offer over 10,000 more minutes in a 180 day school cycle than the surrounding schools in the

district. The extended hours will increase knowledge retention and thereby allow easy transition from one grade level to the next. The early dismissals will allow staff to come together and assure there is an alignment of collaboration between teachers.

# FINANCE/OPERATIONS/GOVERNANCE PLANS

## START-UP PLAN

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

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

### Narrative Response:

Our Founder, Opal Brandy, DDS has been a charter school board member for over ten years. This has provided our Founder with training and knowledge in charter school operations. This along with the input from board members give us the capability to compose a start-up plan for Trinity Academy Inc. The individuals listed below will be involved in the start-up plan: Board of Director, CEO also the Grants Co-ordinator, Principal, CPA, PEIMS, Account

~Address charter contingencies: (CEO/Board)- June-July 2019

~Website with legalities assoc. with charter school approval: (CEO)- Aug.2019

**ENROLLMENT** ~Mail

outs/ aggressive recruiting, reconnecting with all interested parties, hosting community meetings to increase support, visit local churches

~Begin application process and establish application period: (CEO/Board/ Principal)-Aug - March 2020.

~Host onsite open house ( if facility is ready) with applications for prospective students students: (CEO/Principal)- Dec 2019 - Jan 2020

~Make online enrollment application n available to public. Increase social media following / distribute more flyers: (CEO/Board)- Dec 2019 - March 2020

~Notification process begins to inform families of their status (Principal)- April 2020.

~Conduct lottery if necessary: (CEO/Principal)- June - July 20206.

~Classroom preparation (Teachers)- May-June 20207.

~Hire PEIM: (CEO).- May 20208.

Accumulate student records (Registrar)

BOARD

GOVERNANCE

1. Board  
Board Retreat

training as mandated by TEA schedule ( \$1600 )

( \$900 ) schedule board meetings adhering to The Texas Open Meetings Act, Adopt Board Member Handbook (CEO/Board Members)-June 2019 2.

REMAX, Sign Lease / Begin renovations / Get furniture (CEO/Board)-July 2019- June 2020

~The working Board will review and adopt board policies finalize CEO position, define the job description of the CEO & establish salary for CEO. Review Conflict of Interest Policy

verify accounting, approve audits, approve budget,: (CEO/Board)-June 2019

PUBLIC /

PRIVATE GRANTS

1. Enlist

grant writer, seek out foundation , and corporate prospects( CEO)-August 2019

ADMINISTRATION & STAFF

1. Hire Principal: (CEO)-August 2019

2..Create instructional guideline, finalize school calendar for distribution to parents develop curriculum & assessment strategies: (Principal)-Sept 2019- Jan 2020

3. Set up front office systems (CEO/Principal)-March 2019

4. Recruit teachers & supporting staff define job description, setup online applications, visit local colleges, attend job fairs :(CEO/Principal)- August 2019- June 2020.

5 . Collect and analyze student data, Involve Special Ed teacher in ARD committee: (Registrar)-June 2020

6.

Develop daily schedule for all classes, Develop Student Handbook, Develop policy for classroom management and

student discipline : (Principal)- Feb-May 2020

OPERATIONS

1, The

CEO (Operations Director) contract with food and uniform vendors technology, janitorial services and furniture

START UP

BUDGET

2a.) Personnel:

CEO-\$50,000

2. Payroll taxes

and benefits- Social security- 6.2%

Medicare -1.45%,

worker's compensation insurance-1% of total personnel costs. State unemployment - 2.7% of the first \$9,000 per year per FTE employee, health insurance includes dental & vision:

\$300/month per employee, life insurance \$5/ month

3.

Accounting services \$4,000, legal \$5000, Payroll services \$130/mo technology setup & first yr \$10,000

4.

Average cost of classroom supplies is \$55.00 An anticipated175 students ( \$9,625 )

5. Special Education supplies calculated at 8% of student body population \$200.per student.- 14 students ( \$2800 )

6.

Textbooks: \$25,457.70

Reading Street by Scott Foresman \$1741.25 & teachers manual 74.90.

Spelling Connectons by J Richard Gentry \$4856.25

Texas write Source by Sebranek/kemper/meyer/Bernabel \$2,730

Daily Word Problems Math by Evan-Moor \$3,631.25

Spectrum Math \$1851.50

Motivation

Math by MentoringMinds \$3491.25

Texas Go Math by MentoringMath \$3,115

Base Ten Starter Set @\$30.05 (10) \$300.05

Texas Studies Weekly \$2791.25

Texas

Science Fusion by Houghton Muffin Harcourt \$875

7. Supplies & Materials: Miscellaneous supplies \$30.00/ student

8.

Furniture and equipment: \$28,780 , 8 classrooms with 22 desks at \$2850 ea. is \$22,800 bookcase \$180, 2 whiteboards at 185 ea. (\$370), teacher desk and chair \$375, miscellaneous \$500, miscellaneous office expenses \$3500 ,cafeteria: refrigerator \$1300, 10 cafeteria tables at \$1200 ea. (\$12,000), serving line \$6,600 , 6 large waste baskets \$25ea (\$150), cooking utensils \$1000, microwave \$350 mock dental office: \$2,500, mock doctor's office \$1200: 9 clocks at \$20ea (\$180)

9. Technology: \$17,600 Phone system \$2,100, printers \$550 ea. (\$1100) Chromebook's 80 at \$180 ea. (\$14,400)

10. Assessment:

NWEA

MAP \$14/student \$2,450, \$475/class kit, \$1,000 for site fee, STEP Literacy assessment

\$18/student 4x's year (\$5,600), ELL for TELL assessment \$7/student STEP training

\$1,800/day 3days (\$5,400), \$1,000 miscellaneous training expenses

11. Staff Recruitment \$2500 and PEIMS training \$1800

12. Student Recruitment \$8,000, WebSite development \$1200 13. Director and officers insurance \$1500

(d) FACILITY OPERATION and MAINTENANCE

Average facility rent in the 77071 zip code is estimated at \$14 per square foot with operational cost (janitorial, repairs, maintenance, utilities, insurance) at \$6. We will initially lease 10,000 square feet. One month's rent is \$14,000. Operational cost is \$6,000. Total month

CONTINGENCIES

We anticipate founding by way of PCS start up grant. We will attempt to secure funding through private contributions and grants. we will look at the overall budget to find ways to reduce costs by buying used furniture and looking at cutting salary or delaying salary to the CEO. we will also ask vendors to allow net 30 net to net 60 payment terms.

STRATEGIES TO MITIGATE FRAUD, WASTE, AND ABUSE

Trinity Academy Inc. will be one hundred percent responsible for managing the public funds received. We will be ethical and transparent with all financial transactions. We will comply with all the Generally Accepted Accounting Principles (GAAP) thereby avoiding fraud, waste and abuse. We will provide detailed timely audits as required. To assure there are no issues with the funds received, we will obtain: multiple bids from various contractors, review of monthly expenses by the board, check and balance system so that no one person has too much control over the finances, reconciliation of general ledgers to catch errors from transactions, transparency, initial and date all documents for accuracy, Board approval for purchases greater than \$8,000.

### **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.

a) Back Office Services: All accounting including payroll will be contracted out to sources at a lower rate than a permanent hired position. We will look for someone who is an expert in or has had experience with working with charter schools. The accountant will also have the necessary knowledge to conduct an audit. Based on our school size and minimal personnel,

we estimate an initial accountant charge of \$800 per month with start date of April 2020

b) Food services: Due to the expense related to in school food preparation and the stipulations associated with meeting food preparation requirements, Trinity will contract with a food vendor that has a history of working with schools. The vendor must show proof of compliance with the Texas Department of Agriculture and USDA requirements. The vendor must also be certified to provide child nutrition services, be experienced and aware of the protocol in handling free and reduced lunches. The food vendor will be chosen by March 2020 based on qualifications and affordability

c) Transportation: If a student has an IEP which requires transportation, we will identify a transportation. Providers will be carefully evaluated and have experience in handling student transportation. We will set \$6500 in the budget for transportation. We will select a provider by April 2020.

d) Janitorial and Grounds: We will look for bonded and insured janitorial service providers that have experience with managing school properties. The janitorial service will be selected based on cost and experience in April 2020 the provider will comply with all laws regarding hazardous materials in schools.

e) IT Support Services: Trinity Academy Inc. will contract support with an IT company that can be on call for our technology system including computers, and telephone system. The provider will need to have experience with the school system operations. The selection will be based on experience and cost. Initial set up should cost range around \$8000 then about \$4000 per year.

Nurse Services: A vision and hearing nurse will be contracted annually. This service will be provided to all students at a cost of \$20 a student. The nurse should have a history of working with school students.

Special Education Services: Psychological, Speech, Physical and Occupational therapies will be contracted on a "as need" basis. Providers will be contracted based cost and experience. The budget will set aside \$1500 a year.

(3) CMO will not be used for

Trinity as the budget does not allow.

(4)

Construction: TEC Chapter 44, Subchapter 8 will be utilized as the process for awarding contracts for construction, repairs and renovation.

# 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:

Trinity Academy Inc. realizes the significance of accurate data reporting. This job encompasses accurately reporting student attendance, demographics, and academic performance. The PEIMS coordinator will also be responsible for accurate personnel data, financial data, and organizational data..

i) We will look for someone with an associate's degree and preferably a background as a PEIMS coordinator.

ii) We will employ a full time PEIMS coordinator in April 2020 so incoming student data can be recorded.

iii) We will look for someone competent in record keeping and Microsoft Office software. A starting salary of \$30,000 is budgeted for this position.3) PEIMS software training (\$1800) will be utilized as well as input from the CEO who will have also gone through PEIMS training beforehand

### 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.

Dr. Opal Brandy has been chosen as the Superintendent of Trinity Academy, Inc. due to her passion for serving the underprivileged and her vision to provide a premier program to introduce young children of low socioeconomic status to the healthcare professions at an early age. Dr. Brandy has been a practicing dentist for over thirty years, where she has served the underprivileged community. Dr. Brandy's compassion for a person's well-being started

with her career as a registered nurse. She graduated from Purdue School of Nursing in 1972. She practiced nursing for eleven years. In 1979 she moved to Houston and enrolled in University of Houston where she received her degree in Biology. In 1981 Dr Brandy became a student at the University of Texas Dental School where she continued her career in the healthcare professions earning her Doctorate of Dental Science. Upon graduating Dr. Brandy practiced dentistry in the second ward area of Houston. This area provided her with a first-hand view of the underserved and underprivileged. She made it her mission to become involved in the community providing meals and clothing to those less fortunate. Years later, Dr. Brandy moved her practice to Missouri City where she became active in the school by volunteering her time as a tutor. Dr. Brandy has been on the Board of Energized for Excellence Academy, Energized for Stem Academy and Inspired Academy for a combined total of over 12 years. She has continued her tutorial volunteer services over the years working with third graders. It is the opportunities that she has experienced that have led her to the desire to create a premier school for kindergarten through third grade that introduces human biology into the curriculum. Dr. Brandy has mentored several students over the course of her practice of which six have gone on to pursue careers in dentistry. The Board of Trinity Academy Inc believes Dr. Brandy's knowledge, skills, values and strong leadership capabilities makes her the ideal candidate for superintendent. Dr. Brandy's strong desire for quality education for all children defines her commitment. She believes the fundamentals of Reading, Writing and Arithmetic are the essential foundation and keys to the success of education. Dr. Brandy also understands that early childhood development involves imitation and role modeling. We believe at Trinity Academy, Inc. that the concept of exposing our children to the healthcare professions at an early age will allow them to imitate and role model those in the professions. We will rely on teachers with specialty training to afford our children with the quality education they deserve. Dr Brandy has worked closely with the Founder of Energized for Excellence Academy, Energized for Stem Academy and Inspired Academy which are charter schools that have been in existence for over twenty years. Her close association with the Founder of these schools has gained her excellent knowledge in school operations. Her community involvement has made her a standout citizen. Dr Brandy has been the brainstorm behind the conception of Trinity Academy, Inc. Her mission and vision has convinced the Board that she is the most capable person for this position. (4)The Board has budgeted a salary of \$60,000 for the Superintendent position.

The Board realizes the Superintendent is the one person to manage the school. The responsibility of overseeing the Superintendent rests with the Board. The Board will employ the metrics listed below.

**i)GOVERNANCE AND BOARD**

**RELATIONS**

1.The number of Board meetings

2.The number of emails and phone communications with the Board

3. The number of hours the superintendent spent preparing for and attending meetings

**ii)COMMUNITY RELATIONS**

1.The number of community partnerships formed

2. The number of family events held

3. The number of parent/ staff meetings held

4. The number of social events held

5. The number of parent complaints monthly
6. The percentage of parents that attend a social events

iii)STAFF RELATIONS

1. The number of satisfaction rating
- 2.The staff retention rate
- 3.The time spent on lesson preparation
- 4.The number of professional developments classes
- 5.Staff evaluation of professional development classes
- 6.The number of staff meetings
- 7.Staff attendance
- 8.The time spent observing

iv)BUSINESS AND FINANCE

1. Student attendance and retention rate
2. The fund balance ratio
3. The percentage difference between final and actual budget
4. The number of waitlist and enrolled students
5. The net income at the end of the month

v)INSTRUCTIONAL LEADERSHIP

- 1.The school's achievement towards student and outcome goals
2. The percentage of students reading at grade level
3. The percentage of students reading at or above grade level
4. The percentage of students That Approach, Meet, or Exceed grade level standards on STAAR
5. The percentage of students with any Level 2 or 3 infractions of the Code of Conduct
6. The percentage of students with in and out of school suspensions

# 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:

In an effort to carry out the mission of Trinity Academy, Inc. and fulfill its vision, we will need quality input from a supporting staff. Our staff recruiting will begin immediately after the first public hearing. The CEO and principal will retain contact information from all persons that express an interest in the school's mission. Hiring will begin when approval is granted in August 2019, we know that competition from surrounding schools will pose a problem. We will offset this problem with emphasis placed on the intriguing aspect of the program; focus placed on human biology and careers in the healthcare professions at an early age. Our recruiting practices will involve attending job fairs, making ourselves visible at all the local universities -appealing to graduating seniors. We will increase our presence on Facebook. We will make the application process available online as well as utilize social media for advertising purposes. We will advertise locally and nationally with Educational Service Centers. The positions to fill are: Para-professionals: Due to a limited budget, our CEO will employ staff that are qualified and experienced to work in many capacities. In house accounting and all legalities will be done by office staff. Accountants and lawyers are contracted services that will be hired as needed. Office Management Staff: Experienced Associate Degree required. Microsoft Office software knowledge required. Communication and data entry required Food Service/Janitorial: Vendor bidding will be conducted. Selection will be made based on quality of service, experience and affordability. Internal Custodial: Selection based on experience and application information Applications and applicants will be interviewed by the CEO and principal. All applicants must attest to not having an inappropriate relationship with a minor. If the application meets all requirements a phone interview will follow with the CEO. A scripted format of questions will be addressed. A Reference check will follow if the phone conversation goes well. Three reference check will be conducted. The final stage is an in-person interview. An offer will be made verbally and in writing. All offers will be contingent on the completion of a fingerprint / background check.

(2) Foreseeable Obstacles: Our biggest obstacle will inevitably fall in budget restrictions. Competitive wages from surrounding schools will be our biggest problem. We feel once our mission is reiterated it will motivate interested applicants to want to be a part of the process. We at Trinity Academy Inc understand our limited budget. As stated above we are looking for applicants that are multifaceted in their duties in the event of unforeseen support staff shortages. We will post the job opening as soon as possible. In the meantime, we will offer other staff compensation to fulfill the job description

### **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:

Trinity Academy Inc. will have a governing board to help oversee the administrative duties of the school. the Board of Directors will meet every month and on a "as need" basis. The Board will post the scheduled meeting forty-eight hours in advance adhering to the Texas Open Meetings Act. The minutes will be made available to the public. The Board will also follow the guidelines of Texas Open Meetings Act for closed session meetings. The Board will comply with regulations dealing with conflict of interest and nepotism. We are pleased with the members of the Board who have come together as a team volunteering their time in an effort to accomplish the mission of Trinity Academy Inc.

The Board's duties and responsibilities are:

1) to assure the terms of the charter are met if a charter is approved relating to academics, finances and operations. The Board will make sure the school is financially sound and ethical in the management of tax payers' monies.

The Board will consist of five members diverse in race, gender and age. Each member brings

their own set of skills to the table. Each member is committed and aligned with the mission and vision of Trinity Academy Inc. The Board thoroughly understands and agrees with the Founders concept of specialized instruction geared towards careers in the healthcare professions targeting underprivileged elementary children. The Governing Board will oversee and evaluate the performance of the CEO. The Board is responsible for hiring the CEO and setting the compensation for the position. The Board will abide by the Board of Directors Manual developed by the Founder/CEO and Governing Board Members. This Manual will consist of the school's mission and vision, the Bylaws and Articles of Incorporation, Charter Contract. List of Board members, committees, policies and procedures, school procedures, board agendas and minutes. any recent reports, summary of the academic performance of the school, directors and officer's insurance documents, board training information, contact list of Board members, and attorney and auditor information. The Board will agree to be the final authority to hear employee grievances, citizen complaints, parental complaints, oversee and amend budget, control public records. The Board members should also make themselves present in the community, complete criminal background check, and participate in fundraising efforts. (2)

Chairman- preside over Board meeting

Vice Chairman-assume the position of the Chairman in his absence

Secretary- keep minutes and records

Treasurer-responsible for funds and investments of the Corporation

1)Donald Tyson.

2)Barbara Selmon

3)Cynthia Barnes

4)Mario Marquez

5)Opal Brandy

(3) The Board will evaluate its effectiveness on a regular basis to assure it is meeting the goals specified in its charter application and aligning itself with the mission and vision of Trinity Academy Inc. Abiding by TEA regulations, all Board members will complete training within one year of charter approval. To be effective the Board will complete twelve hours of training initially. Returning Board members will complete six hours of training every year. A self-evaluation will consist of annual evaluation of the CEO. Self-evaluation will be done utilizing the Lone Star Governance self-evaluation tool. An effective Board will involve itself with the day to day operations of the school. Attending school events and community activities plays an integral role in the function of the Board. The Board will participate in community outreach projects to build the school's reputation.

(5) Metrics involved.

Board Involvement:

(M)Percentage of Board members who attend school events

Threshold - At least 80% of Board members attend events at the school and 100% of Board members participate in at least 1-2 school events per year.

CEO accountability- The time the Board spends on the vision and student outcome goals.

Threshold- board completes state training to fully understand how to measure student progress goals, self-evaluation of Board, and CEO.

**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 will use the following indicators:

(I) metrics (M) and thresholds (T) to monitor its success.

Indicator - Student proficiency regarding students at grade level by subject will be evaluated monthly for TEKS mastery and on a trimester basis for STEP (Strategic Teaching and Evaluation of Progress) literacy skills and NWEA MAP as well as Trinity Academy assessments and the STAAR test.

Metric Percentage of students that master TEKS; Threshold 80% or more mastery

Percentage of students that master STEP; (T) K -70% Gr1- 80%, Gr2-90%, Gr3 -100%.

Grade 3 students should be reading at grade level as demonstrated by STEP 3.6,9, and12  
Trinity Academy Inc.

Assessment

(T) 75% of students score 80% or above

Percentage of student in 85th percentile or above on MAP;

(T) K-60th percentile

Gr1-65th percentile

Gr2-70th percentile

Gr3-75th percentile

Percentage of students approaching, meeting, and exceeding grade level standards of STAAR (T) 100% of students that attend school all four years  
90% of students that attend school for three years  
70% of students that attend school for one to two years.

Indicator - Academic growth will be evaluated on a trimester basis for STEP.

NWEA MAP Metric: Percentage of students that master STEP; (T) 75% progress a single STEP level each trimester. Percentage of students meeting Trinity Academy, Inc. assessment (T) 80% of students. Percentage of NWEA MAP assessments (T) 10% or more growth until there is 90% growth Indicator. Special Education and ELL data evaluated (as above) in addition to:

Metric: Percentage of ELL master ELPS (T) 75% mastery Percentage of ELLs on progress to exit ESL program (T) 100% on progress to exit ESL Indicator: New and returning students data analyzed yearly Metric; Percentage of returning students (T) 90% will return All assessments listed above (T) Percentage difference between new and returning

performing at the goals described above will decrease every trimester and approach 0% by end of two years Indicator: District and state historical comparisons evaluated annually

Metric: Percentage of students Approaching, Meeting or Exceeding grade level standards on STAAR (T) will score at least 12% higher than surrounding schools Indicator: Bottom and Top 10% proficiency and growth data Metric: STEP level growth for each student (T) minimum

growth of 3 STEP levels by end of year NWEA MAP growth for each student (T) minimum growth of 5 percentiles annually Indicator: Achievement gap data evaluations on

proficiency and academic performance based on ethnicity and economically disadvantaged classification Metric: Percent difference in achievement of all subgroups (T) All subgroups will perform with no more than 5% difference Attendance data evaluation (T) ADA 95% or more Indicator: Staff retention annual evaluation and throughout the year as necessary

Metric: percent of staff retained (T) 85% or more staff retention

(2) The Board is responsible for monitoring the academic performance of students at Trinity Academy Inc. It is important that Board members and the CEO are in unison with the goal of achieving academic excellence. Board member Mario Marquez has years of experience in school administration and has the capabilities necessary to analyze our student's data and assessments. Monthly academic performance reports will be provided to Board from the CEO. The Board. At the end of each trimester an analysis of Trinity Academy's progress towards meeting the academic performance indicators that TEA uses in evaluating public school performances will be analyzed measuring data trends, areas of success and growth. We will also evaluate next steps needed to make sure we are on track to meet our goals.



# 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 performance indicators are evaluated on a quarterly basis unless indicated differently:

1. financial indicator (F): Assets and liabilities compared to monthly budget

Metric (M) Assets over liability differential

Threshold (T) The differential should show assets exceed liabilities

2. F: Monthly balance residual

M: Assets divided by liabilities

T: The ratio of residual balance of funds should be greater than 1

The residual ratio is the operating ratio divided by yearly operating costs. This should cover two months of the school's operating costs. This does not include any anticipated funding

3. F: Classroom operating costs

M: All equipment, supplies and furnishing needed to set up a classroom on a quarterly basis. If all class rooms are set up for the initial anticipated 175 students, we will need to equip eight class rooms. Furnishing and equipment comes to 3,600/classroom for a total of \$28,800 for eight class rooms. Textbooks and supplies are \$40,350 at \$231.00/student. The cost to set up a new classroom is anticipated to be \$8643.75. We are keeping our classroom budget at a minimum to allow for the cost of the mock dental and medical office class room which are anticipated at \$2500 and \$1200 respectively. T: The classroom cost should be set on a budget of \$10,000 or less.

4. F: Personnel costs quarterly evaluations M: Total personnel cost divided by all revenues T: 60%

5. F: Basic instruction costs M: All costs of instructional materials divided by all revenues T: 60%

6. F: Average per pupil spending M: Average charter school spending per student compared to averages at public schools for the same grade level

T: \$9,100

7. F: Facility expenses

M: Facility expenses subtracted from all facility expenses divided by total revenues

T: 15% or less

8. F: IT spending per student (Chromebook) with necessary materials and equipment M: Spending per student

T: \$25,600 cost including set up. Approximately \$205.00 per student. This cost should decrease after the purchase of technology for all grade levels initial set up.

9. F: Teacher and staffing

M: Retention rate, salaries, benefits

T: Increase pay proportional to other schools in the district and years at the school Provide more benefits with years of employment. Due to our specialty program with a focus on healthcare an in house curriculum will be created that will reduce instructional cost

10. F: Internal accounting will be done on a monthly basis M: Number

transactions supported by documentation and explanation in a timely manner

T: Audits as required and compliance reports as required. All transactions will be supported with oversight and documentation

11. F: Enrollment evaluated

M: actual enrollment divided by enrollment projection T: 96%

ii) The Board will review the financial position of the school on a monthly basis at regularly scheduled monthly meetings.

iii) Failure of the board to recognize and adhere to threshold levels could result in failure of our academic program

(2) Board member Cynthia Barnes has an extensive background in finances and accounting as a CPA. She will take on the responsibility of assessing the financial performance of the school. Her assessment will assure the Board and CEO meet the financial goals set by the school. Ms. Barnes will work with the CEO to establish an operating budget for the school. Board member BJ Selmon will work with Ms. Barnes. Ms. Selmon has had experience in operating her own business for over thirty years and understands the importance of adhering to a budget.



# FINANCE/OPERATIONS/GOVERNANCE PLANS

## BUDGET

1. Provide a detailed budget narrative and sources of funding, which must include a description of assumptions and revenue estimates (including but not limited to) the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g. grants, donations, fundraising). NOTE: A child who is eligible for enrollment in a prekindergarten (PK) class under Texas Education Code, 29.153, Free Prekindergarten for Certain Children, will only generate half-day attendance. Prekindergarten classes must operate on a half-day basis unless funding other than Foundation School Program (FSP) funding is used to offer a full-day PK program.
2. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secure and which are anticipated, and include evidence of commitment for any funds as Attachment F5. Explain the basis for assumptions around unsecured/anticipated funding sources.
3. Provide the cumulative total amount for each of the following and the number of donors included in each amount:
  - a. Donations collected;
  - b. Donations with a firm commitment;
  - c. Additional donations anticipated; and
  - d. Donations contingent upon charter.
4. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. Also provide a detailed cash flow contingency (for Year 1), in the event that revenue projections are not met in advance of opening.

### Narrative Response:

#### BUDGET

State

AidTrinity Academy Inc expects to conservatively enroll 175 students in its first year, 87 kindergartners and 87 first graders. There will be continued growth each year up to and including the third grade. Our goal is to budget conservatively based on an attendance rate of 92%. The attendance record of schools in the area is an average of 95%.. We are estimating a special education population of approximately 8%.(4% mainstream, 4% speech therapy). Based on the demographics in the area we anticipate 15% enrollment in bilingual/ ESL and 95% economically disadvantaged. The surrounding schools averages 98% economically disadvantaged.

#### PERSONNEL

We will keep a student to teacher ratio of 22:1. We will propose a 3% annual cost of living raise for personnel. The CEO will serve as Head of school and CEO. Since we are a small school, we will minimize staffing as needed. The Business Manager will support the CEO in handling administrative duties. The PEIMS will be hired the first year. There will be two teachers for each classroom and four classrooms for each grade level. One teacher will instruct math and technology. The second teacher will teach reading and language arts and Spanish. Our intention is to focus on hiring certified bilingual instructors to satisfy all TEA requirements. We

will employ a part time PE / art teacher for four hours a day alternating PE and art classes . Our Science teacher will be our biggest budget item as far as teachers are concerned as that position will focus on one subject ( human and natural science). We will hire someone with a biology degree and has a background in the health career professions.

#### REVENUES

We are not relying on IDEA funding but due to the specific nature of our program we feel we are a strong candidate for Title 1 funding, as well as funds from the National Lunch and Breakfast program. Breakfast and lunch funds will be calculated at a rate of \$4.00/student at 92% attendance rate (170 students) attending 92% of the 180 school days (167 days) which will budget at \$112,608 for the first year with an increase each year. Although we have no outside secured promises, we will continue looking at generating support from Baylor and University of Texas Medical schools as well as other local medical and dental philanthropist in the community.

#### PAYROLL TAXES AND BENEFITS

Social security calculated at 6.2%, medicare at 1.45%, state unemployment calculated at 2.7% teacher retirement calculated at 1.75% of the payroll. Workman's compensation insurance 1% of total personnel costs. Teacher retirement 2.0% of payroll. Health insurance 5.2% of total payroll . Dental insurance 0.42% of total payroll. Vision and life insurance is 0.10% of total payroll.

Contracted Services: Legal services: \$3500 year 1. Fees deemed to increase with growth Nurse: To conduct vision and hearing test for all students at \$20.00 per student eventually to be hired full time Food Services: \$4.00 per student with anticipated 95% attendance rate (171 days) Accounting affairs: \$800 per month Payroll: \$800 per month Special Education Services: \$60.00 per hour on an "as need" basis. The first year we will budget \$1500 per student.

#### School Operation

Board expenses: Training and annual retreat \$3200 Teacher supplies for first year is \$8643 per classroom. Average student cost is \$49.00 based on initial student population of 175 Special education supplies based on 8% of student population is \$200.00 per student Books: \$25,500 Reading Street \$1741.00 < Spelling Connection \$4856, Texas Write Source \$2,730, Daily Word Problems Math \$3631, Spectrum Math \$1851, Motivation Math \$3491, Texas Go Math \$3115, Base Ten Starter Set \$300, Texas Studies Weekly \$2791, Texas Science Fusion \$875 Supplies and materials miscellaneous \$30.00 per student totaling \$5250 for the first year Equipment and furniture is estimated at \$28,800 for the first year of 175 students . There will be an addition of Four classrooms each year at \$3600 each classroom. There will also be additional cost for the mock dental and medical classroom of \$3700 Phone system is \$2100 IT Cost: \$14,400 for 80 Chromebooks at \$180, Assessment testing (STEP) \$500 for each class K-3 kit and \$17 for each student for a cost of \$4000.00 the first year for each kit and \$3000.00 for testing. NWEA MAP testing is approximately \$13.50 per student costing \$2362 the first year. Staff Development for all personnel allocates \$1660 per year with allowing 2 sessions. Teacher development expense involves STEP training at \$1800 a session Staff Recruitment \$2400 based on 16 teachers at \$150. 00 per instructor Student recruitment will have a initial cost of \$3000 and diminish over the years with social media and word of mouth

#### FACILITY OPERATION AND MAINTENANCE

Commercial leasing in the 77071 zip code has a market value of \$9.50/Sq.Ft/ yr with operational cost ranging from \$3-\$6. We will incorporate insurance, repairs , janitorial, lawn, utilities and insurance as operational cost at \$4.00. We will lease 10,000 square feet at the start of year 1 and add additional square footage as needed until we reach our maximum capacity of 30,000 square feet with the option to buy.

#### CONTINGENCY

2.5% of annual income will be set aside yearly as contingency funds. If adequate funding is not obtained, we will look at all ways to assure Trinity Academy Inc. stays sound financially and wages and salaries are met. We will utilize all our skills to secure donations and grants, increase and revise recruiting efforts, reduce all non essential operating costs to the bare minimum, and reduce salary of the CEO. It is essential during the first year of operation we take advantage of leasing opportunities for all student essentials such as furniture and equipment. It is also essential for the arrangement of the best leasing terms possible for the school. Student recruitment will be our priority as this the element that determines the vitality of the school.

**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**

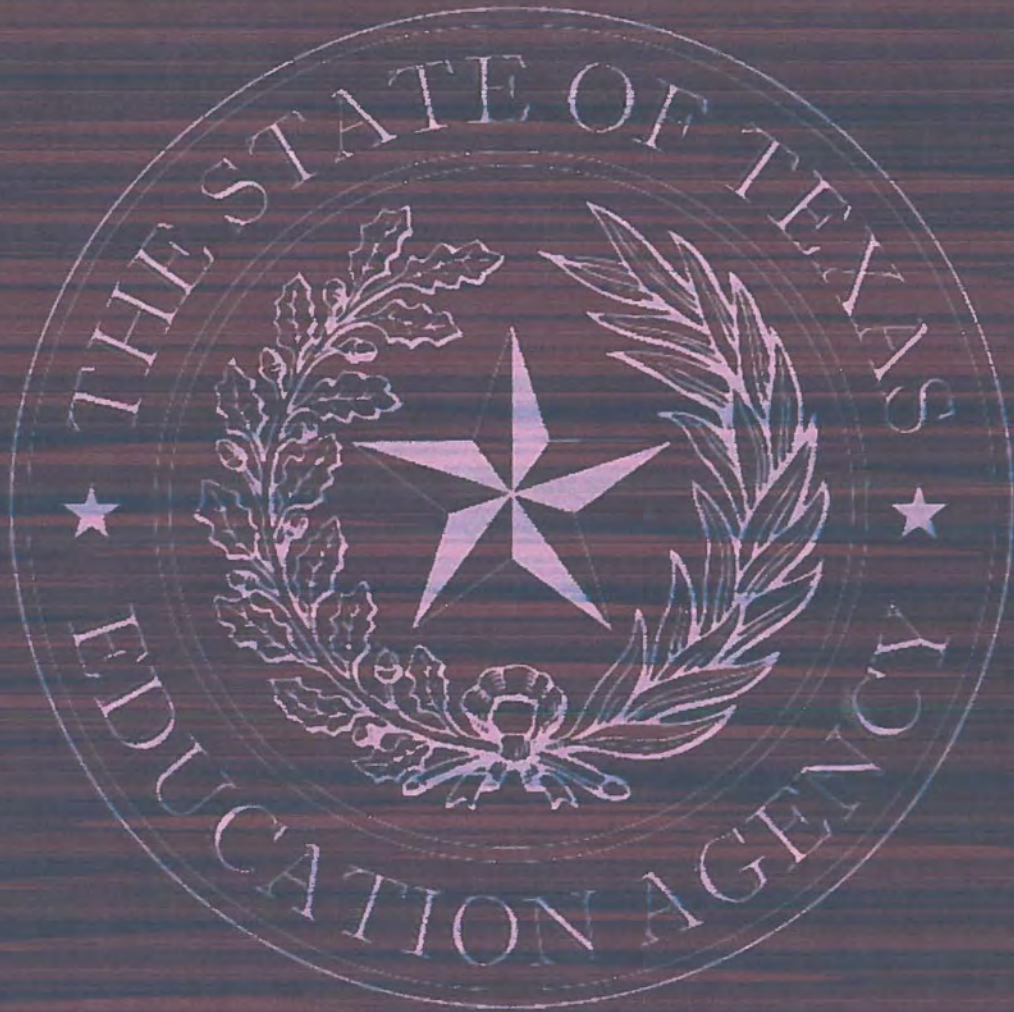
**A strong response will:**

- ✓ 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: Trinity Academy, Inc.

Sponsoring Entity Name as reflected on the 501(c)(3): Trinity Academy, Inc

Application Contact Name: Opal Brandy *Opal Brandy*

Title/Role: Founder/ Director

Email: opalbrandy@aol.com Phone: 713-882-5809

Board Member Attending: Mario Marquez *Mario Marquez M.*

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.

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 TEXAS EDUCATION AGENCY  
 2018 OCT 12 AM 9:53  
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*8/12/18*

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.

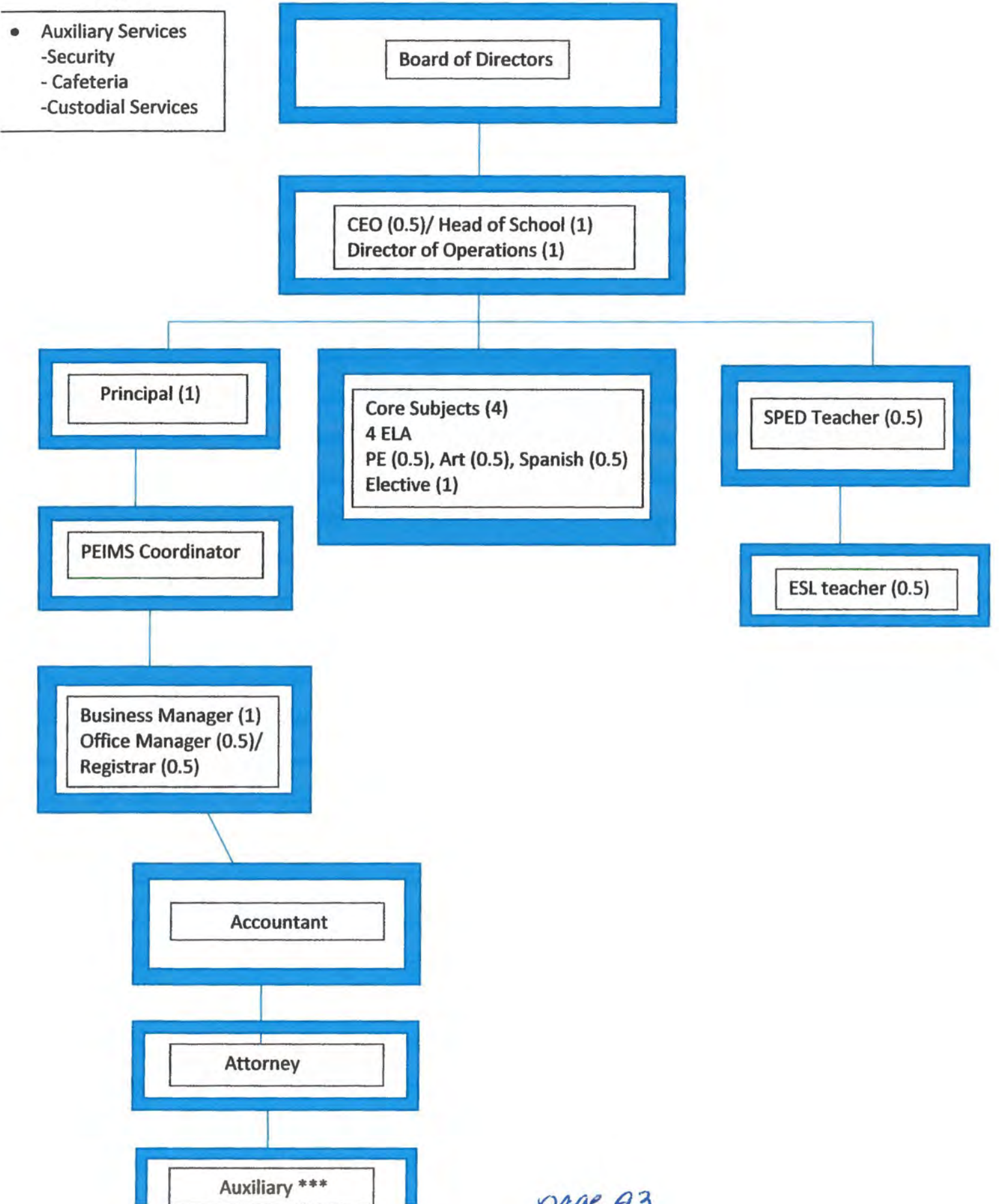
Each organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the 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 1**

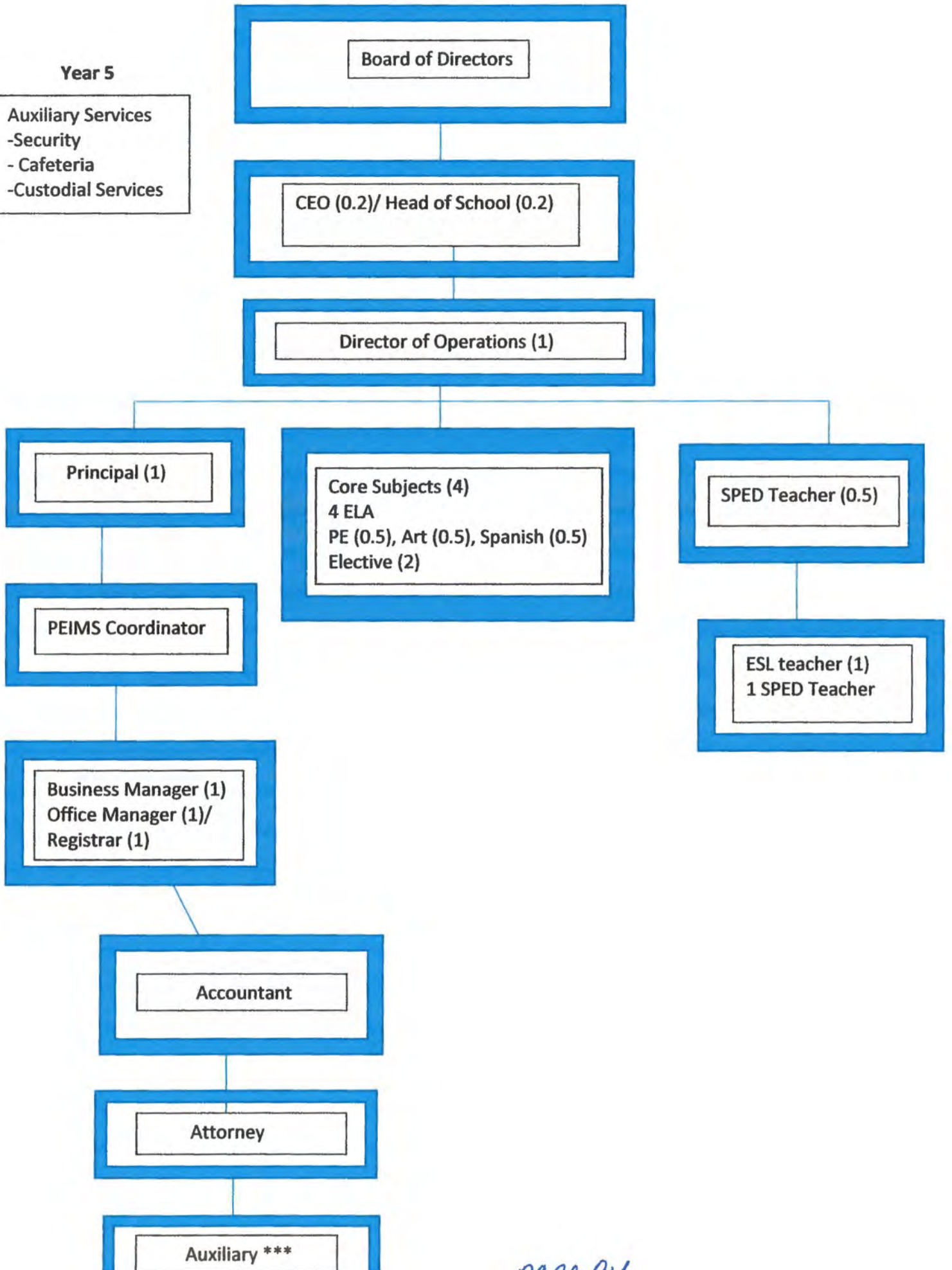
- Auxiliary Services
  - Security
  - Cafeteria
  - Custodial Services



00-02 9.3

**Year 5**

- Auxiliary Services
  - Security
  - Cafeteria
  - Custodial Services



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: Trinity Academy Charter School

Name of Sponsoring Entity: Trinity Academy, Inc.

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
<b>ELEMENTARY SCHOOL CAMPUS STAFF</b>					
Principal	1	1	1	1	1
Assistant Principal	0	0	0	0	0
Director of Operations	1	1	1	1	1
Business Manager	0.5	0.5	0.5	1	1
Head of School	1	1	1	0.2	0.2
Classroom Teachers (Core Subjects)	8	10	15	19	24
Classroom Teachers (Specials)	0.5	0.5	0.5	1	1
PEIMS Coordinator	1	1	1	1	1
Special Education Teacher/ ESL teacher	0.5	0.5	0.5	1	1
Specialized Campus Staff 1 [specify]	0	0	0	0	0
Alumni Coordinator	0	0	0	0	0
Teacher Aides and Assistants	0	0	0	0	0
Campus Operations Support Staff	1	1	1	3	3
<b>Total FTEs at elementary campus(es)</b>	<b>14.5</b>	<b>16.5</b>	<b>21.5</b>	<b>28.2</b>	<b>33.2</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)					
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>					

Comments:  
see next page  
for additional  
comment box  
space.

Name of Proposed Charter School: Trinity Academy Charter School

Name of Sponsoring Entity: Trinity Academy, Inc.

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
<b>HIGH SCHOOL CAMPUS STAFF</b>					
Principal					
Assistant Principal(s)					
Deans					
Add'l Campus Leadership Position 1 (specify)					
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized Campus Staff 1 [specify]					
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants					
Campus Operations Support Staff					
<b>Total FTEs at high school campus(es)</b>					
<b>Total organization FTEs</b>	<b>14.5</b>	<b>16.5</b>	<b>21.5</b>	<b>28.2</b>	<b>33.2</b>

Comments:

Provide the Following:

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

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

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

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

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

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](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
HISD	101912	Houston	200,014	345,000
Fort Bend ISD	079907	Missouri City	72,000	285,000
Alief ISD	101903	Houston	48,331	345,000

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](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="HISD"/>	<input type="text" value="101912"/>	<input type="text" value="Houston"/>	<input type="text" value="200,014"/>	<input type="text" value="117,000"/>
<input type="text" value="Fort Bend"/>	<input type="text" value="079907"/>	<input type="text" value="Missouri City"/>	<input type="text" value="72,000"/>	<input type="text" value="104,000"/>
<input type="text" value="Alief ISD"/>	<input type="text" value="101903"/>	<input type="text" value="Houston"/>	<input type="text" value="48,331"/>	<input type="text" value="70,000"/>

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.

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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://monsfield.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
HISD	101912	Houston	200,014	30,000-35,000
Fort Bend	079907	Missouri City	72,000	30,000-35,000
Alief ISD	101903	Houston	48,331	38,000

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

1.
2.
3.
4.
5.
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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="HISD"/>	<input type="text" value="101912"/>	<input type="text" value="Houston"/>	<input type="text" value="200,014"/>	<input type="text" value="62,000"/>
<input type="text" value="Fort Bend"/>	<input type="text" value="079907"/>	<input type="text" value="Missouri City"/>	<input type="text" value="72,000"/>	<input type="text" value="54,000"/>
<input type="text" value="Alief ISD"/>	<input type="text" value="101903"/>	<input type="text" value="Houston"/>	<input type="text" value="48,331"/>	<input type="text" value="63,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

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

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA\\_AskTED\\_Web/Forms/Home.aspx](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
HISD	101912	Houston	200,014	51,000
Fort Bend	079907	Missouri City	72,000	50,000
Alief ISD	101903	Houston	48,331	54,000

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

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

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="HISD"/>	<input type="text" value="101912"/>	<input type="text" value="Houston"/>	<input type="text" value="200,014"/>	<input type="text" value="18,000-26,000"/>
<input type="text" value="Fort Bend"/>	<input type="text" value="079907"/>	<input type="text" value="Missouri City"/>	<input type="text" value="72,000"/>	<input type="text" value="21,747-33,000"/>
<input type="text" value="Alief ISD"/>	<input type="text" value="101903"/>	<input type="text" value="Houston"/>	<input type="text" value="48,331"/>	<input type="text" value="24,000-33,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

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

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
HISD	101912	Houston	200,014	22,000-28,000
Fort Bend	079907	Missouri City	72,000	26,000-28,000
Alief ISD	101903	Houston	48,331	28,000-32,076

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

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

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="HISD"/>	<input type="text" value="101912"/>	<input type="text" value="Houston"/>	<input type="text" value="200,014"/>	<input type="text" value="51,500"/>
<input type="text" value="Fort Bend"/>	<input type="text" value="079907"/>	<input type="text" value="Missouri City"/>	<input type="text" value="72,000"/>	<input type="text" value="51,500"/>
<input type="text" value="Alief ISD"/>	<input type="text" value="101903"/>	<input type="text" value="Houston"/>	<input type="text" value="48,331"/>	<input type="text" value="54,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

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

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
HISD	101912	Houston	200,014	53,000
Ft. Bend	079907	Missouri City	72,000	53,000
Alief	101903	Houston	48,331	55,000

Name of Proposed Charter School: Trinity Academy Charter School

Name of Sponsoring Entity: Trinity Academy, Inc.

Position: Teacher (Special Education)

Reports to: Principal

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

1. Plan lessons in collaboration with all classroom teachers to meet student learning needs
2. Individual pull outs for one on one instruction
3. Assist with discipline and behavior inside and outside the classroom among all students
4. In constant communication with parents and teaching staff
5. Proper documentation and assessment of student achievement
6. Schedule ARD meetings accordingly
7. Update and provide accurate recording of IEP
8. listen and encourage student
9. Provide empathy and nurture to students
10. Ensure assessment marks are being met that have been developed for the individual student

**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
HISD	101912	Houston	200,014	53,000
Ft. Bend	079907	Missouri City	72,000	53,000
Alief	101903	Houston	48,331	55,000

Name of Proposed Charter School: Trinity Academy Charter School

Name of Sponsoring Entity: Trinity Academy, Inc.

Position: ESL

Reports to: Principal

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

1. Home visits to assess ESL
2. Set goals and devise a plan to monitor progress of goals that have been set
3. Individual assessment in reading to determine understanding and comprehension
4. Develop curriculum that can be used both inside and outside of school (ie. at home)
5. Utilize all visual and technology available to help further stimulate education of ESL student
6. Meet with parents regularly
7. Pull out for special instruction as needed
8. Encourage and motivate to utilize English skills
9. Ensure that behavioral patterns are also monitored and aligned.
- 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.**



AFFIDAVIT OF PUBLICATION

STATE OF TEXAS:

Before me, the undersigned authority, a Notary Public in and for the State of Texas, on this day personally appeared, the Newspaper Representative at the HOUSTON CHRONICLE, a daily newspaper published in Harris County, Texas, and generally circulated in the Counties of: HARRIS, TRINITY, WALKER, GRIMES, POLK, SAN JACINTO, WASHINGTON, MONTGOMERY, LIBERTY, AUSTIN, WALLER, CHAMBERS, COLORADO, BRAZORIA, FORT BEND, GALVESTON, WHARTON, JACKSON, and MATAGORDA and that the publication, of which the annexed herein, or attached to, is a true and correct copy, was published to-wit:

OPAL BRANDY  
RAN A LEGAL NOTICE  
SIZE BEING: 2 x15 L

0000185421 HC023471324

Product  
Houston Chronicle

Date  
Dec 15 2018

Class  
Legal Notices

Page  
B 5

*Victoria Bond A/R Clerk*  
\_\_\_\_\_  
NEWSPAPER REPRESENTATIVE

Sworn and subscribed to before me, this 15th Day of December A.D. 2018



*Charles E. Walichowski*  
\_\_\_\_\_  
Notary Public in and for the State of Texas

**The Trinity Academy Inc.** Education Foundation Board of Directors will conduct an informational meeting for the public on December 15, 2018 at 3pm. The meeting will take place at Morris Frank Library 10103 Fondren Houston, Texas 77096 to provide details of a proposed public open-enrollment charter school named Trinity Academy Inc. that would be located in the Houston Metropolitan area and surrounding counties. Participants will hear a presentation that explains the proposal and will have an opportunity to ask questions about the proposed school. If approved classes will begin in the fall of 2020. The members of board are Donald Tyson, Cynthia Barnes, BJ Selmon, Theresa Harmon and Mario Marquez.

Trinity Academy Charter School

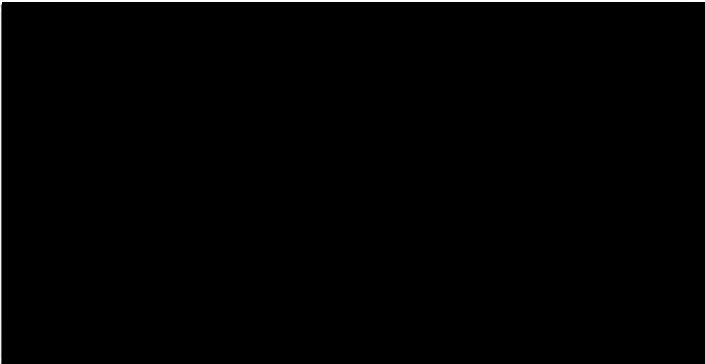
# Learn with Us

Trinity Academy's desire is to provide a science based curriculum with an introduction into the healthcare profession.

[SEE CLASSES](#)

(713) 832-5609

## About Us



### Dedicated Educators

We recruit award-winning teachers with advanced degrees in biology based science. Their expertise

### First-Rate Course Offerings

We believe knowledge as well as intelligence should be shaped and refined with a growth mindset not

### Our Mission

Trinity Academy will equip itself with a science lab for biology, a mock hospital room, and dental operatory and other

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

1. Article Addressed to:

SAMPLE

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-8053 Domestic Return Receipt

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  Agent   
 Addressee

B. Received by (Printed Name) C. Date of Delivery

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

3. Service Type

<input type="checkbox"/> Priority Mail Express	<input type="checkbox"/> Registered Mail™
<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Registered Mail Restricted Delivery
<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Mail Restricted Delivery
<input type="checkbox"/> Certified Mail	<input type="checkbox"/> Return Receipt for Merchandise
<input type="checkbox"/> Certified Mail Restricted Delivery	<input type="checkbox"/> Signature Confirmation™
<input type="checkbox"/> Collect on Delivery Restricted Delivery	<input type="checkbox"/> Signature Confirmation Restricted Delivery
<input type="checkbox"/> Insured Mail	<input type="checkbox"/> Signature Confirmation Restricted Delivery
<input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)	

CERTIFIED MAIL RECEIPT CARD

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

OFFICIAL USE

Postage: \$  
 Certified Fee: \$  
 Return Receipt Fee (if returned to Postmaster): \$  
 Restricted Delivery Fee (if returned to Postmaster): \$  
 Total Postage & Fees: \$

Delivered to: \_\_\_\_\_  
 ZIP Code: \_\_\_\_\_  
 City/State/ZIP: \_\_\_\_\_

PS Form 3811, version 2/07 See Manual for Subscriptions

CERTIFIED MAIL RECEIPT

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

# Trinity Academy Inc.

December 29, 2018  
Trinity Academy  
2440 Texas Pkwy. Suite 262  
Missouri City, Texas 77489

Dear Sir and Madam:

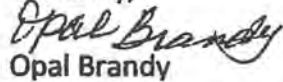
This letter is to inform you that Trinity Academy, Inc. intends to submit an application to the Texas Education Agency in response to the Generation Twenty-Four Open-Enrollment charter school application process. Statutory guidelines require that applicants send the enclosed *Statement of Impact* form and a copy of the completed *Application Coversheet* to each district that may be affected by the proposed charter school. Your district is receiving this information because the proposed charter school's designed geographic boundary overlaps with your district's boundary. The proposed charter school's designated geographic boundary will include the follow districts: HISD and Fort Bend.

The attached *Statement of Impact* form provides a district with an opportunity to inform the commissioner of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms may be returned to:

Texas Education Agency  
Attention: Charter School Administration  
1701 North Congress Avenue  
Austin, Texas 78701

Forms must be received no later than **Friday, March 29, 2019**, for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-9575 or visit [http://tea.texas.gov/Texas\\_Schools/Charter\\_Schools/](http://tea.texas.gov/Texas_Schools/Charter_Schools/). If you would like a complete application for then open- enrollment charter school, please contact **Trinity Academy, Inc.** at (713)-882-5609.

Sincerely,

  
Opal Brandy

Proposed Superintendent of Trinity Academy, Inc.

Enclosures: Statement of Impact form

Application Coversheet

cc: Legislative Representative(s)  
State Board of Education member

**OPEN-ENROLLMENT CHARTER APPLICATION**  
Statement of Impact

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

**Instructions:** Should you choose, to respond, return the completed form  
no later than Friday, March 29, 2019 to:  
Texas Education Agency  
Attention: Charter School Administration  
1701 North Congress Avenue  
Austin, Texas 78701

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

Name of Proposed Charter School: \_\_\_\_\_  
Physical Address or General Location of Proposed Charter School: \_\_\_\_\_

Check the appropriate response below:

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

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

\_\_\_\_\_ District Name \_\_\_\_\_ County-District Identification Number

\_\_\_\_\_ District Address \_\_\_\_\_

\_\_\_\_\_ Signature of Superintendent \_\_\_\_\_ Signature of Board President

\_\_\_\_\_ Print Superintendent's Name \_\_\_\_\_ Print Board President's Name

\_\_\_\_\_ Date \_\_\_\_\_ Phone Number

RFA 701-18-116

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$ \$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$ \$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$ \$0.00
<input type="checkbox"/> Adult Signature Required	\$ \$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$ \$0.00

Postmark Here  
**JAN 3 - 2019**  
 01/03/2019  
 HOUSTON TX 77479

Postage \$0.50  
 Total Postage and Fees \$3.95

Sent To  
 The Honorable Garnet Coleman TX State House  
 District 147  
 5445 Alameda Suite 501  
 Houston TX 77004

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

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$ \$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$ \$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$ \$0.00
<input type="checkbox"/> Adult Signature Required	\$ \$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$ \$0.00

Postmark Here  
**JAN 3 - 2019**  
 01/03/2019  
 HOUSTON TX 77479

Postage \$0.50  
 Total Postage and Fees \$3.95

Sent To  
 The Honorable Rick Miller TX State House  
 District 26  
 1300 Industrial Blvd Ste 126  
 Sugar Land TX 77478

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

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
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For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.  
**HOUSTON, TX 77471**

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$ \$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$ \$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$ \$0.00
<input type="checkbox"/> Adult Signature Required	\$ \$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$ \$0.00

0479 04  
 Postmark Here  
**JAN 3 - 2019**  
 01/03/2019  
 FIRST COLONY STATION  
 HOUSTON TX 77479

Postage \$0.50  
 Total Postage and Fees \$3.95

Sent To  
 The Honorable Phil Stephensen TX State House Dist 85  
 834 Third St.  
 Rosenberg TX 77471

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

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

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.  
**HOUSTON, TX 77080**

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$ \$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$ \$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$ \$0.00
<input type="checkbox"/> Adult Signature Required	\$ \$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$ \$0.00

0479 04  
 Postmark Here  
**JAN 3 - 2019**  
 01/03/2019  
 FIRST COLONY STATION  
 HOUSTON TX 77479

Postage \$0.50  
 Total Postage and Fees \$3.95

Sent To  
 The Honorable Duayne Bohre TX State House  
 2600 Gessner Suite #212  
 Houston TX 77080

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

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

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.  
**HOUSTON, TX 77254**

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$ \$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$ \$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$ \$0.00
<input type="checkbox"/> Adult Signature Required	\$ \$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$ \$0.00

0479 04  
 Postmark Here  
**JAN 3 - 2019**  
 01/03/2019  
 FIRST COLONY STATION  
 HOUSTON TX 77479

Postage \$0.50  
 Total Postage and Fees \$3.95

Sent To  
 The Honorable John H. Starn TX State Senate Dist 17  
 PO BOX 54174  
 Houston TX 77054

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

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 7018 1130 0002 0143 8560

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The Honorable Lois Kolkhorst TX State Senate  
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<input type="checkbox"/> Certified Mail Restricted Delivery	\$ \$0.00	
<input type="checkbox"/> Adult Signature Required	\$ \$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$ \$0.00	
Postage	\$0.50	
Total Postage and Fees	\$3.95	

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Sent To  
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Postage	\$0.50	
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KATY, TX 77494

Certified Mail Fee	\$3.45	0479
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<input type="checkbox"/> Return Receipt (hardcopy)	\$ \$0.00	
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<input type="checkbox"/> Adult Signature Required	\$ \$0.00	
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Total Postage and Fees	\$3.95	

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The Honorable Lawrence Allen TX State Board  
3717 Olive Dr  
Houston TX 77047

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<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.50
Total Postage and Fees	\$3.95

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Charles Dupre Superintendent Fort Bend ISD  
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Postage	\$0.50
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The Honorable Shawn Thierry Tx State House  
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<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.50

Total Postage and Fees \$3.95

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Sent To  
Kristin Jassin President Fort Bend ISD  
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**HOUSTON, TX 77092**

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<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

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Sent To  
Phonda Skellin Jones Board President HISD  
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<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
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Postage \$0.50

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Sent To  
Dr. Grenita Lathan Superintendent HISD  
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4400 West 18th St  
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<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.50

Total Postage and Fees \$3.95

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Houston, Tx 77091

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<input type="checkbox"/> Adult Signature Required	\$ 0.00
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Postage	\$0.50
Total Postage and Fees	\$3.95

Sent To  
**The Honorable Alma Allen Texas State House District 131**  
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<input type="checkbox"/> Adult Signature Required	\$ 0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$ 0.00
Postage	\$0.50
Total Postage and Fees	\$3.95

Sent To  
**The Honorable Sylvia Garcia Texas State Senate District 6**  
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 8799 N. Loop E, Suite 240  
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 Houston, TX 77029

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<input type="checkbox"/> Return Receipt (hardcopy)	\$ 0.00
<input type="checkbox"/> Return Receipt (electronic)	\$ 0.00
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<input type="checkbox"/> Adult Signature Required	\$ 0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$ 0.00
Postage	\$0.50
Total Postage and Fees	\$3.95

Sent To  
**Dr. Robert Bostic Superintendent Stafford MSD**  
 Street and Apt. No., or PO Box No.  
 1425 Staffordshire Rd  
 City, State, ZIP+4®  
 Stafford, TX 77417

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<input type="checkbox"/> Adult Signature Required	\$ 0.00
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Postage	\$0.50
Total Postage and Fees	\$3.95

Sent To  
**The Honorable Bono Miles Texas State Senator District 13**  
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<input type="checkbox"/> Adult Signature Required	\$ 0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$ 0.00
Postage	\$0.50
Total Postage and Fees	\$3.95

Sent To  
**Christopher Caldwell President Stafford MSP**  
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 City, State, ZIP+4®  
 Stafford, TX 77417

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<input type="checkbox"/> Adult Signature Required	\$ 0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$ 0.00
Postage	\$0.71
Total Postage and Fees	\$4.16

Sent To  
**The Honorable Ana Hernandez**  
 Street and Apt. No., or PO Box No.  
 1233 Mesquite Dr  
 City, State, ZIP+4®  
 Houston TX 77029

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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.



**Trinity**  
**Academy**  
Inc.

December 15,  
2018 at 3 pm

**Morris Frank  
Library**

10103 Fondren, Brays Oaks  
Tower Building  
Houston, Texas 77096

[TrinityAcademyInc@gmail.com](mailto:TrinityAcademyInc@gmail.com)

**Trinity Academy: A proposed  
K-3 charter school, slated to  
open in Fall 2020**

Dear Families,

Trinity Academy, a proposed Kindergarten to 3rd grade public charter school, will be hosting a public information session on Saturday, December 15 from 3-4 p.m. in the classroom at Morris Frank Library. This is a first of its kind program that

introduces K-3 to careers in the healthcare professions

During the meeting, school leaders will share information about this exciting educational program and answer questions.



Timeline ▾ About Friends Photos

**Intro**

K-3 education preparing your child for the future, with special attention to the medical professions!

- Works at Trinity Academy
- Lives in Houston, Texas
- From Houston, Texas
- School
- Relationship Status

Showcase what's important to you by adding photos, pages, groups and more to your featured section on your public profile.  
Add to Featured

+ Add Instagram, Websites, Other Links

Create Post Photo/Video

What's on your mind?

Photo/Video Tag Friends

Posts 1/2

**Trinity Charter update**  
35 mins · Public



Chat



<https://www.facebook.com/trinityacademyinc>

1/2

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; Admission and Enrollment Policy

NOTE; THE POLICIES ADAPTED BELOW BY TRINITY ACADEMY INC. WERE SHAPED BY PREVIOUS APPLICATIONS AND SUCCESSFULLY OPERATING SCHOOLS WITHIN THE BUILDING EXCELLENT SCHOOLS NETWORK AND BY THE SUCCESSFUL 2017 CHARTER APPLICATION FOR PROMESA ACADEMY CHARTER SCHOOL.

Trinity Academy Inc. will follow all TEA guidelines and regulations regarding charter school admissions and enrollment.

### Admissions Eligibility

Trinity Academy Inc. will accept applications from students seeking to enroll in grades K-3 providing the students resides in our stated attendance boundary. According to Texas Education Code [29.151], a student must be five years old before September 1 of the year the student begins kindergarten to be eligible to enroll in Trinity Academy Inc.

In accordance with Texas Education Code [12.111(a)(5), Trinity Academy 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.

Students with a documented history or any types of misconduct as defined by Subchapter A Chapter 37 of the Texas Education Code may be excluded from admission at Trinity Academy Inc. according to the provision of TEC [12.111(a)(5)(A). The following documented instances of misconduct will not be the grounds for denial of enrollment : abuse of a volatile chemical, aggravated robbery, assault against a school district employee or volunteer; breach of computer security; conduct punishable as a felony; criminal mischief; emergency placement/expulsion; false alarm/false report; felony alcohol violation; felony controlled substance violation; fighting/ mutual combat; permanent removal by a teacher from a class; possessed, purchased, used, or accepted a cigarette or tobacco product; possessed, sold, used, or was under the influence of an alcoholic beverage; public lewdness or indecent exposure; retaliation against school employee; school-related gang violence action by or more persons; or violation of student Code of Conduct not included under TEC [37.002(b). [37.006] or [37.007] ( see Documented History of Misconduct Form)

A family of a student with a documented history of any of the offenses listed in Subchapter A Chapter 37 will be required to provide documentation of the offense to Trinity Academy. Trinity Academy will carefully review the documentation to determine whether the student is eligible to attend. As a part of this review, Trinity Academy Inc. will determine whether the offense falls within those listed in TEC Subchapter A Chapter 37 and within the list of offenses that Trinity Academy has decided will not be grounds for denial of enrollment. If a student is excluded from enrollment after this review, the student's family will be notified in writing and by phone of Trinity Academy's decision.

### APPLICATION PROCESS

The open-enrollment period for Trinity Academy will run from November 1 through and including March 31. During this period, all applicants will be assigned a unique application ID number. In the cases of families with multiple children applying to Trinity Academy Inc., each child will receive a unique ID number. Families will be notified of their child's unique ID as soon

as an application is submitted as Trinity Academy Inc. intends to use a lottery and enrollment management software such as SchoolMint. An application must be complete for a student to be considered for admission to Trinity Academy Inc. The application will ask for the following:

Student name

Student's birthday

Current grade level

Requested grade level for admission

Name and contact information of a parent or guardian

Student's home address and home school district

Names of any siblings currently attending Trinity Academy Inc. or also applying for admission

Apart from the information above, there will be no other requirements to apply. Trinity Academy Inc. will not request student information about special needs or Limited English Proficiency (LEP) nor will any student be denied admission on the basis of special needs or LEP

At the end of the open-enrollment period on March 31, if the number of completed applications for each grade is less than or equal to the total number of available seats for that grade, then all applicants will be admitted to Trinity Academy Inc. In accordance with Texas Education Code [12.117(a)(2)(A), if Trinity Academy Inc receives more completed applications for any grade level during the open-enrollment period than there are available seats for that grade level, a random, public lottery will be held, no later than two weeks after the end of the open-enrollment period, to determine enrollment and waitlist numbers.

#### LOTTERY PROCESS

If the lottery process is required to determine admission to and the waitlist for Trinity Academy Inc., it shall take place no later than the second Saturday in April. The lottery will be conducted by entering application ID numbers into an electronic lottery management system with all numbers given an equal weight during the process. Only complete applications that were received prior to the open-enrollment deadline will be eligible for the lottery.

During the lottery, application ID numbers shall be randomly selected and applicants corresponding to those numbers will automatically receive admission to Trinity Academy Inc. until all available seats are filled. Once all available seats are filled, the remaining numbers will continue to be drawn and the applicants will be placed in a waitlist according to the order in which they were drawn.

If one sibling of a student is selected for admissions by the lottery process, then any other siblings of that admitted student will also be admitted if seats are available in the requested grade levels. In the case that no seats are available, that sibling will be placed at the top of the waitlist and shall be notified when a seat becomes available.

The lottery video will be recorded and made available at the public's request

#### PRIMARY ATTENDANCE and ATTENDANCE BOUNDARIES

In accordance with TAC [100.1207(f), if Trinity Academy Inc. receives fewer applications than the number of available seats from applicants in the primary attendance boundary ( all districts not in the primary attendance boundary). If there are more applicants from the secondary attendance boundary than available seats after all primary attendance boundary applicants

have been assigned seats, the remaining open seats will follow the lottery process described above.

If Trinity Academy Inc. receives more applications than the number of available seats from applicants in the primary a. Once all the primary attendance seats are filled and the remaining primary attendance boundary applicants are put on a waitlist, the secondary attendance boundary applicants will be entered into a lottery and placed on the waitlist.

## LOTTERY EXEMPTIONS

As permitted by Texas Administrative Code [100.1207(b) and Federal Lottery Guidelines, if a grade level has more applicants than available seats, Trinity Academy Inc. will allow for the following exemptions for completed applications submitted during the open-enrollment period in the order stated below. Note that all applicants must reside within the stated geographic boundaries for Trinity Academy Inc.

Siblings of students who are admitted or already attending Trinity Academy Inc., as long as the sibling's grade has available seats

Children of Trinity Academy Inc's teachers and staff, as long as the total number of students under the exemption only constitutes a small percentage of the school's total enrollment; and  
Children of the Founding Board members of the school, as long as the total number of students under the exemption only constitutes a small percentage of the school's total enrollment.

Non-Founding Board members' children will be subject to the standard admission and lottery procedures outlined above. Non-Founding Board members are those who joined the Board after the first day of school of Trinity Academy Inc.'s first year of operation.

## ENROLLMENT

Parents and guardians selected for enrollment through the lottery system will be notified via a phone call and email within three business days. Once a member of Trinity Academy Inc's team has received either a verbal acknowledgement on the phone or an email response indicating that the family is aware their child has been accepted, families will have five business days within which they have to confirm their intention to enroll their child(ren) at Trinity Academy Inc. If a family fails to respond within the five-business day period, their children's application(s) will be placed at the end of the waitlist.

Upon enrollment in Trinity Academy Inc., families must submit the following documents:

Previous school records including IEPs and transcripts

Verification of student's identity

Student's immunization records, and

A current utility bill or lease in parents' or guardian's name to verify that the student lives within the stated geographic boundaries

Any homeless child who is selected for admission will be immediately enrolled to Trinity Academy Inc., even if the child is unable to produce all of the records required for enrollment, as listed above.

## WAITLIST POLICIES

Students who apply to Trinity Academy Inc. after the open-enrollment period will be placed on the waitlist in the order in which the application was received and after the names of applicants who applied during the open-enrollment period and were placed on the waitlist after the lottery.

If a seat becomes available in any grade, the first family on the waitlist for that grade will be offered the available seat. If that family declines, the applicant is removed from the list and the open seat is offered to the next student on the waitlist. This procedure continues until the waitlist is filled. The waitlist will remain in the same order over the course of the academic year, unless a family requests the school to remove an applicant from the list.

## WITHDRAWALS, TRANSFERS, AND RE-ENROLLMENT

If a student chooses to withdraw from Trinity Academy Inc. during the school year, we ask that the parent or guardian provides written notice to the school. Once we are aware that a student has officially withdrawn, a seat will become available for the next student on the top of the waitlist.

If a withdrawn student wishes to re-enroll in Trinity Academy Inc., he/she will be required to re-apply through the standard procedures outlined above and will be subject to the admission, lottery, and waitlist procedures outlined above.

Students who choose to transfer to Trinity Academy Inc. during the school year will be required to submit a complete application. If a seat is not available, the student shall be placed on the waitlist and will be subject to the waitlist procedures outlined above.

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.**

# POSTNET

PostNet 1X1.99  
6140 Highway 6 South

Missouri City, TX 77459  
281-261-9566

Invoice#: 411703 Clerk: Clerk

01/02/2019 16:54

Brandy, Opal

Description  
SKU# Price Qty ExtPrice

USPS First-Class Mail  
FIRSTCLASS 14.29 1 14.29

Irs 2812619566

Letter

Tracking#: 9414710200793960476456 

Package ID#: 0170377

Scale Display: .58 lb

Chargeable Weight: 0.6 lb

Sub Total: \$14.29

Sales Tax: \$0.00

Total: \$14.29

Cash Tendered: \$14.29

To track shipments:

UPS: 800-742-5877 or [www.ups.com](http://www.ups.com)

FedEx: 800-463-3339 or [www.fedex.com](http://www.fedex.com)

DHL: 800-225-5345 or [www.dhl.usa.com](http://www.dhl.usa.com)

For more info, visit [www.shiprite.net](http://www.shiprite.net)

OB

*Opal Brandy  
2440 Texas Hwy #262  
Missouri City TX 77489*

**F** US POSTAGE AND FEES PAID  
**FIRST-CLASS**  
 Jan 02 2019  
 Mailed from ZIP 77459  
 ID on First-Class Mail Plate No. 071V01027150

**FIRST-CLASS MAIL** **B034**

Brandy, Opal  
 c/o PostNet TX139  
 6140 HIGHWAY 6  
 MISSOURI CITY TX 77459-3802

RETURN RECEIPT REQUESTED

SHIP TO:  
 Irs  
 Attn: EO Determination Letters  
 PO BOX 12192  
 STOP 31  
 COVINGTON KY 41012-0192

**USPS CERTIFIED MAIL**

9414 7102 0079 3960 4764 56

2. Article Number (Transfer from service label)  
 94147102 00793960476456  
 PS Form 3811, July 2015 PSN 7530-02-000-9025

*Step 31  
 PO Box 12192  
 Covington Ky 41012-0192*

1. Article Addressed to:  
*IRS  
 Attn: EO Determination Letters*

SENDER: COMPLETE THIS SECTION

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

COMPLETE THIS SECTION ON DELIVERY

A. Signature  Agent  Addressee

B. Received by (Printed Name)  X

C. Date of Delivery

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

3. Service Type

Adult Signature Restricted Delivery  
 Adult Signature Restricted Delivery  
 Certified Mail Restricted Delivery  
 Certified Mail Restricted Delivery  
 Collect on Delivery Restricted Delivery  
 Collect on Delivery Restricted Delivery  
 Insured Mail Restricted Delivery (over \$500)

Priority Mail Express®  
 Registered Mail  
 Registered Mail Restricted  
 Return Receipt for Merchandise  
 Signature Confirmation Restricted Delivery

Domestic Return Receipt

Return Receipt Requested

Page 140

From: Opal Brandy opalbrandy@icloud.com  
Subject:  
Date: January 2, 2019 at 4:56 PM

**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.

Corporate Services Section  
P.O. Box 13697  
Austin, Texas 78711-3697



Carlos H. Cascos  
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING  
OF

File Number \_\_\_\_\_

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

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

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

Dated: 07-24-2015

Effective: 07-24-2015



*Cascos*  
Carlos H. Cascos  
Secretary of State

Please (512) 863-4733  
Prescribed by: Statutory Code Commission

For more information on the internet, visit: www.sos.state.tx.us  
Fax: (512) 863-4734  
TDD

Dist. 7-1-4, by Public Services  
Division

TEXAS CERTIFICATE OF FILING

<p><b>Form 202</b> (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</p>	<p>This space reserved for office use</p> <p><b>Certificate of Formation</b> <b>Nonprofit Corporation</b></p>
---	---

**Article 1 – Entry Name and Type**

The filing entry being formed is a nonprofit corporation. The name of the entry is \_\_\_\_\_

**Article 2 – Registered Agent and Registered Office**

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

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

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

First Name \_\_\_\_\_ MI \_\_\_\_\_ Last Name \_\_\_\_\_ Suffix \_\_\_\_\_

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

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

**Article 3 – Management**

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

(A minimum of three directors is required.)

Director 1 \_\_\_\_\_

First Name \_\_\_\_\_ MI \_\_\_\_\_ Last Name \_\_\_\_\_ Suffix \_\_\_\_\_

Street or Mailing Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_ Country \_\_\_\_\_

TEXAS CERTIFICATE OF FORMATION

**PLEASE NOTE: FOG6 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.**



**Office of the Secretary of State**

**CERTIFICATE OF FILING  
OF**

**TRINITY ACADEMY, INC.**  
File Number: 803156070

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: 10/31/2018

Effective: 10/31/2018



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

Rolando B. Pablos  
Secretary of State

*page 142*

Corporations Section  
P.O.Box 13697  
Austin, Texas 78711-3697



Rolando B. Pablos  
Secretary of State

Office of the Secretary of State  
Packing Slip

November 1, 2018  
Page 1 of 1

Attn: Monday Anigboro  
TRINITY ACADEMY, INC.  
7055 Beechnut  
Houston, TX 77074

Batch Number: 84691912  
Client ID: 679988239

Batch Date: 10-31-2018  
Return Method: Fax and Mail 0

Document Number	Document Detail	Number / Name	Page Count	Fee
846919120002	Expedited	TRINITY ACADEMY, INC.	0	\$25.00
846919120002	Certificate of Formation	TRINITY ACADEMY, INC.	0	\$25.00
			<b>Total Fees:</b>	<b>\$50.00</b>

Payment Type	Payment Status	Payment Reference	Amount
Credit Card	Received	[REDACTED]	\$50.00
			<b>Total:</b> \$50.00

**Total Amount Charged to Client Account: \$0.00**  
(Applies to documents or orders where Client Account is the payment method)

*Note to Customers Paying by Client Account:* This is not a bill. Payments to your client account should be based on the monthly statement and not this packing slip. Amounts credited to your client account may be refunded upon request. Refunds (if applicable) will be processed within 10 business days.

There is a 2.7% convenience fee on credit card payments. This additional amount will be computed and shown on your credit card statement when the credit card transaction is settled.

User ID: DGUSTAFSON

page 143

Come visit us on the Internet @ <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:

TRINITY ACADEMY, INC.

**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:

OPAL	M	BRANDY	
<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:

2440 TEXAS PARKWAY	MISSOURI CITY	TX	77489
<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				
MARIO		MARQUEZ		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
3202 MARKSTONE	KATY	TX	77499	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

Director 2				
CHRISTOPHER		TYSON		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>		<i>Suffix</i>
4501 FORD AVENUE, #702	ALEXANDRIA	TX	22302	U.S.A.
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

Director 3				
OPAL	M	BRANDY		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>		<i>Suffix</i>
2440 TEXAS PARKWAY	MISSOURI CITY	TX	77489	
<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:

CHARTER SCHOOL PROVIDES A WELCOMING, EXCITING AND INNOVATIVE TEACHING AND LEARNING ENVIRONMENT, PROMOTES A "CAN DO" ATTITUDE AND INSPIRATION FOR STUDENTS TO ACHIEVE THEIR BEST

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

**Supplemental Provisions/Information**

(See instructions.)

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

[Empty rectangular box for supplemental provisions]

**Organizer**

The name and address of the organizer:

OPAL M. BRANDY

Name

2440 TEXAS PARKWAY

MISSOURI CITY

TX

77489

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:

[Empty rectangular box for event or fact]

**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 10, 2018

*Opal M Brandy*

Signature of organizer

OPAL M. BRANDY

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.**

**BYLAWS  
OF  
Trinity Academy**

WHEREAS, the initial Board of Directors of **Trinity Academy, Inc** (the "Corporation") caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation NOW, THEREFORE:

BE IT RESOLVED by the Board of Directors of the Corporation, that these Bylaws will govern its affairs in pursuit of its declared purposes.

**PREAMBLE  
CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS**

The Corporation shall enrich, strengthen, enhance, and support the advancement of education and school choice in Texas by engaging in fundraising as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. The Corporation shall also seek to own and operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

**ARTICLE ONE  
NAME, OFFICE AND SEAL**

1.01 NAME: The name of the Corporation is **Trinity Academy, Inc.**

1.02 OFFICE: The principal office of the Corporation will be located at **2440 Texas Parkway Ste. 262 Missouri City, Texas 77489**

1.03 SEAL: The corporate seal of the Corporation, if any, will be inscribed with the Corporation name and year and place of its incorporation.

## ARTICLE TWO MEETINGS & RECORDS

2.01 Regular Meetings. Frequency and Place. Regular meetings of the Board of Directors shall be held on at least a quarterly basis at such places and at such times as the Board may determine.

2.02 Annual Meeting. The Annual Meeting of the Board of Directors shall be held on the occasion of its First (1st) Quarterly meeting each and every fiscal year, or as otherwise determined by the Board.

2.03 Special Meetings. Special meetings of the Board of Directors may be called by the Chairman, Secretary, or by any one or more Board members with the consent of the Chairman or Secretary, which consent will not be unreasonably withheld, for any purpose not otherwise proscribed by law, grant or loan condition on the Articles of Incorporation, to transact any business described in the call for the special meetings.

### MEETINGS RELATING TO CHARTER SCHOOLS

2.04 Charter School Meetings. When conducting business relating in any way to the operations or affairs of any of the Corporation's open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person, but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.

(a) Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaints against an employee unless the student or employee respectively requests an open meeting.

(b) Emergency Meetings: In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

(c) Video Conferencing: Meetings may also be conducted by videoconference call, where both audio and video is simultaneously available to the participants and the public, and all other prerequisites and requirements of the Texas Open Meetings Act are satisfied.

2.05 Notice for Charter School Meetings. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

(a) Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

(b) Emergency Notice: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to two hours before such meeting and subject to other prerequisites under the Act.

(c) Internet Posting: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

(d) Closed Meetings: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

2.06 Charter School Meeting Order of Business. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

#### CORPORATE BOARD MEETINGS NOT RELATING TO CHARTER SCHOOLS

2.07 Non-Charter Meetings. When conducting any other Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Articles of Incorporation and these bylaws. The Secretary shall cause to be mailed

at least forty-eight hours in advance, or sent by electronic means at least twenty-four (24) hours in advance to every director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

**2.08 Board Action By Unanimous Written Consent.** When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, the Board may take any action required or permitted to be taken at a meeting of the Board of Directors or committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by all directors or committee members entitled to vote (unanimous written consent) subject to all requirements of applicable law. The unanimous written consent for any such action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth (10<sup>th</sup>) day after the earliest date of consent, and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested.

## MEETINGS & RECORDS GENERALLY

**2.09 Corporate Records.** The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by Texas law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the Texas Public Information Act where applicable for public inspection and copying as promptly as possible as required by such act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

**2.10 Quorum.** The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as otherwise provided in Article 2.14 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

**2.11 Order of Business.** Board meetings shall generally proceed with the following order of business:

- Roll Call and Establishment of a Quorum
- Public Comments
- Reading and Approval of Minutes of Preceding Meeting(s)
- Reports of Committees

- Reports of Officers
- Old and Unfinished Business
- New Business
- Adjournments

The Board of Directors may, by majority vote, adopt a different agenda order.

2.12 Record of Board Action. All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.09 herein.

2.13 Voting. All matters at any meeting of the Board of Directors or any of its designated committees, except as otherwise provided in these Bylaws, the Certificate of Formation, or as permitted by law, will be decided by a vote of a majority of the Directors present at or lawfully participating in the meeting as permitted by the Texas Open Meetings Act. If a quorum of the Board is present or lawfully participating in the meeting, the affirmative vote of a majority of the Board of Directors will be the act of the body corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these Bylaws. Any Director may request a roll call vote on any motion or resolution. Directors may not vote by proxy or secret ballot.

2.14 Fundamental Actions. In accordance with Section 22.164 of the Texas Business Organization Code, the following actions of the Board of Directors are fundamental actions that shall require the affirmative vote of the majority of directors then serving on the Board:

- (a) Amendment of a certificate of formation [or articles of incorporation];
- (b) Voluntary winding up under Chapter 11;
- (c) A revocation of a voluntary decision to wind up under Chapter 11;
- (d) A cancellation of an event requiring winding up under Chapter 11;
- (e) A reinstatement under Section 11.202;
- (f) A distribution plan under Section 22.305,
- (g) A plan of merger under Subchapter F;
- (h) A sale of all or substantially all of the assets of the Corporation;
- (i) A plan of conversion under Subchapter F; or
- (j) A plan of exchange under Subchapter F

2.15 Compensation. Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation, or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

2.16 Parliamentary Procedure. For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by *Robert's Rules of Order Newly Revised*, 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

### ARTICLE THREE DIRECTORS

3.01 **MANAGEMENT**: The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 **NUMBER AND QUALIFICATIONS**: The Board of Directors will consist of no fewer than three (3) persons.

3.03 **REMOVAL**: Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the Chairman. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

3.04 **TERM**: The Directors shall serve for three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 3.03 and 3.06 herein.

3.05 **VACANCY**: The Chairman of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the Board of Directors. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

3.06 **RESIGNATION**: Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

3.07 **COMPENSATION**: Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

### ARTICLE FOUR OFFICERS

**4.01 OFFICERS:** The officers of the Corporation will consist of the Chairman of the Board, a Vice-Chairman of the Board, and a Secretary/Treasurer and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

**4.02 APPOINTMENT:** The officers of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting.

**4.03 CHAIRMAN:** The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Vice-Chairman will have the powers and duties of the Chairman in his absence.

**4.04 SECRETARY:** A Secretary will act under the direction of the Chairman and in his absence have the duties and powers of the Chairman. A Secretary will have other duties and powers as the Chairman of the Board of Directors may assign. The Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairman, Vice-Chairman or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors, the Executive and other committees of the Corporation to be recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these Bylaws. The Secretary will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chairman.

**4.05 TREASURER:** The Treasurer will be responsible for all funds and securities of the Corporation and will have the general powers and duties usually vested in such office of a Corporation, including receiving and documenting all monies due and payable to the Corporation; depositing all monies received in the name of the Corporation in a depository designed by the Board, disbursing monies of the Corporation under the direction or orders of the Board; entering regularly in the books kept by the Treasurer a complete and accurate account of all monies received and disbursed by the Corporation; rendering a statement of the financial accounts of the Corporation to the Board as requested; exhibiting the books of the financial accounts of the Corporation to the Board as requested; exhibiting the books of account in his custody to any Director upon request; and submitting a full financial report to the Board of Directors at the annual meetings. The Treasurer will have such other powers and duties not inconsistent with the Bylaws as may be assigned by the Board of Directors or the Chairman.

4.07 OTHER OFFICERS: The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation, who need not be directors, to serve as officers or agents of the Corporation.

ARTICLE FIVE  
COMMITTEES

5.01 COMMITTEES: Designated committees may be established by the Chairman of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors from the Board. The Chairman of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee may be abolished or any committee member removed for any reason and at any time by the Board of Directors.

5.02 RECORDS: Each committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting.

ARTICLE SIX  
DEPOSITS, CHECKS, LOANS AND CONTRACTS

6.01 DEPOSITORIES: All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 TRANSACTIONS: All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 LOAN OR GRANT AUTHORITY: No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

ARTICLE SEVEN  
CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 INSIDER DEALING: Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the

meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.

7.02 **INSIDER LOANS:** No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

## **ARTICLE EIGHT** **INDEMNIFICATION OF DIRECTORS AND OFFICERS**

8.01 **LIABILITY:** A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member, and will not be liable for the act or omission of any other Director.

8.02 **INDEMNIFICATION:** Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. **INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.**

8.03 **INSURANCE:** The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

## **ARTICLE NINE** **AMENDMENT OF BYLAWS**

9.01 **AMENDMENT:** Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a proposed amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

## **ARTICLE TEN** **MISCELLANEOUS**

10.01 **FISCAL YEAR.** The fiscal year of the Corporation will begin on August 1 of each year and will end on July 31 of the next year.

10.02 ANNUAL REPORT: The Treasurer shall obtain and will provide to the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail.

- (a) The assets and liabilities of the Corporation as of the end of the fiscal year.
- (b) The principal changes in assets and liabilities during the fiscal year;
- (c) The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year.
- (d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;
- (e) The substantial activities and projects begun, in progress, and completed during the Fiscal year.
- (f) Such other information as may be requested by the Board.

The report will be accompanied by a report of an independent accountant, or in lieu of such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

10.03 FEDERAL TAX FILING: The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

10.04 CONSTRUCTION: Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

10.05 STATUTORY AND OTHER AUTHORITY: These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

*As approved by Unanimous Written Consent of the Board of Directors dated*  
29 November 2018 *pursuant to the BOC*

**TRINITY ACADEMY, Inc.**

By: *Opal Brandy*  
*Opal Brandy* Director

**ARTICLE ELEVEN**  
**DISSOLUTIONS**

11.01 All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the Corporation solely through the furthering of the primary purposes of the Corporation

Except as otherwise required by the applicable state or the federal law, upon dissolution or liquidation of this Corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this Corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501 (c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation.

As approved by Unanimous Written Consent of the Board of Directors dated 29 November, 2018 pursuant to the BOC

**Trinity Academy, Inc.**

By: *Opa Brandy*

*Opa Brandy* Director

BYLAWS  
**Trinity Academy, Inc.**

Provide the Following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, submit a notarized, Board Member Biographical Affidavit completed by each member of the proposed school's governing board.

All prompts and response boxes shall be completed. If a prompt does not apply to the member, enter a response of N/A followed by a brief explanation of why the prompt does not apply. Ensure that the anticipated role to be filled at the proposed charter is identified.

**NOTE: Substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy, and may be removed from consideration. Applicants must ensure that each Board Member individually provides their own personal response(s).**

**PLEASE NOTE: Attachment G4 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.**

Name of Proposed Charter School: Name of Sponsoring Entity: **BACKGROUND**Full Legal Name: Home Mailing Address: Phone Number: E-mail Address: Business Name: Business Mailing Address: Business Phone Number: E-Mail Address: 

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

Yes     No, does not apply to me

If Yes, state the name of the entity:

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

My motivation to serve on the board of Trinity Academy, Inc. stems from passion. I can remember back to elementary. Science has always been my favorite subject, and even then I had no idea how truly intriguing science could really be. I wasn't exposed to the vast sub divisions of science such as human body, anatomy, physiology, etc until I reached high school. Once I was exposed to these subjects my passion for health care emerged. After graduating from college I became a registered nurse. After 15 years of nursing then I went on to obtain my Doctor of Dental Surgery.

I have mentored, tutored, served on the board, and even raised my own two daughters. With that being said, I am fully aware of not only the importance but the impact that a high education holds. Furthermore, I am motivated to help bring the mission and vision of Trinity to fruition. I am devoted to using my passion for the health professions to motivate the student's of Trinity at a younger age to explore the health professions. I am committed to using my educational background in the health professions to ensure Trinity Academy is providing top notch education itself.

I am confident that what Trinity Academy has to offer is going to be groundbreaking for the community, and I am more than elated to be apart of it.

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

I understand that as a board member it is my role to ensure that the school is not only in compliance with the law at all times, but also for ensuring operations are ran smoothly. These operations consist of but are not limited to administration roles, school assessment/ performance, finances, and hiring.

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.

For the past 14 years I have served as a Board Member at Energized for Excellence and its sister schools. This experience has truly equipped me and made me certain that I am capable of serving as an effective board member for Trinity.

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

As stated above my 14 years experience as a Board Member allowed me to become extremely familiar and knowledgeable with the roles necessary to have an effective Board. Although I served primarily as Secretary, sitting on the Board allowed me to see how all operations were ran.

## SCHOOL MISSION AND PROGRAM

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

I understand that Trinity's mission is to provide a high quality education to the youth (K-3), while giving them their first opportunity to be introduced to the health science professions. I understand that Trinity hopes to encourage the student's of the community to think big. I understand that Trinity hopes to provide an opportunity that otherwise might not have been.

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

I understand that Trinity's educational program will include your non-typical approach. Trinity's educational plan will incorporate mock offices, so that the students have interactive learning. Trinity's proposed educational program will consist of teacher's that hold a degree in the subject (ie. biology) to allow for the quality education that the students deserve.

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

A school that has a clear focus, I believe is the start of a successful school. Also, one that takes pride in parental involvement allows for not only success of the school but the students. Dedicated and focused staff/ leadership of the school is also going to play a vital role in the success of the school. Considering all of the above; combined with providing a safe, friendly and caring environment I believe is an equation for success.

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

I will know that the school is succeeding in its mission as we follow them into middle and high school. Our mission to provide early introduction of the health science professions to K-3 is aligned with our vision to be the premier elementary school for this style of teaching. Education does not stop at the end of the day inside of the classroom, which is why we will track our students progress as they matriculate to middle, and high school.

## GOVERNANCE

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

The board will ensure that the operations are being ran accordingly, that finances are not being mis-handled. It is the duty of the board to ensure that the school is operating and aligned according to the mission and vision.

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

Academic Performance at the end of the year will be one way to gauge if the school is successful. Prior to opening there will be goals that have been set. The end of the year performance will serve as a way of comparison. Enrollment numbers will also serve as a way of measuring the school's success.

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

We have established what our number for enrollment at the end of five years should be. At the end of four years we can use this number as a measure to ensure success. If we are on track to achieving our five year goal then we will know we have achieved success. Our vision is to be the premier school for providing education with a focus in health sciences for K-3. School enrollment numbers will let us know if we truly are the premier.

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

Accountability is going to be key to ensure that the school is successful. Having board members that are actively in communication and aware with the progress of Trinity is what will ensure the school is successful/

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

Ethics is one of the major basics in which health care professions operate off of. So of course, Trinity will ensure that any one person found to be acting unethically is removed and replaced accordingly. These actions will be supported as outlined by the bylaws.

# DISCLOSURES

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

If yes, describe the precise nature of your relationship.

Board Members consist of casual relationships, client, customers, and business relationships.

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

If yes, describe the precise nature of your relationship.

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

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

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

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

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

If yes, describe the precise nature of your relationship.

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

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

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

If yes, describe the precise nature of your relationship.

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

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

If yes, describe the precise nature of your relationship.

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

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

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, Opal Brandy, 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 Opal Brandy

Date 1/3/2019

### Verification

State of TEXAS

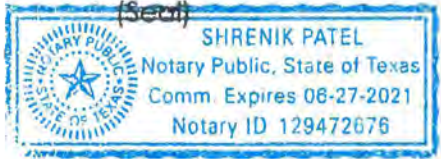
County of FT. BEND

On this day OPAL MARIE BRANDY (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 3RD day of JANUARY, 2019.

(Notary Public) Shrenik Patel

My commission expires 06/27/2021



Name of Proposed Charter School: Name of Sponsoring Entity: **BACKGROUND**Full Legal Name: Home Mailing Address: Phone Number: E-mail Address: Business Name: Business Mailing Address: Business Phone Number: E-Mail Address: 

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

Yes     No, does not apply to me

If Yes, state the name of the entity:

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

As a consultant in human capital and diversity and inclusion, my experience has shown that lack of exposure is one of many barriers that lead to a disproportionate disadvantage for certain demographics in the workplace. Specifically looking at promotions in the workplace for federal government clients, I found that the lack of promotions for minority groups were predicated by a lack of exposure, opportunity, and mentorship, among other barriers. Given my back ground and experience with diversity and inclusion, I was excited to be involved in the birth of a charter school whose purpose is rooted in exposing young minds to people and careers that they may not see in their communities. I'm excited to be a part of a movement that is focused on molding children for success at an early age.

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

My role would be to have oversight in the hiring and evaluation of the charter school leaders, as well as oversight of the academic and financial performance 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.

Though I have never served on a school board, I have over 10 years of experience leading small through large teams and advising senior leaders on leading their organizations and addressing challenging issues. In addition, I have a unique experience of working in the field of diversity and inclusion. My background will prove suitable for an institution that will service an underserved community.

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

My background as a consultant has helped me to focus my skills on identifying challenges and developing strategies to address complex issues. As an advisor to senior leaders, I have had the opportunity to work side by side with executive level employees charged with creating a positive and equitable work environment. I will bring these experiences and perspectives to the board as we oversee the progression of Trinity Academy Inc.

## SCHOOL MISSION AND PROGRAM

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

The mission clearly and concisely notes who Trinity Academy Inc. will serve, how it will carry out the mission and what makes this charter school different from any other. As the author of the mission statement, I not only endorse the mission, but I see myself as an intricate part of this educational institution.

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

I understand and support the unprecedented strategy of using early exposure to the health sciences to compliment and even enhance core curriculum learning areas. The proposed educational program will not only build a strong academic foundation for our students, but also inspire them to dream bigger and seek professions unlike what they may see in their environment outside of the school.

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

A successful school is a safe place for students to learn and make mistakes, as well as a place that builds strong moral fibers and social skills. A successful school not only educates our young minds of today, but also helps molds our children into model citizens that will one day lead this country. A successful school also serves as an environment for cultural awareness, exchange, acceptance and inclusion.

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

We will consistently monitor academic data and trends to ensure we are exceeding the standards set forth by the state of Texas. Additionally, we will incorporate feedback from students, parents, and staff to ensure we are meeting living and breathing our mission and vision. Lastly, we will ensure that the school is financially sound, generating appropriate ROI, and resourced appropriately to meet the needs of both students and faculty.

## GOVERNANCE

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

The board will oversee the school's operations and help direct the CEO with meeting academic and financial goals, as well as continue to embody the school mission and vision.

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

Through internal assessments we will monitor the progression of our students. Other key indicators of success are the retention of faculty, consistent financial stability, and increased enrollment demand.

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

Maintain financial stability for four years. At the four-year mark we will have a third-grade class that will be accessed by the state. Benchmark classroom and state assessments will be crucial in determining our success over four year Enrollment increase will also be a key indicator for success.

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

The charter school board will need to ensure that Trinity Academy's school activities are carefully monitored. The school board will ensure that we have a strong Principals and teachers. Lastly, the charter school board will ensure the school is on-track academically.

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

I would bring the situation to the boards attention and advocate for an investigation into the manner. Should the board member be found acting unethically or not in the best interest if the school, I would vote to remove the member from the board and disband them from rejoining the board.

## DISCLOSURES

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

If yes, describe the precise nature of your relationship.

I know other board members socially and have mutual friends.

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

If yes, describe the precise nature of your relationship.

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

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

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

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

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

If yes, describe the precise nature of your relationship.

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

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

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

If yes, describe the precise nature of your relationship.

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

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

If yes, describe the precise nature of your relationship.

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

N/A

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

N/A

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

Yes  Does not apply to me.

If yes, state the compensation you expect to receive.

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

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

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

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

[Empty box for describing relationship]

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

Yes  Does not apply to me.

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

[Empty box for providing information]

### CERTIFICATION

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

Signature 

Date 2 Jan 19

### Verification

State of Texas

County of Fort Bend

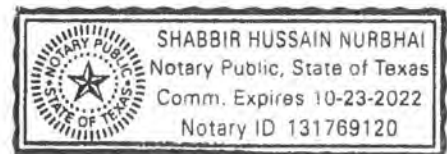
On this day, Donald Tyson (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 02 day of Jan, 2019.

(Notary Public) 

My commission expires 10/23/2022

(Seal)



Name of Proposed Charter School:

Name of Sponsoring Entity:

### BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

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

Yes     No, does not apply to me

If Yes, state the name of the entity:

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

As a community leader and supporter, I have an interest in the development and success of our youth. I believe more emphasis can be placed on our youth receiving a quality education when a personal perspective from parents, and community leaders are involved, and are committed to our youth receiving what is needed to become successful students, and young adults.

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

As a public charter school board member, I am to assist in keeping day to day operations and school activities in line with the mission of the school, while also bringing innovated ideas to board members that will ensure the longevity and success of the charter 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.

My experience is fall reaching as a successful entrepreneur, I have carved out a successful business from the ground floor, and I know what it takes to work at achieving a business goal. Team work, makes the dream work. "Author unknown" Collective, and inventive ideas from board members are keys to success!

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

I have set on other boards unrelated to charter schools, but will give 100% commitment to my position as a public charter school board member. Additionally, my knowledge of how to be successful is a tremendous value add to any organization.

## SCHOOL MISSION AND PROGRAM

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

I believe the mission of the charter school to to serve it's students, and provide the best environment possible to learn, and grow into successful upward mobile thinking young adults with support and the proper guidance.

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

College preparatory, and/or higher education fundamentals.

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

Diversity and quality faculty and staff committed 100% to its students.

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

Retention and/or graduation percentage goals are met, and/or exceeded.

## GOVERNANCE

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

Helping to make good decisions, keeping the mission of the school in force, deciding on the direction for future growth, and providing forward thinking ideas that change with the times.

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

Graduation numbers are met, and enrollment goals are achieved.

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

Graduation numbers are met, and retention percentages are high. Additionally, faculty and staff are tenured, and growth is apparent.

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

There should be regular board meetings to ensure continuity of activities that are working as well as prevention of issues that may affect the mission negatively and hindering the success of the school. Also, catching any and all problems before it escalates negatively on the mission of the school.

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

Bring it to the board and/or Chairman of the board for discussion.

Page \_\_\_\_\_

## 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.

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

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

If yes, describe the precise nature of your relationship.

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

None

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

None

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

Yes  Does not apply to me.

If yes, state the compensation you expect to receive.

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

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?  
 Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

[Empty box for describing relationship]

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

Yes  Does not apply to me.

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

[Empty box for providing information]

CERTIFICATION

I, Barbara J. Selmon, 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

1-1-19

Verification

State of

Texas

County of

Harris

On this day, Barbara J Selmon (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

1st day of January, 2019

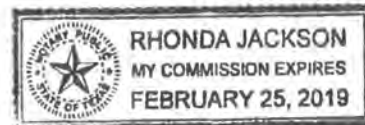
(Notary Public)

Rhonda Jackson

(Seal)

My commission expires

February 25, 2019



Name of Proposed Charter School:

Name of Sponsoring Entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

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

Yes     No, does not apply to me

If Yes, state the name of the entity:

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

My motivation to serve on the board of Trinity Academy Inc. was the opportunity to work from a leadership position on .

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

As described in the Lone Star Governance framework, the appropriate role of a public charter school board member is to provide leadership -not management- for Vision, Accountability, Structure, Advocacy, and Unity. In my opinion, fulfilling such a role requires an ability to look at the world from the outside in, to understand measurement systems, to enact policies conducive to the desired result, to communicate effectively in multiple ways, and to enforce the chain of command. Understanding of the TEC is a must.

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.

Deputy Superintendent for Energized for Excellence Academy, Inc., Energized for STEM Academy, Inc., and Inspired for Excellence Academy, Inc. since August of 2018. Director of School Support for that same group of schools from July of 2017 to July of 2018. School Support Officer (SSO) in the Houston ISD's Office of School Support from August of 2013 to June of 2017 as one of the first SSOs with managerial experience in the private sector. Have supervised schools of all grade levels from PK to 12th.

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

Leadership and Strategic Planning. From the Education sector (2013-2019), supervision of 35 schools of a wide variety; i.e., early childhood, neighborhood, magnet, international baccalaureate (IB), dual language, charter, virtual, homebound, overage alternative, disciplinary alternative, special-education alternative, and itinerant. From the Oil & Gas sector (1985-2012), operations management of multi-disciplinary teams in North America, and general management of business units in South America, Europe, and the U.S.

## SCHOOL MISSION AND PROGRAM

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

The school's mission is to "provide quality education and hands-on experience to underserved youth through early exposure to the health sciences". The mission is guided by the beliefs that 1) all children should have the opportunity to fulfill their dreams, 2) the community plays a decisive role in how a child turns out, 3) a strong educational foundation can be given during the lower-elementary years, and 4) exposure to human biology leads to thinking about professions such as medical, dental and physical therapy.

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

My understanding of the school's proposed educational program is that healthcare concepts will be central to the curriculum, and that there will be an abundance of opportunities for hands-on activities which include interaction with high schools and universities, so as to stimulate early-age interest in the medical and/or dental professions.

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

I believe that successful schools exhibit some characteristics that are cultural and some that are numerical. The cultural characteristics are energized staff, safe environment, clean spaces, working order, effective communication, respectful interaction, collegiate atmosphere, community involvement, global awareness, and active alumni. The numerical characteristics are high scores, high progress, narrow gaps, high ratings, multiple distinctions, achievement awards, low dropout, and fiscal responsibility.

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

The school will be succeeding in its mission to "provide quality education and hands-on experience to underserved youth through early exposure to the health sciences" if the alignment between the allocation of funds (i.e., for personnel, materials, and equipment) and the five components of the mission (i.e., Quality Education, Hands-On Experience, Underserved Youth, Early Exposure, Health Sciences) leads to favorable results for the students in terms of personal development and academic achievement.

## GOVERNANCE

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

The role that the board will play in the school's operation will be to formulate vision, provide leadership, enact policy, design metrics, set goals, secure funding, monitor compliance, and monitor progress. The board will delegate the day-to-day operation of the school to the Superintendent and the campus-based leaders.

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

At the end of the 2020-2021 school year, the school will have gone through the start-up period of 2019-2020 in a fiscally-responsible way, and it will have only worked with grades K-1st. Financial success will mean a positive Net Operating Income. Academic success will mean mastery of the TEKS for Math, Reading/Writing, Science, and Social Studies. Success of the Science-and-Healthcare model will mean mastery of the concepts introduced, as well as families' interest in seeking enrollment of their children for 2021-2022.

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

At the end of the 2023-2024 school year the Kinder students of 2020-2021 will have reached 3rd grade, and the school will have gone through 3rd-grade STAAR Reading and STAAR Math for the second time. Financial success will mean a positive Net Operating Income. Academic success will mean mastery of the K-2nd TEKS for Math, Reading/Writing, Science and Social Studies, as well as scaled scores (in Student Achievement, School Progress, and Closing the Gaps) leading to an A-Rating with Distinction Designations.

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

To ensure that the charter school is successful, I think that the charter school board will need to have a futuristic mindset, understand the Texas Education Code and the Texas Accountability Rating System, monitor the Academic Performance Indicators and the Financial Performance Indicators at regular intervals, ask the questions that lead to a challenge of the status quo, and engage in intensive fundraising.

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

If the belief is based on fact, I would talk to the person(s) to understand whether the action was the result of a mistake or the result of an intent; in either case, I would ask the person(s) to make a voluntary disclosure to the board, and I would reserve the right to make the disclosure myself. If the belief is based only on suspicion, I would ask the person(s) whether there is a reason why anyone would suspect malpractice; depending on the response, I would either remain vigilant or request an audit and/or investigation.

## DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

Yes  No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

N/A

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

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

If yes, describe the precise nature of your relationship.

N/A

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

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

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

N/A

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

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

If yes, describe the precise nature of your relationship.

N/A

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

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

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

If yes, describe the precise nature of your relationship.

N/A

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

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

If yes, describe the precise nature of your relationship.

N/A

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

N/A

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

8/2018 - Present: Deputy Superintendent for Energized for Excellence Academy, Inc., Energized for STEM Academy, Inc., and Inspired for Excellence Academy, Inc. (7055 Beechnut).  
 7/2017 - 8/2018: Director of School Support for Energized for Excellence Academy, Inc., Energized for STEM Academy, Inc., and Inspired for Excellence Academy, Inc. (7055 Beechnut).  
 8/2013 - 6/2017: School Support Officer for Energized for Excellence Academy, Inc., Energized for STEM Academy, Inc., Inspired for Excellence Academy, Inc. (6201 Bissonnet), Texas Connections Academy (10550 Richmond), TSU Charter Lab (3100 Cleburne), and Young Learners School (8432 Bissonnet).  
 ALL SCHOOLS LOCATED IN HOUSTON, TX.

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

Yes  Does not apply to me.

If yes, state the compensation you expect to receive.

N/A

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

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

N/A

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?  
 Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

N/A

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

Yes  Does not apply to me.

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

N/A

### CERTIFICATION

I, MARIO MARQUEZ, 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 Mario Marquez H.

Date 1/3/2019

### Verification

State of Texas

County of Harris

On this day, Mario Marquez (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 3<sup>rd</sup> day of January, 2019.

(Notary Public) Dana Parker

My commission expires January 3, 2022

(Seal)



Name of Proposed Charter School:

Name of Sponsoring Entity:

### BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

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

Yes     No, does not apply to me

If Yes, state the name of the entity:

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

Giving back to children. Trying to instill in the youth that with education and guidance the world is full of opportunity.

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

Responsible for help governing 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.

Appointed by Governor to the Texas State Board of Public Accountancy.

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

With a back ground in accounting and marketing I bring accountability and the eye for growth.

### SCHOOL MISSION AND PROGRAM

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

Provide quality education and hands-on experience to underserved youth through early exposure to the health sciences.

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

Be the premier K-3 charter school for early exposure to the health sciences field.

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

Leadership, goals, organization, attitude, students connected, class size, assessment procedures

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

All of the above characteristic of the successful school listed in #3 are at work.

## GOVERNANCE

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

Formulate policy and give direction while furthering the school's mission striving for the school's success.

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

Leadership is in place and hands on, everyone in the school (staff, administrators and students) share the vision and goals set

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

The schools curriculum is in line with state standards. The students are achieving their goals and the vision is in place. Teamwork is apparent.

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

Developing Strategic Plan for the students future  
 Overseeing financial accountability  
 Fulfilling the school mission  
 Communication  
 Ownership - committees

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?

Review the bylaws for direction to include the conflict of interest statement.  
 The functionality and health of the board of directors is a direct reflection of the health of the school

# 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.

Casual relationship, and or a client in my accounting practice

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.

N/A, no employees at this point

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.

Barnes and Lenoir, CPA's  
D & C Eats  
BSC Properties

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.

Performing accounting engagements through my accounting office

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

Yes  Does not apply to me.

If yes, state the compensation you expect to receive.

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

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?  
 Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

[Empty box for describing relationship]

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01 (5) Code of Criminal Procedure?  
 Yes  Does not apply to me.

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

[Empty box for providing information]

CERTIFICATION

I, CYNTHIA BARNES, 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 Cynthia Barnes

Date 1-3-19

Verification

State of TEXAS

County of HARRIS

On this day, Cynthia Barnes (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 3rd day of January, 2019

(Notary Public) [Signature]

My commission expires 10/28/2020



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.**

### Preamble

The Board of Directors (collectively, the "Board" or the "Directors," and individually a "Director") of Trinity Academy Inc. is committed to maintaining the highest legal and ethical standards in the conduct of the business of Trinity Academy Inc., and to protecting the integrity and reputation of Trinity Academy Inc., Trinity Academy Inc. the Board, and all Trinity Academy Inc. employees, volunteers, and programs.

The Directors and Officers (as defined below) shall exercise their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers shall ensure that they (1) do not compromise their independence of judgment, (2) preserve confidence and trust in the organization and the Board, and (3) protect and fulfill the mission of Trinity Academy Inc. As such, this Policy will assist Directors and Officers as they identify actual or potential conflicts of interest, and with a procedure to address conflicts which may arise.

### I. ETHICAL PRINCIPLES

- A. **Personal and Professional Integrity.** Directors and Officers shall conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.
- B. **Financial Stewardship.** As a tax-exempt public charity, Trinity Academy Inc. shall expend funds and record those expenditures in a manner that advances the charitable and educational mission and objectives of Trinity Academy Inc., and not the private interests of Directors or Officers.
- C. **Public Accountability.** Trinity Academy Inc. shall provide comprehensive and timely information in accordance with applicable state and federal law and shall be responsive to reasonable requests for information about its activities. Additionally, informational data about Trinity Academy Inc., such as IRS Form 990, audited financial statements and Annual Financial and Compliance Report, shall be made available to the public in accordance with applicable state and federal law.
- D. **Accuracy and Retention of Records.** Trinity Academy Inc. will create and maintain records that satisfy operational and legal requirements, including federal, state and local laws.
- E. **Political Activities.** As a 501(c)(3) tax-exempt public charity, Trinity Academy Inc. shall not engage in political activities. Directors and Officers shall not use their relationship with Trinity Academy Inc. to promote or oppose political candidates or parties, or to create the appearance that Trinity Academy Inc. endorses or opposes a political candidate or party for elected office.

## TRINITY ACADEMY INC.: ETHICS, CODE OF CONDUCT, NEPOTISM

- F. **Endorsements and Use of the Trinity Academy Inc. Name and Affiliation.** The Trinity Academy Inc. and Trinity Academy Inc. name, logo, letterhead, or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Directors.
- G. **Questions, Concerns or Reports of Violations.** Should a Director or Officer believe a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his or her duty to report the matter to the President of the Board of Directors, or the Chief Executive Officer/Superintendent, as appropriate.
- H. **Staff Obligations.** In addition to this Policy, staff members shall also be obliged to conduct themselves in accordance with, among other things, the employees policies of Trinity Academy.

### II.CONFLICTS OF INTEREST

- A. **Statement on State Law.** Trinity Academy Inc. and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code, and 19 TAC §§ 100.1131-100.1135, including, but not limited to the following:

- i. **Employees Serving on the Board**

- (1) Directors and Officers of shall comply with Local Government Code, Chapter 171 in the manner provided by the conflict of interest provisions described in 19 TAC §§ 100.1131-100.1135. (See below.)
- (2) Officers of Trinity Academy Inc. are defined by the Commissioner of Education to be persons charged with the duties of, or acting as a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of the charter holder, the school, a management company, or any other person; or a volunteer working under the direction of the charter holder, the school, or a management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer" of Trinity Academy Inc.
- (3) The Trinity Academy Inc. Chief Executive Officer is a person (or persons) directly responsible to the governing body of the charter holder for supervising one or more Central Administration Officers, Campus Administration Officers, and/or Business Managers.

## TRINITY ACADEMY INC.: ETHICS, CODE OF CONDUCT, NEPOTISM

(4) A Central Administration Officer for Trinity Academy Inc. is a person charged with the duties of, or acting as, a Chief Operating Officer, director, or assistant director of the charter holder for Trinity Academy Inc., including one or more of the following functions:

(A) assuming administrative responsibility and leadership for the planning, operation, supervision, or evaluation of the education programs, services, or facilities of the Board, for appraising the performance of the Board's or Trinity Academy Inc.'s staff;

(B) assuming administrative authority or responsibility for the assignment or evaluation of any of the personnel of the Board, including those employed by a management company;

(C) making recommendations to the Board or Trinity Academy Inc. regarding the selection of personnel of the Board, including those employed by a management company;

(D) recommending the termination, non-renewal, or suspension of an employee or officer of the Board, including those employed by a management company; or recommending the termination, non-renewal, suspension, or other action affecting a management contract;

(E) managing the day-to-day operations of the Board, as its administrative manager;

(F) preparing or submitting a proposed budget to the charter holder Board or Trinity Academy Inc. (except for developing budgets for a Trinity Academy Inc. campus, if this is a function performed by a Campus Administration Officer under the terms of the open-enrollment charter);

(G) preparing recommendations for policies to be adopted by the Board, or overseeing the implementation of adopted policies, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;

## TRINITY ACADEMY INC.: ETHICS, CODE OF CONDUCT, NEPOTISM

(H) developing, or causing to be developed, appropriate administrative regulations to implement policies established by the Board, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;

(I) providing leadership for the attainment of student performance in Trinity Academy Inc., based on the indicators adopted under TEC §§ 39.053-39.054, or other indicators in the Trinity Academy Inc. charter; or

(J) organizing the central administration of the Board.

(5) A Campus Administration Officer for Trinity Academy Inc. is a person charged with the duties of, or acting as, a principal or assistant principal of a Trinity Academy Inc. campus, including one or more of the following functions:

(A) approving teacher or staff appointments for a Trinity Academy Inc. campus, unless this function is performed by a Central Administration Officer under the terms of the open enrollment charter;

(B) setting specific education objectives for a Trinity Academy Inc. campus, unless this function is performed by a Central Administration Officer under the terms of the open enrollment charter;

(C) developing budgets for a Trinity Academy Inc. campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(D) assuming the administrative responsibility or instructional leadership, under the supervision of a Central Administration Officer, for discipline at a Trinity Academy Inc. campus;

(E) assigning, evaluating, or promoting personnel assigned to a Trinity Academy Inc. campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter; or

## TRINITY ACADEMY INC.: ETHICS, CODE OF CONDUCT, NEPOTISM

(F) recommending to a Central Administration Officer the termination or suspension of an employee assigned to a Trinity Academy Inc. campus, or recommending the non-renewal of the term contract of such an employee.

(6) A Business Manager is a person charged with managing the finances of Trinity Academy Inc. or Trinity Academy Inc..

(7) Also Excluded from the Board. Except as otherwise provided by law, a person who receives "compensation or remuneration" (as defined by law and herein) from the nonprofit corporation holding Trinity Academy Inc.'s open-enrollment charter may not serve on the Board, with the following exceptions:

(a) If each charter school operated by the Board as charter holder has received a satisfactory accountability rating, as defined by applicable law, for at least two of the preceding three school years, Trinity Academy Inc. employees may serve on the Board, as described below, and as provided by law.

(b) If the charter holder has operated at least one charter school which reported attendance that occurred prior to September 2, 2001, but no charter school operated by the charter holder has received a sufficient number of substantive ratings to determine whether it has received a satisfactory rating for at least two of the preceding three school years, then Trinity Academy Inc. employees may serve on the governing body of the charter holder, as provided by law.

(c) An employee of Trinity Academy Inc. may serve as a Director if: (i) only employees of Trinity Academy Inc., and not employees of the Board, serve on the Board; (ii) the compensation or remuneration received by that Director is limited to salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with Trinity Academy Inc.; (iii) Trinity Academy Inc. employees do not constitute a quorum of the Board or any committee of the Board; and (iv) all Trinity Academy Inc. employees serving on the Board comply with all applicable conflict of interest provisions required by law.

**ii. Conflicts Requiring an Affidavit and Abstention from Voting.** The following circumstances shall be deemed a Conflict of Interest (as defined below), and the Director or Officer shall, in addition to the procedures set forth in Section C (Conflict of Interest Procedures), take the following action:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the Director or Officer shall file, before a vote, decision, or other action on

## TRINITY ACADEMY INC.: ETHICS, CODE OF CONDUCT, NEPOTISM

any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest, and shall abstain from further participation in the matter if:

(a) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or

(b) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

(2) The affidavit described above is filed with the Secretary of the Board of Directors.

(3) The Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit. A Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit unless a majority of the Board is composed of persons who are likewise required to file, and who do file affidavits of similar interests on the same official action.

**iii. Separate Vote on Budget Item.** The Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a Director has a substantial interest. Abstention is required, except as provided above and in 19 TAC § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (1) the affected Director has complied with the above-stated requirements; and (2) the matter in which the affected Director is concerned has been resolved.

**iv. Conflict Disclosure Statement.** For the purposes of Local Government Code chapter 176, a local government officer includes the Academy's Superintendent of schools/ Chief Administrative Officer and members of the board of Directors. The law proscribes that local government offices shall file the required conflicts disclosure statement (Refer to Exhibit B), as adopted by the Texas Ethics Commission, with respect to an applicable vendor if the vendor enters into a contract with Trinity Academy Inc. or if the Academy is considering entering into a contract with the vendor and the vendor:

(1) Has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds \$2,500 during the 12-month period preceding the date that the officer becomes aware that a contract has been executed or Trinity Academy Inc. is considering entering into a contract with the vendor.

## TRINITY ACADEMY INC.: ETHICS, CODE OF CONDUCT, NEPOTISM

(2) Has given to the local government officer or a family member of the officer one or more gifts that have an aggregate value of more than \$250 in the 12-month period preceding the date the entering into a contract with the vendor.

A local government officer is not required to file a conflicts disclosure statement in relation to a gift accepted by the officer or a family member of the officer if the gift is:

Given by a family member of the person accepting the gift;

A political contribution as defined as defined by Title 15, Election Code, or

Food, lodging, transportation, or entertainment accepted as a guest.

A local government officer shall file the conflicts disclosure statement (Refer to Exhibit B.) with the records administrator (Superintendent of Schools/ Chief Administrative Officer or designee) of Trinity Academy Inc. no later than 5:00 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement.

A local government officer commits a Class C misdemeanor if the officer knowingly violates this law. It is an exception to the application of the penalty that the local government officer filed the required conflicts disclosure statement no later than the seventh business day after receiving notice from Trinity Academy Inc. of the alleged violation.

Note: The Academy must also provide access on it's website to the conflict disclosure statement and questionnaires (from vendor) required to be filled with the records administrator.

**B. Statement on Federal Law.** Trinity Academy Inc. and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section 4958 of the Internal Revenue Code and 26 CFR § 53.4958 (the "federal tax rules") when it is contemplating entering into a transaction or arrangement that may benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A "disqualified person" includes Directors and Officers, and any person who is in a position to exercise substantial influence over the affairs of the corporation. A "disqualified person" includes Family (as defined below) of the disqualified person.

**i. Interested Person.** Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect Interest, as defined below, is an "Interested Person."

(1) A person has an "Interest" if the person has, directly or indirectly, through business, investment, or Family:

(a) an ownership or investment interest, directly or indirectly, in any entity with which Trinity Academy Inc. has a transaction or arrangement;

(b) a compensation arrangement with Trinity Academy Inc., or with any entity or individual with which Trinity Academy Inc. has a transaction or arrangement; or

## TRINITY ACADEMY INC.: ETHICS, CODE OF CONDUCT, NEPOTISM

(c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Trinity Academy Inc. is negotiating a transaction or arrangement.

(2) "Compensation" is defined to include direct and indirect remuneration, as well as gifts or favors that are not insubstantial.

(3) A person has an "Interest" if the person has a substantial interest in a business entity or a substantial interest in real property as described in Section 1.7.2.1.2 above.

ii. **Interested Person with Conflict of Interest.** An Interested Person shall have a Conflict of Interest (as defined below) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

### C. Conflict of Interest Procedures

i. **Duty of Prior Disclosure.** In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it, and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

(1) **Transaction Not Subject to Board Action.** An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the President of the Board or Superintendent, any such Interest. Such disclosure shall be made as soon as the Interest is known to the Interested Person.

(2) **Untimely Disclosure.** If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.

(3) **Failure to Disclose.** If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person's

## TRINITY ACADEMY INC.: ETHICS, CODE OF CONDUCT, NEPOTISM

explanation and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

**ii. Determining Whether a Conflict of Interest Exists.** After disclosure of the Interest and all material facts related thereto, the Interested Person shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest ("Conflict of Interest") exists. No Director shall vote on any matter in which he or she has a Conflict of Interest.

### **iii. Vote by Disinterested Directors**

**(1) Nonparticipation of Directors with Conflict.** A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board's discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during, or outside of the Board meeting.

**(2) Action by Disinterested Directors.** If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:

(a) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.

(b) Except as otherwise allowed by law, and as set forth in Section A(ii.) (3), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.

**(3) Vote Not Disallowed by Presence of Directors with a Conflict.** The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified, as prescribed herein.

**(4) Circumstances in Which Comparability Data is Necessary.** If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above at page 6(B)) under the federal tax rules, or if the transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by Trinity Academy Inc. to the Interested Person or Persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data ("Comparability Data").

(a) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (i) compensation levels paid by similarly-situated

## TRINITY ACADEMY INC.: ETHICS, CODE OF CONDUCT, NEPOTISM

schools; (ii) the availability of similar services within the same geographic area; (iii) current compensation surveys compiled by independent firms; and (iv) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to: (i) current independent appraisals of the property, and (ii) offers received in a competitive bidding process.

(b) Based on the Comparability Data, the Board or committee shall determine, by a majority vote of the disinterested Directors or committee members, whether the transaction or arrangement is fair and reasonable to Trinity Academy Inc. In conformity with the above determination, the Board or committee shall make its decision as to whether to enter into the transaction or arrangement.

(c) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Section 1.7.2.3.4 (Documentation) below.

**iv. Documentation.** The Board Secretary shall keep accurate minutes reporting:

**(1) Interest Disclosed; Determination of Conflict of Interest.** That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:

(a) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible conflict of interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

(c) A completed Affidavit of Abstention complying with Local Government Code Chapter 171 and 19 TAC §§ 100.1131-1134 (see Affidavit Exhibit A).

**(2) Nonparticipation of Directors with Conflict.** That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

## TRINITY ACADEMY INC.: ETHICS, CODE OF CONDUCT, NEPOTISM

(3) **Comparability Data.** The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and

(4) **Vote of Disinterested Directors.** That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

**D. Compensation.** A Director who receives compensation, directly or indirectly, from Trinity Academy Inc. for services is precluded from voting on matters pertaining to that Director's compensation.

i. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Trinity Academy Inc. for services is precluded from voting on matters pertaining to that member's compensation.

ii. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Trinity Academy Inc., either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ii. Except with respect to Board decisions regarding a bona fide class or category of employees pursuant to Government Code § 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Government Code § 573.002).

**E. Definitions.** The following terms shall have the following meaning:

i. **Director or Officer.** A member of the governing body of a charter holder, a member of the governing body of a charter school, or an officer of a charter school. An officer means a person charged with the duties of, or acting as, a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer of a charter school." 19 TAC §100.1001(16).

ii. **Business entity.** A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.

iii. **Substantial interest in business entity.** A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or \$15,000 or more of the fair market value

## TRINITY ACADEMY INC.: ETHICS, CODE OF CONDUCT, NEPOTISM

of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person's gross income for the previous year.

**iv. Substantial interest in real estate.** A person has a substantial interest in real estate, if the interest is an equitable or legal ownership with a fair market value of \$2,500 or more.

**v. Substantial interest through a relative or family member.** A Director or Officer is considered to have a substantial interest if a person related to the Director or Officer within the third degree by consanguinity or the third degree by affinity (as defined below) has a substantial interest under Sec. 1.6.2.5(iii) above. 19 TAC § 100.1132(d).

**vi. Family.** Family means a disqualified person's spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

### III. NEPOTISM

**A. Nepotism Generally Prohibited.** A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

i. The person is related to the Director or Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or

ii. The Director or Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the Board by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.

**B. Independent Contractors.** The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

**C. Payment to Prohibited Person.** A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. Government Code § 573.083; 19 TAC § 100.1116.

**D. Relation by Consanguinity.** Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. Government Code § 573.022.

**E. Third Degree of Consanguinity.** An individual's relatives within the third degree by consanguinity are the individual's:

i. Parent or child (first degree);

ii. Brother, sister, grandparent, or grandchild (second degree); and

## TRINITY ACADEMY INC.: ETHICS, CODE OF CONDUCT, NEPOTISM

iii. Great-grandparent, great-grandchild, aunt or uncle (who is a sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). Government Code 573.023.

Note: There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood. See Exhibit B.

**F. Relation by Affinity.** Two persons are related to each other by affinity (marriage) if they are married to each other, or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce, or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. Government Code § 573.024.

**G. First Degree of Affinity.** A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

**H. Second Degree of Affinity.** If two individuals are related to each other in the second degree by consanguinity, the spouse of one of the individuals is related to the other individual in the second degree by affinity.

**I. Third Degree of Affinity.** An individual's relatives within the third degree of affinity are:

- i. Anyone related by consanguinity to the person's spouse within the first or second degree; and
- ii. The spouse of anyone related to the person by consanguinity within the first or second degree. Government Code § 573.025.

**J. Existing Employees/Continuous Employment.** The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or Officer to whom the person is related in a prohibited degree, and that prior employment is continuous for at least:

- i Thirty days, if the Director or Officer is appointed; or

## TRINITY ACADEMY INC.: ETHICS, CODE OF CONDUCT, NEPOTISM

ii. Six months, if the Director or Officer is elected. Government Code § 573.062(a).

iii A person who was not restricted or prohibited under Education Code 12.1055 as it existed before September 1, 2013, from being employed by Trinity Academy Inc. and who was employed by Trinity Academy Inc. before September 1, 2013, is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with Trinity Academy Inc.. Education Code § 12.1055(d).

**K. Continuous Employment Exception.** For purposes of calculating the appropriate date for the applicability of the continuous employment exception, a superintendent with final authority to select personnel is an appointed director or officer. Atty. Gen. Op. GA-177 (2004). If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a bona fide class or category of employees. Government Code § 573.062(b). A "change in status" includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. Atty. Gen. Op. JC-193 (2000). For an action to be "taken with respect to a bona fide category of employees," the officeholder's action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. Atty. Gen. Op. DM-46 (1991). The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. Government Code § 573.061.

**L. Retired Teachers.** A teacher who has retired from a full-time, certified teacher position has broken his or her employment with Trinity Academy Inc., and does not qualify for the continuous employment exception to the nepotism laws. Atty. Gen. Op. JC-442 (2001).

**M. Trading Prohibited.** A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual's services are under the Director or Officer's direction or control if:

- i. The person is related to another Director or Officer within the prohibited degree; and
- ii. The appointment would be carried out, in whole or in partial consideration for the other Director or Officer's hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. Government Code § 573.044.

**N. Source of Funding Irrelevant.** The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant. Atty. Gen. L.A. No. 80 (1974).

**O. Nepotism Exceptions.** The nepotism exceptions described in 19 TAC § 100.1115 also apply. Notwithstanding an exception, a Director or Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a bona fide class or category of employees.

## TRINITY ACADEMY INC.: ETHICS, CODE OF CONDUCT, NEPOTISM

**P. Enforcement of Nepotism Prohibitions.** In accordance with state law, a Director or Officer who violates the nepotism regulations shall be removed from office by the Board of Directors. A failure to thus remove is a material charter violation.

- i. Removal must be in accordance with the Articles and Bylaws of Trinity Academy Inc. and in accordance with the terms of the charter and other state and federal law.
- ii. A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

**Q. Delegation of Hiring Authority.** The Board may delegate final authority to select Trinity Academy Inc. personnel to the Chief Executive Officer/Superintendent, Human Resources Director, or other designated Officer. If such authority is designated to the Chief Executive Officer/Superintendent, the Chief Executive Officer/Superintendent is a "public official" for purposes of Chapter 573, Government Code, with respect to a decision made under that delegation of authority. Education Code § 11.1513(f). As such, if the Chief Executive Officer/Superintendent has been delegated final authority to select Trinity Academy Inc. personnel, the Chief Executive Officer/Superintendent may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

- i. The person is related to the Chief Executive Officer/Superintendent by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree; or
- ii. The person is related to a Board member by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.

An individual who is related to the Chief Executive Officer/Superintendent within the relevant level or consanguinity (blood) or by affinity (marriage) and was employed by Trinity Academy Inc. before September 1, 2013 is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with Trinity Academy Inc. Notwithstanding the above, each Director remains subject to Chapter 573, Government Code with respect to all Trinity Academy Inc. employees. Education Code §§ 11.1513(f), 12.1055.

## IV. CONFIDENTIALITY

**A. No Improper Disclosure.** A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available, or that Trinity Academy Inc. maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally, and any information that the Board or Trinity Academy Inc. otherwise determines or deems as Confidential Information.

**B. No Use of Information for Personal Benefit.** A Director shall not use Trinity Academy Inc. property, Confidential Information, or the status of his or her position to solicit business for others, or in any other manner obtain a private financial, social or political benefit.

TRINITY ACADEMY INC.: ETHICS, CODE OF CONDUCT, NEPOTISM

V. DISCLOSURE AND ANNUAL REVIEW

**A. New Directors and Officers.** Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit C.

**B. Periodic Review.** To ensure that Trinity Academy Inc. operates in a manner consistent with charitable purposes, and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (i) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (ii) whether partnerships, joint ventures, and arrangements with management organizations conform to Trinity Academy Inc.'s written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

**C. Annual Review.** Each Director and Officer shall annually complete the Annual Statement of Disclosure and Compliance. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

**D Applicable Law.** This Policy is supplemental to and does not replace federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations. When in conflict, the applicable law shall control. Adopted the 19<sup>th</sup> day of Dec, 2018

X Jpal Brandy

President Member

X Jalman

Secretary Member

X Gottlieb Barnes

Treasurer

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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) June 30- July 1	Year 1 #VALUE!	Year 2 #VALUE!	Year 3 #VALUE!	Year 4 #VALUE!
<b>REVENUE</b>					
Total State Revenue		\$ 1,335,160	\$ 2,510,100	\$ 3,965,958	\$ 4,798,810
Total Federal Revenue		\$ -	\$ -	\$ -	\$ -
Total Local and Other Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL REVENUE</b>	\$ 178,730	\$ 1,335,160	\$ 2,510,100	\$ 3,965,958	\$ 4,798,810
<b>EXPENSES</b>					
Total Administrative Staff Personnel Costs	\$ 65,000	\$ -	\$ -	\$ -	\$ -
Total Instructional Personnel Costs	\$ -	\$ -	\$ -	\$ -	\$ -
Total Non-Instructional Personnel Costs	\$ -	\$ -	\$ -	\$ -	\$ -
Total Payroll Taxes and Benefits	\$ 8,550	\$ -	\$ -	\$ -	\$ -
<b>TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES</b>	\$ 73,550	\$ -	\$ -	\$ -	\$ -
Total Contracted Services	\$ 10,000	\$ 61,500	\$ 72,915	\$ 87,135	\$ 101,523
Total School Operations	\$ 95,180	\$ 191,537	\$ 249,872	\$ 293,966	\$ 342,533
Total Facilities Operations and Maintenance	\$ -	\$ 197,500	\$ 201,450	\$ 211,035	\$ 221,892
Reserves and/or Contingency	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENSES</b>	\$ 178,730	\$ 450,537	\$ 524,237	\$ 592,136	\$ 665,947
<b>NET OPERATING INCOME (before depreciation)</b>	\$ -	\$ 884,623	\$ 1,985,864	\$ 3,373,823	\$ 4,132,862
<b>STUDENT ENROLLMENT</b>					
Projected Student Enrollment		175	295	460	555
Revenue Per Pupil		\$ 7,629	\$ 8,509	\$ 8,622	\$ 8,647
Expenses Per Pupil		\$ 2,574	\$ 1,777	\$ 1,287	\$ 1,200

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**Year 5**  
**#VALUE!**

\$ 5,662,595
\$ -
\$ -
\$ 5,662,595

\$ -
\$ -
\$ -
\$ -
\$ -
\$ 119,481
\$ 399,229
\$ 235,190
\$ -
\$ 753,900

\$ 4,908,696
--------------

655
\$ 8,645
\$ 1,151

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Provide the Following:

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

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

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

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

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ATTACHMENT F2- Audit Report

**Assets**

Current Assets	
Cash and Cash Equivalents	\$ -
Accounts Receivable	\$ -
<hr/>	
Total Current Assets	\$ -
Non- Current Assets	
Fixed Assets	\$ -
Total Non- Current Assets	\$ -
<hr/>	
<hr/>	
<b>Total Assets</b>	<b>\$ -</b>

**Liabilities and Net Assets**

Current Liabilities	
Accounts Payable	\$ -
<hr/>	
Total Current Liabilities	\$ -
Net Assets	
Unrestricted	\$ -
Total Net Assets	\$ -
<hr/>	
<b>Total Liabilities and Net Assets</b>	<b>\$ -</b>

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	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total Net Assets
<b>Revenues</b>			
Local Support:			
Contributions	\$ -	\$ -	\$ -
Fundraising	\$ -	\$ -	\$ -
Interest/ Other	\$ -	\$ -	\$ -
<b>Total Local Support</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Net Assets Released from Restrictions	-	-	-
<b>Total Revenues</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Expenses</b>			
Problem Solving	-	-	-
Support Services:			
Admin. Support Services	-	-	-
Fundraising	-	-	-
<b>Total Expenses</b>	<b>-</b>	<b>-</b>	<b>-</b>
Change in Net Assets	-	-	-
Net Assets, Beginning	-	-	-
<b>Net Assets, Ending</b>	<b>-</b>	<b>-</b>	<b>-</b>

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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.**

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In Regards to: GENERATION 24  
Open- Enrollment Charter Application

ATTACHMENT FOG12- Credit Report

"No documents are being provided because the sponsoring entity was incorporated after January 1, 2017"

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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.**

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In Regards to: GENERATION 24  
Open- Enrollment Charter Application

ATTACHMENT FOG 13- IRS FORM 990

Due to the fact that our organization is less than one year old, an IRS Form 990 is not available.

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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.**

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In Regards to: GENERATION 24  
Open- Enrollment Charter Application

ATTACHMENT FOG 14- Evidence of other Financial Support

Upon approval of Trinity Academy's Open- Enrollment Application, evidence of financial support from intended community partners will be obtained. However, at the time "the applicant has no documents in response to this attachment."

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Provide the Following:

- i) State academic performance data from all charter schools that are (or were) in operation during the last three consecutive years.
- ii) In instances, that the Local Education Agency receives an academic rating then it must reflect an academic rating of the top two tiers of a five-tier rating system.
- iii) If the charter authorizer or state provides academic ratings solely at the campus level, 80% of the campuses must receive an academic rating reflective of the top two tiers with no campuses in the bottom tier of the tiered academic rating system.

Note: Provide data for all applicable years if operations are less than three years old.

**PLEASE NOTE: Attachment OS1 is referenced on the Portfolio Performance page of the Out-of-State Operation Plan.**

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Provide the Following:

i) State financial performance data from all charter schools that are (or were) in operation during the last three consecutive years.

or

ii) Independent financial audit reports from the last three consecutive years.

Note: Provide data for all applicable years if operations are less than three years old.

**PLEASE NOTE: Attachment OS2 is referenced on the Portfolio Performance page of the Out-of-State Operation Plan.**

Provide the following:

In addition to the information provided in Attachment Out of State 2- *Financial and Business Plans*, provide for the organization as a whole and any related business entities:

- a. The last three years of independent financial audit reports and management letters; and
- b. The most recent internal financial statements, including balance sheets and income statements.

Be sure that the school level, CMO level (if applicable), and the overall operations are distinctly represented. Discuss any material audit findings for the organization.

**PLEASE NOTE: Attachment OS3 is referenced on the Portfolio Performance page of the Out-of-State Operation Plan.**

Provide the Following:

Identify any litigation proceedings from the last three consecutive years, including arbitration proceedings, per school, that has involved the organization or any schools it operates.

If applicable, provide:

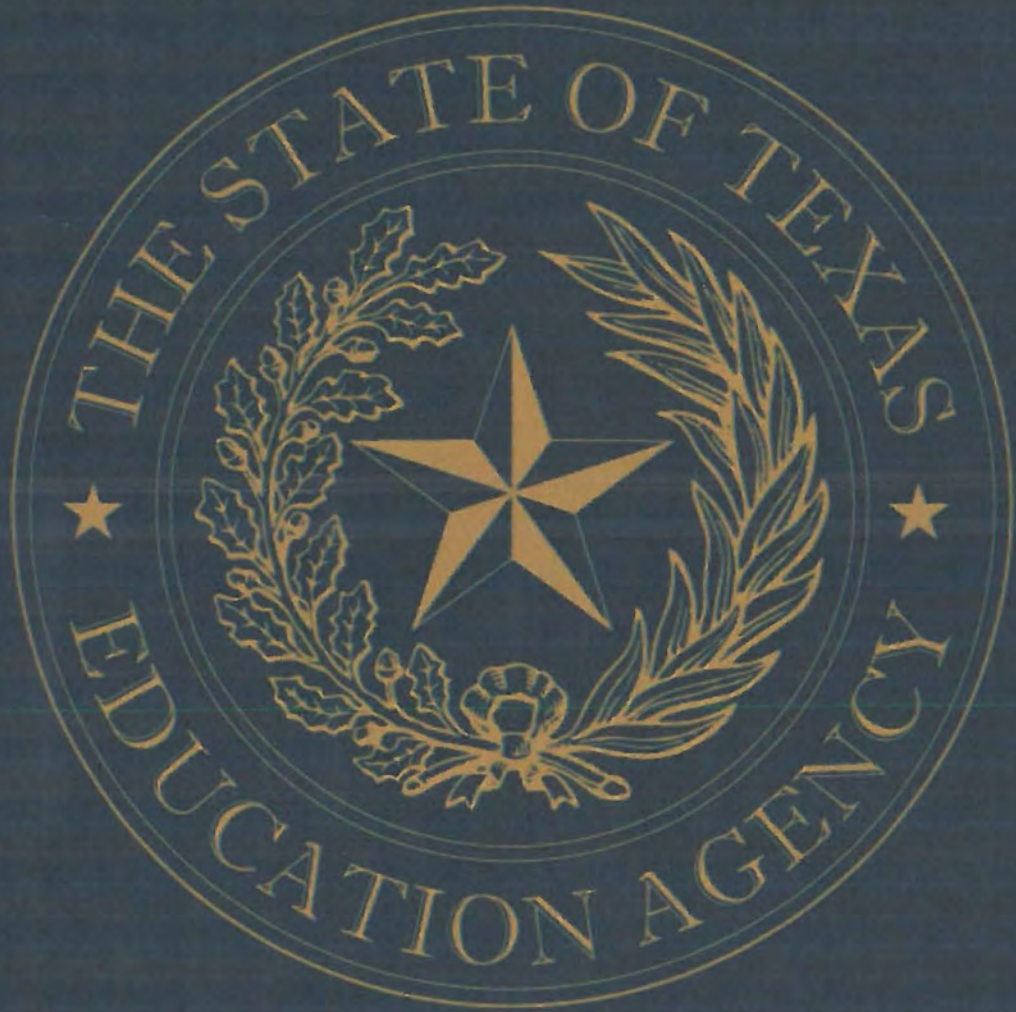
- a. The complaint;
- B. Response; and
- C. Judgement (or result of arbitration)

**PLEASE NOTE: Attachment OS4 is referenced on the Portfolio Performance page of the Out-of-State Operation Plan.**

# GENERATION 24

OPEN-ENROLLMENT CHARTER APPLICATION

**SPECIAL ASSURANCES**




# Generation Twenty-four Special Assurances Document


Sponsoring Entity: TRINITY ACADEMY CHARTER SCHOOL

Proposed Charter School Name: TRINITY ACADEMY INC

*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

 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.


 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

 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

 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

 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

 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

 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:

Trinity Academy Charter School

Proposed Charter School Name: Trinity Academy, Inc.

#### **VII. Admission and Enrollment**

JB 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.

JB 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.

JB 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.

JB 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.

JB 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)**

JB 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**

JB 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.


JB 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:

Trinity Academy Charter School


Proposed Charter School Name:

Trinity Academy, Inc.


 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).

 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


 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

 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

 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.

 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.

 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

 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: Trinity Academy Charter School

Proposed Charter School Name: Trinity Academy, Inc.

*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.*

Opal Brandy

Printed Name of Sponsoring Entity Board Chair

Opal Brandy  
Signature of Sponsoring Entity Board Chair

1/3/19  
Date