GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



RESPONSES AND ATTACHMENTS

Heritage Classical Academy

Heritage Ed, a Texas Nonprofit Corporation

RFA: 701-19-113

SAS: 566-19

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Applicant Checklist

Sections	Required Elements	Complete (yes/no)
Applicant Checklist	Applicant Checklist	YES
Applicant Cover Sheet	Applicant Cover Sheet	YES
School Overview	Executive Summary	YES
	Targeted Community and Anticipated Student Population • Geographic Boundaries • Enrollment Projections • Demographic Projections	YES
	Community Engagement	YES
School Design	Mission, Vision, and Overview of School Design	YES
	Curriculum and Instruction	YES
	Strategies for Assessment of Learning and Data-Driven Instruction	YES
	Supports for Special Populations	YES
	School Culture and Safety	YES
	Promotion and Graduation Requirements	YES
	Family and Community Engagement	YES
Leadership and Governance	Board Structure and Qualifications	YES
	Proposed Superintendent Qualifications	YES
	Proposed Instructional Leadership Team	YES
	Proposed Financial and Operations Leadership Teams	YES
	Performance Management	YES
	Talent Management	YES

Sections	Required Elements	Complete (yes/no)
Talent Management and Development	Professional Development and Evaluation	YES
	Retention	YES
Operational and Financial Plans	School Calendar and Schedule	YES
	Student Recruitment and Enrollment	YES
	Facility Acquisition • Facility Identified • Facility Not Identified	YES
	Transportation	YES
Operational and Financial Plans	Start-up Plan	YES
	Financial planning	YES
Attachments	Attachment 1: Articles of Incorporation	YES
	Attachment 2: 501(c)(3) Determination Letter	YES
	Attachment 3: Applicant Information Session Documentation	YES
	Attachment 4: Evidence of Community Demand	YES
	Attachment 5: Certified Mail Receipt Cards	YES
	Attachment 6: Published Notice(s) of Public Meetings	YES
	Attachment 7: Sample Course Scope and Sequence	YES
	Attachment 8: Proposed Discipline Policy	YES
	Attachment 9: Evidence of Community Support	YES
	Attachment 10: Bylaws	YES
	Attachment 11: Code of Ethics and Conflict of Interest Policy	YES
	Attachment 12: Board Member Résumés and Biographical Affidavits	YES
	Attachment 13: Organizational Charts for Year 1 and Full Capacity	YES

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 14: Tool(s)/Process to Evaluate Superintendent	YES
	Attachment 15: Résumé and Qualifications for Proposed Superintendent OR	N/A
	Attachment 16: Job Description or Qualifications for Superintendent	YES
	Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team	YES
	Attachment 18: Job Descriptions or Qualifications for School's Instructional Leadership Team	YES
	Attachment 19: Tool(s)/Process to Evaluate Members of the School's Instructional Leadership Team	YES
	Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team	YES
	Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team	YES
	Attachment 22: Staffing Chart	YES
	Attachment 23: Supplemental Human Resources Information Forms for Each Position on the Staffing Chart	YES
	Attachment 24: Teacher Evaluation Tool(s)	YES
	Attachment 25: Proposed School Calendar (Annual)	YES
	Attachment 26: Proposed School Schedule for Day and Week: Teacher and Student Versions	YES
	Attachment 27: Proposed Admissions and Enrollment Policy	YES
	Attachment 28: Certificate of Occupancy for Facility	N/A
	Attachment 29: Evidence that Facility Has Been Secured	N/A

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 30: Detailed Start-Up Plan	YES
	Attachment 31: Financial Plan Workbook	YES
	Attachment 32: Budget Narrative	YES
	Attachment 33: Evidence of Other Financial Support	YES
	Attachment 34: Audit Report	YES
	Attachment 35: Credit Report	YES
	Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ	YES
	Attachment 37: Plan for Insurance Coverage	YES
Special Assurances	Special Assurances	YES
CMO Addendum	CMO Addendum (if applicable)	N/A

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL	
Heritage Classical Academy	
NAME OF SPONSORING ENTITY	
Heritage Ed	
The sponsoring entity is a:	☒ 501(c)(3) Nonprofit Organization ☐ Governmental Entity ☐ College or University

1. Does the school intend to contract with a third-party service provider (CMO) to manage the educational program and operations?

   Yes* ☐ No ☒ If yes, identify the CMO: _____

I. PRIMARY CONTACTS

	Applicant Team Lead	Proposed Superintendent	Proposed Board Chair
Name	Stuart Saunders	Has Not Yet Been Selected	Stuart Saunders
Mailing address	602 Sawyer Street, Suite 720 Houston, TX 77007		602 Sawyer Street, Suite 720 Houston, TX 77007
Email address	sdsaunders@ missionheights.net		sdsaunders@ missionheights.net
Phone number	(713) 914-9778		(713) 914-9778

II. CHARTER SCHOOL INFORMATION

Grade level(s) served in Year 1	K-1
Number of students served in Year 1	154
Grade levels served at capacity	PK3-8
Number of students served at capacity	974
Number of campuses requested	1
Number of districts within geographic boundary	4 (primary) 2 (secondary)

Address of Proposed Administrative Offices *(if different from above):*
Physical Address of Each Proposed Campus *(please include street address, city, state, zip, and county).* If the specific address is unknown at this time, please provide the county and general location of the proposed campus:
Harris County, zip codes 77003, 77018,77040,77041,77055,77064,77080,77088,77091, or 77092

III. GOVERNANCE/LEADERSHIP

Number of Board Members	6
Chairperson of the Governing Board	Stuart Saunders
Chief Executive Officer of the Sponsoring Entity	Stuart Saunders
Superintendent of Proposed Charter School	Not Yet Selected
Board Member Who Attended Applicant Conference	Stuart Saunders

IV. APPLICATION TEAM MEMBERS

Full Name	Current Job Title and Employer	Position or Role with Proposed Charter School
Stuart Saunders	Managing Partner, Mission Heights Ltd.	Board President
Kathryn van der Pol	President, Liberty Hoepfl Garage	Board Secretary
Debra Schindler-Boultinghouse	President and Founder, Employer Genesis BCS	Board Member
E.F. Mano DeAyala	Partner, Buck Keenan LLP	Board Member
Richard Hendee	Owner and President, Horizon Associates, Inc.	Board Treasurer

Chelsea Collins	Middle School Principal, The Kinkaid School	Board Member

Name of individual or organization	**Was this individual/organization paid?**	
EduStart LLC	Yes ☒	No ☐
Families Empowered	Yes ☒	No ☐
Barney Charter School Initiative (BCSI)	Yes ☐	No ☒
Texas School Venture Fund	Yes ☒	No ☐

Attachment(s)

1: Articles of Incorporation
2: 501(c)(3) determination letter
3: Applicant information session documentation

I certify that I have not made material changes, alterations, or edits to this *Responses and Attachments* document, unless expressly authorized in the specific directions provided.

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 Texas Education Code §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-Five Open-Enrollment Charter Application Instructions document.

Stuart Saunders 1-20-2020 STUART SAUNDERS

Signature of Chief Executive Officer of Sponsoring Entity *(Blue Ink)* | Date | Printed Name

School Overview

Executive Summary

We are a nation at risk (reference to *A Nation at Risk, 1980*). The profound lack of civil discourse in America today threatens our safety and our democracy. To counteract this growing trend, our education system needs schools that will ensure that students can read with fluency and comprehension; gain a knowledge of history, government, and civics (the most recent National Assessment of Educational Progress (NAEP) results revealed that only 12% of seniors leave high school with proficient knowledge of U.S. History); and become grounded in moral virtues. Students will then have the tools and moral compass to make good decisions and engage in respectful dialogue with others based on facts.

The Founders of Heritage Classical Academy (HCA) plan to create a new school to change this current national trajectory. The Board President has four children in an excellent Houston independent preparatory school grounded in a classic, liberal arts education; the Board Secretary taught Latin at St. John's School for 17 years; and one Board member is currently the Middle School Principal at Kinkaid School. These Board members are passionate about extending the opportunity for a rigorous classical education to underserved students and propose establishing a new classical charter school in Northwest Houston. The HCA Board selected Northwest Houston based on data from an HCA-commissioned Families Empowered survey of 309 families (in seven zip codes surrounding the potential school site area) that assessed demand for a classical education. The survey demonstrated that 97 percent of the respondents were very interested in this type of school; and 80 percent did not have good school options for their children in this area. After extensive advertising and community outreach, HCA hosted two public meetings in the area with the following results: 80 people attended the meetings including 20 parents with school age children.

HCA was selected through a competitive application process by Hillsdale College's Barney Charter School Initiative (BCSI) (https://www.hillsdale.edu/educational-outreach/barney-charter-school-initiative/), currently working with more than 20 charter schools in 11 states, to apply in partnership with BCSI for a charter school in Texas. **HCA's mission is to provide a focused classical education to a diverse community of primary and secondary scholars by developing their knowledge to a state of wisdom and character to a state of virtue and by preparing them as well-educated, self-governing citizens and leaders for the next generation of America**. The HCA education model is based on design principles gleaned from the effective schools research (*What Effective Schools Do: Reinvisioning the Correlates*, Lezotte and Snyder, 2011), the Texas Education Agency (TEA) levers of effective schools, and the BCSI guiding principles: 1) strong instructional leadership using a continuous improvement approach to plan effectively; 2) outstanding, well-supported and well-trained teachers holding high expectations for ALL students; 3) effective data-driven instruction with frequent progress monitoring to differentiate instruction using multiple instructional modalities enabling all students to master the TEKS; 4) an orderly, safe environment and positive school culture that promotes learning; 5) sufficient time on task; 6) a high-quality curriculum grounded in the classical liberal arts to promote critical thinking, the ability to discourse in a civil manner, and a love of learning; 7) systematic character development; and 8) positive home/school relations and parent engagement.

To achieve its mission, HCA will emphasize an education in the humanities, science, and arts using evidence-based programs including: The Core Knowledge Sequence (a sequenced core curriculum in literacy, history and geography, science, art and music); Rigg's Institute *The Writing & Spelling Road to Reading & Thinking*; and *Singapore Math* (a conceptual approach to mathematical skill building and problem solving). HCA will abide by all state laws regarding its special education (SPED) populations and will employ the Multi-Tiered System of Support (MTSS) to scaffold instruction in math and reading for any struggling students, including English Learners (ELs). HCA has completed a crosswalk between the BCSI proposed programs and the TEKS for grades 3-8 (K-2 is in progress) in developing its curriculum and instruction, ensuring that the curriculum will address each TEKS thoroughly. Innovative programs for the proposed population include the teaching of Latin roots in the primary grades and formal Latin in grades 6-8; extensive use of primary original source material instead of textbooks; training in study skills; and direct teaching, modeling and practice in character education; direct instruction and modeling of HCA's core virtues.

HCA plans to open with grades K-1, adding one grade each year until reaching capacity at roughly 974 students in grades PK3-8. Because reading with comprehension is so critical to a classical education model, HCA will provide scientifically-based reading instruction to K-1 students so that they will become excellent readers by third grade. Modeled after programs in San Antonio and Dallas, HCA will be "diverse by design" and seeks to enroll 50% free and reduced lunch (FRL) students.

The Founding Board members have expertise in banking, finance, business operations, law, real estate, education, and marketing/PR. The Founding Board have made a commitment of $15,000 in support of this school and the school has received a commitment of $1,000,000 from the Saunders Family Foundation (see **Attachment 33** pages 427). The school has established partnerships with Houston Baptist University to bring student teachers and co-develop a teacher training program in classical education; the Neuhaus Center to help identify students with dyslexia; the YMCA to provide after school programming; American Productivity and Quality Center (APQC) for support in process improvement; and, Region IV to provide support for SPED students; and other organizations. The Founding Board has engaged an executive search firm to find a school leader with the educational background, experience, and philosophy to properly execute HCA's mission and virtues.

The estimated start-up budget is $407,923, including a Superintendent/CEO salary for 11 months. The first-year operating budget is $1,865,977. Both budgets include contingencies.

The HCA Founding Board members are following in the footsteps of Bill Gates, who spent over $1 billion in his first education philanthropic efforts to create small schools that had components of a classical education at Lakeside Preparatory Academy in Seattle, WA. It is critically important at this time to establish more classical education charter schools to ensure an educated citizenry, grounded in the principles of our republic. Benjamin Franklin, at the close of the Constitutional Convention, when asked what type of government had been created replied, "A Republic. If you can keep it." HCA intends to spark a resurgence in a classical education that will enable this nation to keep its republic.

Targeted Community and Anticipated Student Population

Optional Priority Point. Does the applicant propose a campus within the boundaries of the attendance zone of a campus assigned an unacceptable performance rating for the past two years? By checking yes, applicant must cite clear and specific evidence to support this claim.	Yes ☒ No ☐

Geographic Boundaries

HCA will accept applications for enrollment from students residing in the primary geographic boundaries of Aldine ISD, Cypress-Fairbanks ISD, Houston ISD, and Spring Branch ISD; and secondary geographic boundaries of Klein ISD and Spring ISD. These districts will serve as the charter's attendance boundaries due to the targeted zip codes to secure a facility: 77003, 77018, 77040, 77041, 77055, 77064, 77080, 77088, 77091 and 77092. These zip codes are heavily focused on Northwest Houston, stretching between the Greater Heights community and Jersey Village along HWY 290, with the exception of 77003 where a possible facility is located. Within this attendance boundary, HCA will first serve families in its primary attendance boundary that includes Aldine ISD, Cypress-Fairbanks ISD, Houston ISD and Spring Branch ISD.

Number of Campuses and Estimated Student Enrollment and Growth Plan

HCA is proposing to create one campus at this time. The Founding Board, based on the success of this first campus, will strongly consider establishing additional campuses to serve more students with the classical education model. The philosophy of the Founding Board is to expend its resources to create one model classical education school over a five-year period, and then assess how, when, and where to expand to additional campuses. Without an outstanding CEO/Superintendent hired at the time of application submission, the Board felt it prudent to postpone making decisions about expansion.

After examining the data of all of the BCSI schools, HCA has elected to open with a projected 154 students in grades K-1. Since a classical education relies so heavily on excellent reading skills, it is critical that students, particularly the 50% of the students that we project will be FRL, receive a head start on achieving fluency and comprehension through a program based on scientific research in reading. HCA will then add a grade each year until it reaches grade 8 and a projected enrollment of 974 students. In K-1, there will be 22 students in a section; grades 2-4, 24 students per section; and in middle school, 25 students per section.

Rationale for Proposed Geographic Location

Houston Independent School District (HISD) serves over 209,000 students and operates 280 schools, the largest school district in Texas and the seventh largest in the country. Over 63% of students are of elementary and middle school aged (K-8) and within these tested grade levels only 66% are at or above grade level in Reading/ELA; 72% in Math; 57% in Writing; 67% in Science and 54% in Social Studies. In many subjects, over one-third of students are not being served appropriately to meet their individual needs. Within the target zip codes where HCA is searching to secure a facility, seven different elementary and middle schools have been rated a D or F

consecutively over the last two years, indicating that many students are not well-served by the options available to them within the communities of Northwest Houston.

Specifically looking at those families just north of highway 290 in the far NW corner of HISD: students begin their education journey within HISD at Wainwright Elementary, currently a D rated school. Then they proceed to Clifton Middle, two years rated a D school. It isn't until grade 9 that students in this portion of HISD are able to attend a school that reaches "acceptable performance" from TEA with a rating of C two years consecutively. Similarly, students east of I-45 are in the same situation as they attend Osborne, Wesley and Highland Heights Elementary schools all of which are rated D or F. In middle school, they fair no better with an F rated Williams Middle school. Students in this bordering area of HISD are provided little option for a strong start within Elementary or Middle school grades.

In examining this data, HCA selected this geographic area for three reasons: 1) HCA seeks a diverse student body with at least 50% FRL and this area can provide that; 2) a Families Empowered Survey that will be described in the Community Engagement section indicated strong demand for a classical education school among families in Northwest Houston; and 3) Houston Classical Academy that was granted a charter in 2019 plans to serve students in Southwest Houston, leaving the northwest area open for a new classical charter school.

Sources

- Houston ISD Facts & Figures 2018-2019: https://www.houstonisd.org/site/handlers/filedownload.ashx?moduleinstanceid=48525&dataid=244567&FileName=2018-19_FactsFigures_.pdf
- TEA School/District Overviews: https://txschools.gov/
- HISD Campus Attendance Zone Maps: https://www.houstonisd.org/Page/111709

Effectively Serving the Target Population

There are several factors that we believe will enable HCA to more effectively serve the targeted population than existing schools within the proposed primary geographic boundary:

1) The HCA reading program is rigorous and grounded in scientifically-based reading instruction; uses the research-based and proven Riggs phonics program; will have 160 minutes of reading instruction throughout the day (vs the common 90 minute block); and will be supported by experts from BCSI, the Children's Learning Institute at UT Health Science Center, and the Neuhaus Center.
2) The instruction in Latin root words beginning in grade 4 and formal Latin instruction in grades 6-8 will enhance students' academic vocabulary and be a springboard of learning other Romance languages.
3) The Singapore Math program, based on sequential mastery, has yielded exceptional results in many school settings and HCA will allocate 100 minutes of math instruction throughout the day vs the common 90 minute-block.
4) The Core Knowledge Sequence for history, geography, science, art, and music provides students with a thorough grounding in these important subjects.
5) The use of primary source materials – documents, documentaries, videos of actual speeches, will be a very engaging approach to teaching history

6) HCA is committed to providing the supports necessary for English Learner (EL) and SPED students: Special Education Teacher/Coordinator; two bilingual teachers/EL coordinators from day one.
7) HCA will have a longer school day – 30 minutes K-4 and 1 hour 5-8; a longer school year beginning in Year 2 by one week; and subsidized after school and, when funding becomes available, summer programs to provide the necessary time on task for all students to achieve at high levels.

Demographic Assumptions

Inspired by the diverse by design approaches initiated in Dallas ISD and San Antonio ISD, and a growing trend in charter schools related to diversity by design, HCA has elected to develop a school that is diverse by design. Twenty percent of charter schools showed some consideration of diversity in their school models (Diverse-by-Design Charter Schools, Potter and Quick 2018). Longitudinal and recent research on academic achievement among ethnic groups in desegregated settings is compelling: there is a modest positive effect on African American students' achievement, particularly among younger students; there is recent evidence that suggests positive growth for Latino students in desegregated schools; and there is no measurable impact on test scores for White students. (553 Social Scientist as Amici Curiae in Support of Respondents, Supreme Court Brief 0f-908 and 05-915, pages 7-8, referenced in a *Diverse by Design: These Charter Schools Show What Integration Looks Like and Why It Matters for Kids, Education Post, Samuelson, Nov. 2017*). Samuelson states: "Diverse learning environments contribute both to stronger academic outcomes or all students – including reduced achievement gap --- and to greater access to social capital and cohesion, as well as empathy and understanding across lines of differences."

The HCA demographic projections will therefore differ from the surrounding school districts if HCA executes its plan to recruit a diverse student body. HCA is projecting that 50% of its student population will be FRL versus 79.9 % in HISD, 87.2% in Aldine, and 58.9% in Spring Branch. The projected at-risk population at 48% is lower than Spring Branch at 55.6%, HISD at 65.3% and Aldine at 73.4%. We project 58.5% Hispanic students, slightly less than HISD at 62% and Spring Branch at 59% and significantly less than Aldine at 72.7%; of that group, we are anticipating that 33% will be ELs, rates comparable to the surrounding school districts. African American students will comprise 14% of our projected student body, lower than HISD at 23.3.% and Aldine at 22.7% but higher than Spring Branch at 4.9%. The projected White student population of 19% will be higher than HISD at 9%, and Aldine at 2.4% but lower than Spring Branch at 26.9%. The projected Asian population of 6% is fairly comparable to HISD at 4.2% and Spring Branch at 6.5%, but higher than Aldine at just 1.1%. HCA's projected SPED population is 10%, slightly more than surrounding districts because HCA will be very aggressive with Child Find to identify students who enroll in the school who have special needs. HCA estimates its Gifted/Talented (G/T) Population will be 10%, lower than HISD at 15.8% that has so many magnet schools, but higher than Aldine at 4.4% and Spring Branch at 9.3%. We believe the HCA classical education model will attract a slightly larger population of G/T students.

To achieve this diversity given its proposed location, HCA will develop a recruiting program that has: 1) extensive outreach to low income communities whose residents may not be familiar with a classical education to ensure that we reach our target of 50%; 2) outreach to middle income White,

and Asian communities, some of whom may be attending private schools with a curriculum similar to a classical education school, to fill slots in those groups; 3) extensive outreach into African-American and Hispanic communities for racial diversity composition. HCA will also reach out to organizations like Summerhouse (https://summerhousehouston.org/) to identify families who may have or know of students with special needs to honor HCA's commitment to serve SPED students well.

Geographic Boundaries

Attendance Boundary	**Primary Attendance Boundary** *(if applicable)*
Aldine ISD	Aldine ISD
Cypress-Fairbanks ISD	Cypress-Fairbanks ISD
Houston ISD	Houston ISD
Klein ISD	Spring Branch ISD
Spring ISD	
Spring Branch ISD	

Number of charter school campuses currently operating within the occupied district:	82 (77 charters in HISD sited in last TEA charter applications, but two new charters were approved in Houston -- Elevate Collegiate and Houston Classical – and IDEA is adding 1 new campus and KIPP is adding two new campuses – adding 5 new charters that are accepting applications for 2020
Number of traditional school campuses currently operating within the occupied district:	Houston ISD: 280 schools Source linked HERE
Number of traditional school districts within ten miles of the proposed location:	7: Aldine ISD, Cypress-Fairbanks ISD, Houston ISD, Katy ISD, Klein ISD, Spring Branch ISD, Spring ISD The proposed location is in the following zip codes: 77003, 77018, 77040, 77041, 77055, 77064, 77080, 77088, 77091 and 77092

Will the proposed school be located in the attendance zone of a campus assigned an unacceptable performance rating under Texas Education Code § 39.054 for the past two school years?	Yes ☒ No ☐
School Name(s):	HCA plans to locate a facility in the zip codes stated above. It is the intent of the Board to locate HCA in an attendance zone of a campus assigned an unacceptable performance rating for the past two years. Below is the full list of D/F schools (two years of D/F rating) within the target zip codes.

	Below are D/F rated schools two years consecutively within HCA's target area, NW Houston: D: Bane Elementary (Cypress-Fairbanks, 77040) F: Williams Middle (HISD, 77091) D: Highland Heights Elementary (HISD, 77091) D: Wesley Elementary (HISD, 77091) F: H S Ahead Academy (HISD, 77091) D: Clifton Middle (HISD, 77092) F: Smith Elementary (HISD, 77092)

Enrollment Projections

1. Applicant proposes to open only **ONE** campus by Year 5?	Yes ☒ No ☐
2. Applicant proposes to open **MULTIPLE** campuses by Year 5?	Yes ☐ No ☐

Grade Level	**Projected Number of Students**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
EE3	0	0	0	44	44	44
PK 4	0	0	66	66	66	66
K	88	88	88	88	88	88
1	66	88	88	88	88	88
2		72	96	96	96	96
3			72	96	96	96
4				72	96	96
5					100	100
6						100
7						100
8						100
9						
10						
11						
12						
Total enrollment	154	248	410	550	674	974
For the projections below, specify by campus						

Students per classroom	22	22 K-1; 24 GR 2	22 PK4, K-1; 24 GR2-3	22PK3-PK4, K-1; 24 GR2-4	22PK3-PK4, K-1; 24 2-4; 25 GR5	22 (PK3-Grade 1); 24 (GR 2-4) 25 (5-8)
Number of classrooms (includes specialist classrooms)	8	12	19	25	30	42

Demographic Projections

	First Proposed Charter Campus	Occupied District	Contiguous District 1	Contiguous District 2
Name	HCA	Houston ISD	Aldine ISD	Spring Branch ISD
African-American	14 %	23.3%	22.7%	4.9%
Hispanic	58.5%	62%	72.7%	59.2%
White	19%	9%	2.4%	26.9%
American Indian	.2%	.2%	.3%	.3%
Asian	6%	4.2%	1.1%	6.5%
Pacific Islander	.3%	.1%	.2%	0%
Two or More Races	2%	1.2%	.7%	2.2%
Economically Disadvantaged	50%	79.9%	87.2%	58.9%
English learners	33%	31.8%	34.6%	34.2%
At-Risk	52%	65.3%	73.4%	55.6%
Gifted/Talented	10%	15.8%	4.4%	9.3%
Special Education	10%	7.4%	8.1%	8.1%

Sources: HISD: Linked HERE; Aldine ISD: Linked HERE; Spring Branch ISD: Linked HERE.

Community Engagement

Board Member Input Related to Community Engagement

Board members engaged in every aspect of both planning and executing the community engagement plan. The talented team, led by Board members Debra Schindler and Kathryn van der Pol, designed the logo, flyers, ads, public notices in the Chronicle, social media content, and the meeting protocols. Board member Chelsea Collins developed and delivered the PowerPoint presentation at both outreach meetings. Kathryn and a small team and contract workers put out 3,000 door hangers at homes in four targeted zip codes. Debra and a team member met with six early childhood center leaders. Stuart Saunders, Board President, and other Board members met with public officials as part of the community engagement process.

Selection Process for Strategies That Were Implemented

The HCA Board members reviewed successful charter school applications, discussed strategies with Colleen Dippel, Families Empowered, talked to State Board of Education (SBOE) members, and examined district and charter data in Northwest Houston, the proposed school location, to assess community demand for a new classical education charter school. They learned that many families in underserved communities, particularly Hispanic families, do not attend public outreach meetings, and although most families have smart phones, many do not have email and internet at home. Based on their research and understanding of engagement barriers, the Board developed a comprehensive approach to assess community demand that included eight strategies:

1) a comprehensive phone survey conducted by Families Empowered between June 3 and June 29, 2019 with 309 families (see **Attachment 4** page 136-156) for the results of the survey) to assess demand;
2) individual discussion with community leaders in Northwest Houston including 9 pastors, 9 business owners, and 2 nonprofit organizations;
3) two public outreach meetings, publicized in the Houston Chronicle as well as local papers, radio and online community calendars, with an engaging PowerPoint presentation and question protocol to elicit feedback that were attended by 97 individuals total (See **Attachment 4** pages 133-135);
4) speaking engagements at meetings with community leaders such as the Houston Business Network (HBN) and the Professional Women in Healthcare (PWH);
5) visits to six early childhood programs in the area by Debra Schindler, Board member and Sharon Griffin, employee of Genesis BCS;
6) a presence on social media that is accessible on smart phones such as the school's website (www.HCAclassicalhouston.org) Facebook and Instagram through which interested persons can ask questions and comment;
7) placement of 3,000 door hangers on homes in four of the targeted zip codes;
8) placement of over 1,000 flyers created in English and Spanish in local businesses, nonprofits, 26 community centers including Acre Homes Community Center and the Community Multipurpose Center on W. Montgomery, 11 churches, six day care centers, two local libraries, the YMCA, coffee houses, nail salons, fitness centers, and an urgent care facility. (See **Attachment 4** pages 133-135 for a more comprehensive list);
9) Flyers emailed directly by Families Empowered to families in the targeted zip codes.
10) Postcards mailed to a list of 900 parents of 3- and 4- year olds in 4 targeted zip codes.

Families Empowered Survey
To determine demand for a classical charter school in two potential areas, Northwest and Southwest Houston, the leaders of HCA commissioned Families Empowered (FE) (https://familiesempowered.org/), a nonprofit organization that supports families looking for good school options, to conduct a phone survey by bi-lingual support specialists using general questions about charter school options and specific questions about a classical school model. Between June 3 and July 29, 2019, FE surveyed 309 randomly selected families in 16 zip codes with the following demographics: 76% had an annual household income less than $50,000; 87% were Hispanic; 6% were African American. 68% had children attending a school with a Great Schools rating (https://www.greatschools.org/) of 5 or less on a scale of 10. Seventy percent of families surveyed felt like they had few or no good school options available. When asked what was most important to them in looking for a school, 44% said strong academics; 23% said great teachers and administrators; and 21% said effective discipline policies.

Considerations for Any Barriers to Engagement for Families
Understanding that many families work during the day and some on Saturdays, HCA planned two public outreach meetings to accommodate working schedules: one from 6 to 8 p.m. on a weekday and one from 9:30 to 11 a.m. on a Saturday. The event venue, White Oak Conference Center, is an attractive, parking- and child-friendly facility that is centrally located to the targeted zip codes. A game area was provided for children and a Spanish translator was present.

Parent and Community Involvement in HCA
The founders of HCA understand the critical role of parents and sought their input first through a comprehensive survey in partnership with Families Empowered. As stated above, the survey reached a diverse group of parents in the targeted area (See **Attachment 4**, pages 136-155 for the complete survey summary). In addition to learning what was important to families when looking for a good school, HCA learned information useful for planning: 59% of families said they needed before and after school care; 77% said they value learning a classical language, such as Latin; 99% valued phonics instruction; 97% valued instruction in moral virtues; and 73% valued the teaching of classics such as Dickens and Shakespeare. Once the classical education model was explained to them, 97% of those surveyed indicated that they were interested and would like to learn more about a classical education option for their children. This valuable survey data from prospective parents played a major role in shaping the HCA education program and confirmed that parents in the proposed area see a classical education as an asset.

Founders also reached out to the following community leaders who indicated interest in the school and posted HCA flyers in over 35 organizations in Northwest Houston. (See Attachment 4, pp 133-135 for list). Wayne Norden, President of Near Northwest Management District, Reverend Paula Dirden, Associate Pastor of Mt. Canaan Missionary Baptist Church and Louie Gill, President of the Greater Heights Area Chamber of Commerce sent letters of support that are in **Attachment 4**, pages 159-161.

Partners in Planning and Establishing HCA
HCA is fortunate to have significant support from partners who will provide valuable services to the new school (See **Attachment 9**, pages 197-205for letters of support):

- Hillsdale College's Barney Charter School Initiative (BCSI) provides standards and guidelines for a classical education, annual Board and teacher training and general support, and has been instrumental in the development of HCA. BCSI will also provide ongoing support in the form of Board training, leadership training, teacher training, and curriculum and instruction development that is valued at $250,000 in pro bono services;
- Houston Baptist University will provide student teachers, support in identifying primary source documents for the history curriculum, speakers to inspire our students, and will co-develop a teacher training program in classical education;
- The Neuhaus Center will train one teacher per grades K-2 in the summer of Year 2 in its approach to diagnose and effectively treat dyslexia, and will provide tutors in exceptional cases;
- Region IV Service Center will provide SPED training for teachers and diagnostic assessment services;
- YMCA has an outstanding new program that will support the school with an after-school program, provide discounts for staff and perhaps parents at its nearby facilities, and deploy a mobile app that can help participants track their fitness record;
- Children's Learning Institute will provide training in scientifically-based reading instruction, diagnostic and progress monitoring assessments, and the MTSS intervention process;
- The APQC will provide training in effective meetings, systems thinking, and process improvement.
- Buckeye Partners LP will provide mentors and lessons on business.

Communication to Date with Public Officials

The following meetings took place between HCA Board members and public official between 10/30/19 and 11/14/19: 1) Stuart Saunders and Kathryn van der Pol met with SBOE member Donna Bahorich in Houston on 10/21/19; 2) on 10/24, Stuart Saunders attended an event and had discussion with Lt. Governor Dan Patrick and Senator Larry Taylor, Chair of the Senate Education Committee; 3) Stuart Saunders, Kathryn van der Pol, and Debra Schindler met with SBOE member Barbara Cargill, in Conroe on 10/30/19; and 4) on 11/14/19, Stuart Saunders attended Board of Education meetings in Austin where Sue Melton-Malone introduced him to Lawrence Allen, Matt Robinson, Keven Ellis, Tom Maynard, Patricia Hardy and Pam Little. **Attachment 6**, pages 163-170 verifies that HCA has complied with all requirements in notifying the SBOE and state legislators as well as the superintendents and Board presidents located within the school's proposed geographic boundaries.

Public Meetings

Two public meetings were held to discuss HCA. The first was on Tuesday, December 3rd from 6 to 8 pm at White Oak Conference Center, 7603 Antoine Drive, Houston, TX 77088. The following Board members were in attendance: Stuart Saunders, President; Kathryn Van der Pol, Secretary; and Richard Hendee, Treasurer; Debra Schindler and Chelsea Collins. At this meeting, a total of 46 people attended, including nine families with multiple school age children with 8 children in attendance. The crowd was diverse and was approximately 20% Hispanic, 15% African American, 5% Asian and 60% White. The format was a PowerPoint presentation by Chelsea Collins, Board member, followed by a question period that lasted over one hour involving all Board members

using a meeting protocol to gather feedback. Total time for the meeting was 90 minutes. Snacks consisting of protein bars, chips and water were provided.

The second public meeting was held on Saturday, January 11 from 9:30 a.m. to 11 a.m., also at White Oak Conference Center. Board members in attendance included: Stuart Saunders, President; Kathryn van der Pol, Secretary, and Richard Hendee, Treasurer; Debra Schindler, Mano DeAyala, and Chelsea Collins. The Saturday date brought out a larger crowd of 57 total attendees including an estimated 15% Hispanic, 10% African American, and 70% White. Close to 20 different zip codes were represented: 53% lived within 30 miles of the meeting space, 37% within 15 miles, and 10% within 20 miles. The format was a PowerPoint presentation by Chelsea Collins followed by a question period involving all Board members using a meeting protocol to gather feedback. Total time for the meetings was 90 minutes. As a courtesy, snacks consisting of breakfast tacos, donuts, juice, coffee and water were provided.

Outreach efforts for both public meetings to boost attendance were consistent, extensive and successful, as evidenced by solid attendance rates, and included the following: 1) a well-designed flyer in English and Spanish announcing the meeting that was emailed by Families Empowered to all the families who participated in the survey and additional families on their waiting list in the proposed zip codes (approximately 1500 families), and was also posted in an estimated 3,000 churches, businesses, and nonprofits in the area; 2) an ad placed in the Houston Chronicle, a local paper, online local calendars, and local radio spots 10 days prior to each meeting; 3) the announcement of the meeting was posted on Facebook and Instagram.

Attachment(s)
4: Evidence of Community Demand
5: Certified Mail Receipt Cards
6: Published Notice(s) of Public Meeting

School Design

Mission, Vision, and Overview of School Design

Mission
HCA will provide a focused classical education to a diverse community of primary and secondary scholars by developing their knowledge to a state of wisdom and character to a state of virtue and by preparing them as well-educated, self-governing citizens and leaders for the next generation of America.

Motto: Sapientia et Virtus: Wisdom and Virtue

Vision
The goal of a young person's education should be to train the mind and heart to be prepared to make the best life possible for one's self and others. HCA's goal is to train a person to be both a thinker and a doer; to be a person whose senses are well developed; to be a person who adjusts well to a changing world and can be innovative and creative, but knows that there are timeless principles worth preserving; to be a person who is self-governing, self-directed, and self-disciplined. We want to shape young people who are thoughtful, kind and empathetic, but decisive and proactive. We want our students to be courageous, faithful to moral virtue and principles of excellence, and to be seekers of the good and the true. We believe that this person will be a wise, virtuous, confident, and productive American, well-positioned to lead a happy life while contributing to his or her community.

With an education from HCA, our graduates will enter the world prepared and knowledgeable for whatever challenges life may hold for them. They can seek a college education or career in technical training and excel in either path. Our graduates will be such good learners and so well-prepared, that they can be productive in the market, good citizens and neighbors, and love liberty and the life of the mind. They will become lawyers who love geometry and plumbers who can quote Aristotle.

Core Virtues
The Board members have also defined the following seven Core Virtues, derived from Aristotle's Nicomachean ethics and adapted from two BCSI schools in Colorado, Golden View Classical Academy and Ascent Classical Academy of Douglas County. These virtues will guide the development of the school culture that will be created and embodied by members of the HCA community. They will be explicitly taught, discussed, and modeled by faculty and staff.

Moderation Manage your desires and emotions. Practice self-control.
Courage Remain steadfast. Be willing to take action even if you are afraid. Practice grit and perseverance when the task is difficult.
Responsibility Fulfill your duties. Understand that all liberties carry responsibility. Practice holding yourself accountable.
Prudence Think before you act. Exercise good judgment. Practice being deliberate.
Citizenship Learn how to engage in civil discourse. Practice getting along well with others.

Justice Uphold the rules. Be helpful and treat others with respect. Practice being fair.
Wisdom Seek to know the good, the true and the beautiful. Practice making wise decisions.

Development of HCA's Mission, Vision, Motto and Virtues

Mission, motto, vision, and core virtues were first drafted in September 2019 by the Board President, Stuart Saunders and Secretary, Kathryn Van der Pol, and then circulated among the Board members via email. In addition, these important statements were discussed at five Board meetings, 10/21/19, 11/1/19, 11/13/19, 11/16/19, and 1/6/2020. These statements went through eight iterations until the Board approved them on January 6, 2020.

Key Design Elements

HCA's education model is derived from the BCSI classical education approach and TEA's Effective Schools framework (https://texasesf.org/framework/), as well as the Effective Schools Correlates developed by Larry Lezotte (*Re-Envisioning Effective Schools Correlates*, Lezotte and Snyder, 2016) . HCA is collaborating with BCSI in the design and execution of its education model. BCSI currently has a network of more than 20 classical education schools in 11 states and has developed and refined a rigorous program based on extensive research in each instructional area that meets the needs of diverse learners. Aligning the BCSI model with the TEA Effective Schools framework and Lezotte's Effective Schools correlates, HCA has developed key design elements for its proposed charter school:

- Strong instructional leadership using a continuous improvement approach to plan effectively;
- Outstanding, well-supported and well-trained teachers hold high expectations for ALL students;
- Effective data-driven instruction with frequent progress monitoring to differentiate instruction using multiple instructional modalities, such as the Socratic method of inquiry, helps all students achieve mastery of the essential knowledge and skills;
- An orderly safe environment and positive school culture promoting learning;
- A high-quality curriculum grounded in the classical liberal arts promotes critical thinking, the ability to discourse in a civil manner, and a love of learning;
- Systematic character development and opportunities for service prepare scholars for the best life possible for one's self and others;
- Positive home/school relations and parent engagement are critical for student success.

Student Outcomes

Given our educational model, we have a high degree of confidence that students at HCA will graduate with the following abilities and attributes:

Knowledge to a State of Wisdom:

- Ability to read with comprehension and fluency, write and speak effectively, and to develop a life-long habit of reading, inspired by the outstanding literature studied at HCA;
- Fluency in the language and beauty of mathematics and the ability to use it in academics and life;
- Knowledge of the principles and concepts in science as a foundation for understanding and appreciating the physical world and as a preparation for a career in the sciences if desired;

- Knowledge of history and geography and a deep understanding of the founding principles of the American republic, leading to a desire for civic engagement;
- Knowledge of Latin, leading to a better understanding of grammar and fluency in other languages;
- Ability to analyze complex information, derive truth, and discourse about ideas in a civil manner;
- Appreciation for beauty and the arts and the ability to participate in visual and/or performing arts;
- A commitment to physical fitness and a healthy lifestyle;
- Ability to succeed in postsecondary and career and to lead a happy and fulfilling life

Character to a State of Virtue

- Deep understanding and embodiment of the seven enduring HCA moral virtues;
- A commitment to excellence in every endeavor;
- A commitment to live with honesty and integrity;
- Respect for self and the dignity of every human being;
- Self-governance, self-awareness and positive self-esteem;
- Empathy for the condition and needs of others and a desire to serve.

Differentiating Factors

HCA will be the *only* public school -- traditional and charter -- offering a classical education in Northwest Houston. In addition, HCA will offer several distinguishing innovations (adapted from the BCSI model application document):

1) HCA will have a strong emphasis on scientifically-based reading instruction including Riggs explicit phonics to ensure mastery of reading by third grade with partnerships as needed with the Neuhaus Center (working with students with dyslexia) and the UT Health Science Center Children's Learning Institute (providing training in the use of diagnostic assessments and scientifically-based reading instruction).

2) All students in grades four and five will be introduced to Latin roots which have been demonstrated to improve reading comprehension and vocabulary and bolster performance in all subjects; formal study of Latin will begin in grade six.

3) Middle school students will study history mainly through primary source documents to foster analytical skills and essential insight into their culture and HCA.

4) All students will be trained in study skills such as time management, organization, and note taking that are essential for building stamina for further academic pursuits.

5) The program will consistently and directly teach, model and give opportunities to students to practice the HCA seven core virtues of character.

6) A part-time science specialist will be employed beginning with grades K and 1 and will conduct lab experiments, engaging students early to become interested in STEM fields.

7) HCA has a partnership with Houston Baptist University to provide student teachers and co-develop a teacher training program in classical education to enable the scaling of these schools in Texas.

8) HCA will partner with APCQ to develop a continuous improvement model for instructional, financial, and operational planning an execution.

Curriculum and Instruction

Overview of the HCA Curriculum

HCA is developing its curriculum and instructional approaches in collaboration with Hillsdale College's Barney Charter School Initiative (BCSI), mapping carefully with BCSI their guidelines with the Texas Essential Knowledge and Skills (TEKS). BCSI is currently supporting more than 20 charter schools and several more that plan to open in 2020. HCA is the only school BCSI is partnering with that would open in 2021. Overall results in these schools based on 2017-18 data are strong, with 82% of the schools exceeding state averages on ELA proficiency and 52% exceeding state averages by 20% or more; and 64% exceeding state averages on Math Proficiency and 29% of the BCSI schools exceeding state Math proficiency averages by 10% or more.

In carefully analyzing the data, HCA made two important decisions: 1) begin only with grades K-1 to develop strong foundations in literacy and numeracy that will carry our scholars through their years of formal education; and 2) create a school that is diverse by design, as described on page 17.

In developing the curriculum and instructional approaches for HCA, the Board members decided to begin with the end in mind. As Yogi Berra so aptly stated: "If you don't know where you are going, you will end up some place else." Therefore, the curriculum and instruction has been carefully designed to achieve specific outcomes for students, following carefully the TEKS while providing a rich and rigorous classical education.

Knowledge to a State of Wisdom

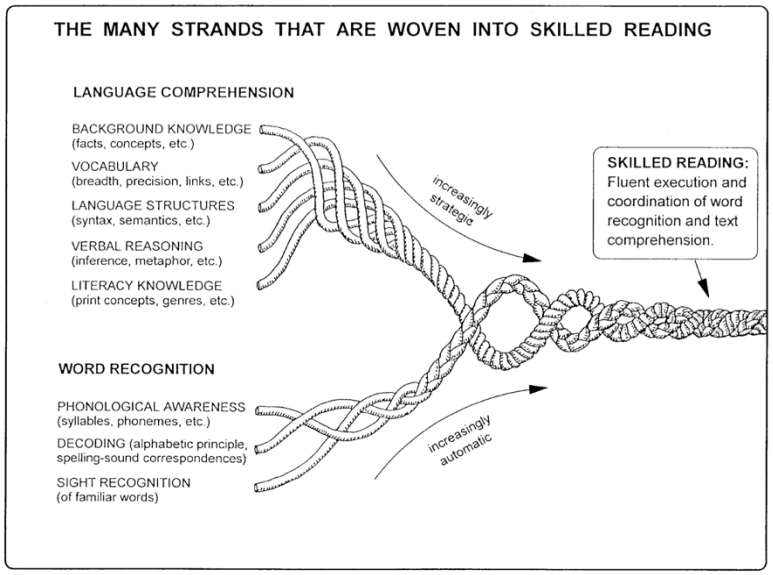
Student Outcome, Literacy: *Ability to read with comprehension, write and speak effectively, and to develop a life-long habit of reading, inspired by the outstanding literature studied at HCA.*

Reading. There is perhaps no other area of education that has as much rigorous scientific research as reading (National Reading panel [NRP]. 2000). The five basic components of scientifically-based reading (SBRR) instructions are: phonemic awareness, phonics, vocabulary, fluency and comprehension (Foorman et al., 2016; NRP, 2000; Shanahan et al., 2010). Students in K-1 initially and then K-3 will have 160 minutes in daily literacy and receive direct, multisensory and Socratic instruction from well-trained teachers using the Riggs Institute's *The Writing and Spelling Road to Reading and Thinking.* The basic curriculum covers listening, speaking, initial letter formation, complete phonetics, spelling (with 47 rules of spelling), plurals, grammar, syntax, punctuation, capitalization, vocabulary development, analytical and inferential thinking plus cognitive development in auditory, visual, verbal and motor areas of the brain. (Description of Riggs Institute curriculum based on research of Joyce/Showers).

To support students who may be struggling with reading, the Riggs program uses a structured literacy approach based on Orton-Gillingham and Spalding methods (Alexander & Slinger-Constant, 2004 and Spear-Swerling, 2019), as do the programs from the Neuhaus Center, our Houston-based partner. The Riggs program comes with 71 phonogram cards and audio CDs, useful for ELs, for explicit phonics instruction (teaching the phoneme/grapheme relationship in isolation; Riggs Institute). The Riggs program teaches 71 letter-sound (phonogram) combinations used in

the English Language, beginning with the easiest sight-to-sound correspondences and working towards those that are more complex. Syllabication is critical to the proper understanding and application of decoding, specifically for reading polysyllabic words, so the Riggs program teaches syllabication from the beginning of Kindergarten. Scientific evidence supports a strong foundation in phonemic awareness, phonics, decoding, and spelling (NRP, 2000; Foorman et al., 2016; Seidenberg, 2017; Steubing, Barth, Cirino, Francis, & Fletcher, 2008).

As students develop mastery of the relationships among phonology (sounds), orthography (spelling), and morphology (meaning), they must build proficiency, automaticity, and fluency with these skills while at the same time improving their listening comprehension abilities. By laying these foundational literacy threads, our reading framework will provide students with the means and motivation for comprehending a variety of texts (Foorman et al., 2016; Scarborough, 2001; Shanahan et al., 2010). Scarborough's rope model (2001) provides the theoretical basis for our reading framework in grades K-5. (See diagram below.)



Source: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook of early literacy research* (pp. 97-110). New York, NY: Guilford Press.

As can be seen in this model, both word recognition, which will be developed through Riggs program implementation, and language comprehension are essential to skilled reading. Language comprehension consists of building students' background knowledge, vocabulary, knowledge and use of various linguistic structures, verbal reasoning, and literacy knowledge. To address these components, each classroom will be an inspiring environment rich for literacy development: classroom libraries of the best children's literature; wall charts; manipulatives to practice word development and spelling; and reading nooks. Some of the books recommended in the BCSI guidelines that students in K-1 will experience are *Children's Book of Virtues; American Tall Tales; Listen, My Children, and Aesop's Fables.* These are often read-alouds with the teacher, and BCSI has an additional list of recommended books for guided student practice.

The central position of language in the curriculum continues through elementary and middle school grades. Recent research supports the teaching of morphological knowledge and awareness,

including prefixes, inflected and derivational suffixes, and Latin and Greek roots (Apel, Brimo, Diehm, & Apel, 2013; Zoski, Nellenbach, & Erickson, 2018). Additionally, the Texas Essential Knowledge and Skills (TEKS) in Reading require students to learn to apply this knowledge to read and understand vocabulary encountered across various types of texts. Therefore, starting in grades 4 and 5, students will learn Latin and Greek roots of English words. In sixth grade, students begin formal Latin and will continue Latin through 8th grade. Latin is introduced and taught alongside English so that students learn the structures underpinning of their own language, expand vocabulary, and improve their reading comprehension.

In addition to continuing to develop word knowledge, structural analysis, and morphological awareness, teachers will continue to help students become increasingly automatic readers. In fact, starting in Grade 1 and extending through Grade 8, the Reading TEKS state that students should use appropriate fluency, including elements such as rate, accuracy, prosody, and adjusting based on reading purpose, in grade-level text. Students develop automaticity and fluency with reading by building their sight-word vocabularies through the process of orthographic mapping (Kilpatrick, 2016). This mapping occurs through explicit instruction as provided in the Riggs program and through other activities like explicit spelling instruction, practice in reading words in and out of context, and oral reading activities like echo reading, repeated reading, partner reading, and timed reading.

Research related to effective language comprehension demonstrates students need to learn and practice:

- Building an effective using background knowledge,
- Activating word meanings,
- Understanding and linking sentences,
- Making inferences,
- Monitoring comprehension, and
- Using text structure (Elbro & Buch-Iversion, 2013; Poulsen & Gravgaard, 2016)

In addition to these thinking skills, as shown in the rope model, students need to become more and more strategic in how they approach and learn from a variety of texts, including both literature and content-area texts (Scarborough, 2001; Shanahan et al., 2010). The Reading TEKS stress the importance of students developing these comprehension skills starting in Kindergarten and extending through the high school grades; therefore, our teachers will provide daily comprehension lessons using a variety of texts, including different types of fiction, poetry, drama, informational texts, argumentative texts, and multimodal/digital texts. Students will be expected to analyze the author's purpose and craft to both improve their comprehension and learn to apply different linguistic techniques in their own writing.

Because the ability to read well is crucial for **ALL** HCA scholars to success in our classical curriculum, HCA teachers will be trained by staff from the Children's Learning Institute and will work within a MTSS framework. The essential components of an MTSS are research-based core instruction; evidence-based interventions; use of reliable, valid assessments to make instructional decisions; and ongoing teacher professional development (PD) and support. Our core reading instruction will incorporate SBRR components as described previously. For students who

demonstrate more intensive needs in reading, Tier II and Tier III interventions will be provided outside of the core reading time. Tier II supplemental interventions will consist of additional, targeted instruction focused on addressing identified deficits. Students who are significantly behind and/or have been diagnosed with dyslexia or other reading challenges will receive Tier III intervention. HCA teachers will be trained by the Neuhaus Center to identify and address dyslexia. The school will also utilize Neuhaus tutors to diagnose and address dyslexia as needed. As a reading supplement, and in part to satisfy the TEKS in technology, students in grades 1-3 will have access to Istation, a digital program in English and Spanish that has shown significant effects on Kindergarten literacy skills (*Technology Versus Teachers in the Early Literacy Classroom: An Investigation of the Effects if I-Station*.)

Assessments will include screening, diagnostic, and progress-monitoring measures. Screening of all students will occur at Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY). Data at each of these timepoints will be used to identify students in need of additional support through teacher-led small groups in core instruction and through Tier II and Tier III interventions. Diagnostic data from these measures (e.g., reading and spelling errors) will give teachers specific areas to target during these more intensive lessons. For students whose progress teachers want to check more regularly (e.g., students receiving intervention), progress-monitoring measures will be administered at least every two weeks. Faculty and staff will meet regularly to analyze these data and evaluate whether instruction is accelerating student learning and closing learning gaps. The chart below shows the assessments we plan to use for each of these purposes.

Grade Level	**Screening**	**Diagnostic**	**Progress Monitoring**
Kindergarten	*TX-KEA*	*Texas Primary Reading Inventory (TPRI)*	*DIBELS Next*
1st Grade	*Texas Primary Reading Inventory (TPRI)*	*Texas Primary Reading Inventory (TPRI)*	*DIBELS Next*
2nd Grade	*Texas Primary Reading Inventory (TPRI)*	*Texas Primary Reading Inventory (TPRI)*	*DIBELS Next*
3rd Grade	*DIBELS Next* *Spelling Inventory*	*DIBELS Next* *Spelling Inventory* *Quick Phonics Screener*	*DIBELS Next*
4th Grade	*DIBELS Next* *Spelling Inventory*	*DIBELS Next* *Spelling Inventory* *Quick Phonics Screener*	*DIBELS Next*
5th Grade	*DIBELS Next* *Spelling Inventory*	*DIBELS Next* *Spelling Inventory* *Quick Phonics Screener*	*DIBELS Next*

While the data analyses at the individual student level will inform targeted instruction to be provided, analyses at the campus, grade, and classroom levels will identify teacher needs to be addressed through face-to-face training, observations with feedback, and lesson modeling and coteaching.

Writing. What has often differentiated a strong independent, college preparatory school based on a classical education from its public-school counterpart is its graduates' ability to write, developed over years of writing frequently in a variety of genres – essays, book reports, fiction, research papers, poetry, etc. – and a thorough grounding in correct grammar. In grades K-2, the HCA literacy program will teach students the basics of sentences (parts of speech, basic construction, capitalization and punctuation). In third grade, our program will begin more intensive grammar with *The Well-Ordered Language*. Students should finish 3rd grade with an understanding of and practice in writing paragraphs. By fourth grade, students will begin to master the use of multiple paragraphs; by fifth and sixth grade, students will write four and five paragraph essays. In grades 7 and 8, students will begin to master broader elements of composition, including outlining and the use of citations. During these years, students will also be engaged in creative writing – short stories and poetry, often illustrating their own work.

HCA will also utilize tools and resources for teachers from *Access Literacy* to teach orthography – the conventional spelling system of a language. The Riggs program includes extensive practice in developing vocabulary that students use in their weekly writing assignments, as well as a method to enable students to learn handwriting, including cursive handwriting. Students will also have access to an engaging, supplemental digital program, *Handwriting Without Tears.*

In addition to instruction in these foundational writing skills, teachers will implement *Writers Workshop* to teach the writing process through modeling, guided practice, and independent practice in developing authentic pieces across various genres. Students will practice writing for a variety of purposes and audiences. Lessons will include the use of model texts, think alouds, shared writing, and explicit teaching of strategies for prewriting, planning, organizing, drafting, revising, and editing.

Writing assignments will be graded by teachers beginning in third grade, increasing in complexity as they move through middle school. By eighth grade, students will write research papers requiring analysis, footnotes, and references.

Reading for ELs. Baker et al. (2014) make several recommendations for supporting ELs in learning academic content and literacy:

- Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities
- Integrate oral and written English language instruction into content-area teaching
- Provide regular, structured opportunities to develop written language skills
- Provide a small-group instructional intervention to students struggling in areas of literacy and English language development

During core reading and other content areas – science, math and social studies – essential vocabulary will be taught explicitly using student-friendly definitions, synonyms/antonyms, examples/nonexamples, visuals, and/or graphic organizers. Teaching students morphological structures such as Latin and Greek roots will also help students see relationships among content-area words and develop a strong neural network of vocabulary to use across a variety of contexts, including reading, writing, listening, and speaking. Students can also use their morphological knowledge in combination with other strategies (e.g., using context clues) to independently learn the meaning of new words encountered in their content-area reading.

Across all content areas, teachers will consider the English language knowledge required within lessons to be implemented. They will identify linguistic elements such as terminology, syntactic knowledge, and idiomatic knowledge necessary to succeed within specific lessons and explicitly teach these elements. For example, ELs may need more support with general academic vocabulary used within lessons in addition to content-specific academic vocabulary. Teachers will be trained to use instructional tools like short videos, visuals, and graphic organizers to anchor instruction and help ELs and other students make sense of the content to be learned. Other techniques that can support all students' content learning include allowing students to work collaboratively in small groups or pairs to discuss content and providing writing opportunities to extend student learning of the content.

Within these discussions and writing opportunities, students will be provided language-based supports (e.g., sentence or questions stems). Teachers will use these listening, speaking, and writing opportunities to focus on developing students' academic language as well as their writing skills. As mentioned previously, students' writing will be assessed periodically to identify instructional needs and provide positive, constructive feedback.

All teachers will be required to provide teacher-led small group instruction based on students' needs. For ELs struggling in literacy and English language development, this instruction will focus on English linguistic elements (e.g., vocabulary, syntax) and will have students practice implementing this knowledge across reading, writing, listening, and speaking activities.

Public Speaking and Rhetoric. It is well documented that glossophobia, the fear of public speaking, affects many individuals. In Trier Social Stress tests conducted in many settings in the past 20 years, participants who had to speak in front of a three-judge panel showed a substantial cortisol response, a marker of stress. How would one reduce this fear? "Simply getting used to the pressure of public speaking in front of others (and being judged by them), can ease this fear." (https://www.psychologytoday.com/us/blog/choke/201204/the-fear-public-speaking). Scholars will practice public speaking beginning in Kindergarten through daily forum time, school events, school community meetings, advisory periods, public performances and other school events. HCA students memorize and recite poetry beginning from the youngest grades and continuing in secondary school. Our curriculum includes famous speeches in both literature and history which will be studied for style and content and in many cases memorized. HCA will collaborate with BCSI on developing a formal study of the principles of rhetoric in eighth grade.

Literacy Extended to Parents. In our classical education model, it is important for parents to read to their children in the early grades and to signal that reading is a family activity. To this end, HCA

will offer ESL classes to parents who need this training and give parents access to quality literature in Spanish and English at various reading levels, including the *You Read to Me, I'll Read to You* books. Initially, these classes will be staffed by volunteers from the community and are therefore not included in the budget. HCA will also provide family interactive reading experiences and create literacy events such as a book fairs and school visitations from children's book authors.

Student Outcome, Numeracy: *Fluency in the language and beauty of mathematics and the ability to use it in academics and life.*

Singapore Math, a program centered on problem-solving that also emphasizes computational skills and conceptual thinking, was originally developed by Singapore's Ministry of Education in the 1980s in response to low international assessments scores. The program has proven to be remarkably effective: in the 2012 administration of the TIMMS assessment, Singapore ranked #2 and #1 in 2015. Numerous countries have since adopted some form of the Singapore curriculum. One study in England found a small but significant positive effect of using the Singapore materials and teaching approach on pupils' mathematics knowledge and skills after just two terms. (https://www.frontiersin.org/articles/10.3389/feduc.2019.00037/full)

Singapore Math will provide our students with a strong foundation in the skills, concepts and the beauty of mathematics. Beginning in Kindergarten, Singapore Math will use physical and graphic illustrations of underlying mathematical algorithms and procedures to emphasize concepts, strategic thinking, processes, mental math, and number sense – all skills required in the TEKS (add reference to math TEKS). The secret to the success of students using Singapore math is that the curriculum requires MASTERY. Students do not progress until they have mastered the material. Therefore, HCA will administer an inventory through the Singapore math program at the beginning of the year and form flexible ability-groups allowing students to progress through the material as their fluency in mathematics progresses. HCA will use Singapore's Dimensions Math for seventh grade for pre-algebra and Weeks and Adkins for Algebra for its eighth-grade students.

To track mastery of the important mathematical skills and concepts, HCA will utilize a free digital tool, Mastery Track (https://masterytrack.org/,) that enables teachers to update students' progress towards mastery in a user-friendly dashboard accessible to teachers, students, parents and administrators. To be inclusive of all families, including those without the access or skillset to utilize digital media, math progress will also be shown in weekly take-home folders that must be signed by students' parents and/or guardians. HCA will also provide tutoring as needed and access to a digital adaptive math program, *DreamBox*, to enable additional practice at school and in the after-school program. *DreamBox* has a +1 rating on the IES What Works Clearinghouse.

Student Outcome, Science: *Knowledge of the principles and concepts in science as a foundation for understanding and appreciating the physical world and as a preparation for a STEM career if desired.*

Science instruction often plays second fiddle to other subjects, particularly those that are tested each year through the STAAR test, yet most students find the subject fascinating and engaging. To counteract this trend, HCA has budgeted for and will employ a part-time science instructor who will provide lab experiments semi-monthly for Kindergarten students and weekly for 1st grade

students to support and enliven the instruction of the TEKS provided by the regular classroom teachers.

The Core Knowledge Sequence in Science 2010 provides content-specific, cumulative, coherent curricular guidelines(https://www.coreknowledge.org/our-approach/core-knowledge-sequence/k-8-sequence/) for students in grades K-8. This sequence is augmented by teachers who are trained in the components of the Pearson/Prentice Hall Science Explorer Series, Teachers Editions and Delta Science Content Readers. Topics that will be covered in grades K-2 in the Science Explorer Series include animals, astronomy, electricity and magnetism, human biology and health, weather and climate, and environmental science, from bacteria to plants, to inside Earth and chemical building blocks. Resources include the Integrated Lab Manual and the Nature of Science and Technology manual. The BCSI curriculum guidelines also include rich resources for read alouds such as: *The Wright Brothers: Pioneering Aviation*, Quentin Reynolds; *A Man for All Seasons: The Life of George Washington Carver*, Stephen Krensky; and *Jane Goodall*, William Rice. Classroom libraries and classroom word walls, featuring scientific terms and books on science and scientists, will be available in English and Spanish at developmentally appropriate levels for all students.

The Core Knowledge Science Sequence 2019 for grades 3-5 was recently updated to include information from the Next Generation Science Standards (NGSS). This program promotes mastery of the core ideas in life, physical, earth/space science and engineering design; provides experience using the scientific method and scientific inquiry; and connects science to other disciplines. Students master academic language through the theme-based science topics with excellent biographies of scientists who have had a great impact on our understanding of the world and our universe. Core Knowledge sequences these topics to allow for regular repetition of the most important topics, ensuring a strong foundation for our students in scientific principles, knowledge, and lab skills. The Pearson Science Explorer Series will again augment the instruction in science for grades 3-5. BCSI has mapped the Core Knowledge Science Curriculum to the TEKS in grades 3-8 to ensure that students at HCA using the Core Knowledge Science sequence are mastering the science TEKS.

Student Outcome, History and Geography: *Knowledge of history and geography and a deep understanding of the founding principles of the American republic, leading to a desire for civic engagement.*

The basis for the HCA history and geography curriculum will be the Core Knowledge Foundation curriculum and resources, which have been mapped to the TEKS. The K-8 curriculum will instill our scholars with cultural literacy through the study of United States and world geography, as well as history from ancient civilizations, including the founding of America, the World Wars, and modern era events and challenges. In addition to the Core Knowledge Foundation, HCA teachers will have access to the following resources: *The Story of the World* (multiple volumes), Susan Wise Bauer; *A History of the United States and Its People*, Edward Eggleston; *Kid's World Atlas*: *A Young Person's Guide to the Globe*, Karen Foster; *A History of US* (multiple volumes), Joy Hakin; *DK Eyewitness books*; A History of the American People, Paul Johnson; and *America, The Last Best Hope*, William J. Bennet.

Starting in the early grades, HCA uses a storytelling approach in history lessons that includes the use of images – portraits, battle plans, architecture and paintings – to engage the students, often having them act out parts of the story. Events and actions follow chronologically so students can connect cause and effect. Teachers follow up the standard "who, what, when, and where" questions in a lesson with "why, how, why do you think that, and how do you know that?" (Adapted from (https://hillsdale.app.box.com/s/iiz7cm526cwsmi5qy1a4bx0ock630hnw). The middle school HCA curriculum will differentiate itself from that of most school through its inclusion of engaging biographies, literature and primary source materials. It is much more interesting to learn about history by reading Lytton Strachey's Biography of Queen Victoria, than by reading a synopsis in a textbook. Our students will also have an opportunity to understand the political process through engaging in debates and listening to state and national representatives who will visit the school and encourage student participation in civic activities. HCA will also utilize the free, interactive digital program, *icivics* (https://www.icivics.org/), developed by the former Supreme Court Justice, Sandra Day O'Connor.

Student Outcome, Languages: *Facility in multiple languages, aided by a strong foundation in Latin.*

HCA students will be exposed to Spanish from grades K-5 through school signage in English and Spanish and weekly Spanish instruction from a part-time Spanish teacher once a week, and via a free digital language program, *duo-lingo* (https://www.duolingo.com/). In addition, HCA will employ at least one bilingual teacher at each grade level, K-3, who will support the development of English skills in our EL students as well as conversational Spanish for our native English speakers. Our expectation is that our HCA students will reach sixth grade with basic conversation skills in Spanish. HCA will utilize the BCSI-developed Latin Sequence and Wheelocks' Latin for grades 6-8. Latin instruction will be a 45-minute period three times per week in grade 6, and five days a week for grades 7-8. The longer school day at the school accommodates for this. The study of Latin supports the understanding of English grammar and syntax, expansion of vocabulary, particularly in science, as many scientific terms have their roots in Latin, and the ability to acquire other Latin-based Romance Languages such as French, Italian and Spanish. More importantly, the key purpose of such intense Latin instruction at HCA is affording students the challenge and opportunity to read and translate important Latin texts, giving them a greater appreciation of these important ancient texts in the original language

Student Outcome, Art: *Appreciation for beauty and the arts and the ability to participate in visual and/or performing arts.*

The HCA fine arts scope and sequence will include visual arts, music, theater and dance. The four basic foundations outlined in the TEKS – "observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response" – provide broad, unifying structures for organizing the knowledge and skills HCA students will be expected to acquire (TEKS 117.105). The HCA scope and sequence in the visual arts is based largely on the Core Knowledge Sequence and will enable students to develop knowledge and skills in the elements of art such as color, line, shape and texture. Resources for the visual arts include*: Getting to Know the World's Greatest Artists*, Mike Venezia, and *Children's Book of Art,* DK Eyewitness. The Core Knowledge sequence also provides excellent resources that include prints of much of the art

history covered in each grade. HCA will budget for and seek a practicing artist who will work in the first two years part-time with the students on drawing, painting, and sculpture, while the classroom teachers cover the Core Knowledge sequence in art history. HCA has budgeted for a full-time art teacher in years 3-5 who will cover both studio art and art history. Students with special needs will be accommodated through finger painting, clay projects, collages and emotional drawing (Carol Stanley 2017). A rotating display of student framed artwork in the halls and an annual art show will signal the significance of visual arts in the life of the school.

The music program will be based on the Core Knowledge Sequence and the four basic strands in the music TEKS. "The four basic strands – foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response, provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire." (117.106 Music Grade 1). The HCA music program will enable students' active participation in song, dance, and rhythm instruments to learn the elements of music such as melody, harmony, form, timbre, musical notation, and rhythm. Initially, the school will budget for and hire a part-time music instructor trained in the Kodaly integrated approach to learning music notation and fundamentals, expanding to a full-time instructor by the time the school reaches K-3 in 2023. The music instructor will have access to the following resources: *Core Knowledge Music Collection* and *Getting to Know the World's Greatest Composer Series,* Mike Venezia.

The hit Broadway play *Hamilton* is an example of how history can come to life through theater. Students in grades K-8 will have the opportunity to participate in multiple dramatic productions, often small scale in the classrooms acting out historical events. Each winter and spring, post NWEA MAP and STAAR testing, the school will put on musical/theater events that will involve all students in various grades, including those with special needs. Initially, these productions will be developed by classroom teachers and parent volunteers. As the school grows to full-scale, HCA will hire a drama instructor to develop a strong theater program aligned with the TEKS as well as a part-time dance instructor.

Student Outcome, Fitness: *A commitment to physical fitness and a healthy lifestyle.*

A recent meta-analysis study found a "positive linear trend for all definitions of overweight and obesity among children ages 2 to 19-years old, most prominently among adolescents." The study also found that Hispanic and African American children have higher rates of obesity than Whites and Asians. (*Prevalence of Obesity and Severe Obesity in U.S. Children 1999-2016*; Skinner, Ravanbakcht, Skelton, Perrin, Armstrong; Pediatrics 2018).

HCA's CEO/Superintendent, Lower School Principal, teachers, and by Year 5 the Chief Academic Officer will design a scope and sequence based on the TEKS standards around movement, physical activity, and social development (TEKS Chapter 116. Subchapter A) and the Core Knowledge Sequence in health to guide the development of a robust program to address the childhood obesity challenge and put our students on a path toward lifelong health and fitness. At full scale, students in grades K-4 will have physical education three times a week; in grades 5-8, each school day. In grades 6-8, health and physical education will include fitness training, introduction to sports, the concept of teamwork, cooperative games, and competitive athletics. The site selected will have indoor and outdoor space for these activities. To measure growth in fitness, students will be given

an assessment through the Presidential Youth Fitness Program (https://www.pyfp.org/) in the Fall and Spring of each year. In addition, the school will provide healthy lunches and snacks and will develop a community garden on the school site.

HCA plans to extend health and fitness to the HCA staff and families. In its partnership with the YMCA (Y), HCA will utilize the Y's new program that works with schools to implement an after school program for children, provides Y discounts to school staff and families, and operates a mobile app families and students can use to track their fitness and participation.

Additional Programs Related to the TEKS

Career and Technical Education (Chapter 127, Subchapter A). Through the business partnerships that HCA will develop, such as its first one with Buckeye Partners LP, middle school students will have the opportunity to investigate one or more careers in the 16 career clusters through mentorships, shadowing workers on the job, and possible summer internships. They will also be expected to research the educational and certification requirements for careers that spark their interest, so that they clearly see the link between their efforts in school and future careers. HCA teachers will work with the students on developing professional documents such as cover letters and resumes and participating their interviewing skills through mock interviews.

Technology Applications. HCA will have a ratio of one laptop for every six students in grades K-4; and a one-to-one laptop ratio in middle school as students increase their writing and research. HCA students will have early exposure to digital tools through use of Istation, Dreambox, duolingo, and Handwriting Without Tears. All students will become proficient in keyboarding and Microsoft Office tools – Word, PowerPoint, and Excel – and will be able to create and use graphics and data in their presentations to their peers, teachers, and other members of the school community. Students will use search engines and the internet to access information relevant to their studies. Lower school students will have exposure to the concept of coding through tools such as Code-a-Pillar and middle school students will learn coding through innovative products such as CodeMonkey. HCA will emphasize the importance of digital citizenship and insist on respecting intellectual property and practicing the safe, legal and responsible use of information technology (TEKS 126.6).

Character to a State of Virtue

Student Outcome: *Students will reflect the core virtues of HCA in their own behavior and their behavior toward others.*

HCA places equal importance on the student's development of virtue as it does the student's mastery of knowledge, and weaves character education into every aspect of its academic curriculum. We agree with Aristotle that one becomes good only by observing and practicing right behavior. (BCSI Model Application page 10). HCA will first outline "right behavior" through several means: 1) HCA's Core Virtues will be posted in the school hallways and in every classroom in English and Spanish; 2) these core virtues will be explicitly taught by teachers through books such as Aesop's fables and biographies of heroes and heroines in literature and history followed by Socratic discussions and book reports; and 3) HCA students will have an opportunity each day

to discuss and apply these virtues in their afternoon Class Forum time in grades PK to 4 and Advisory period in grades 5-8. HCA will use a social emotional learning (SEL) curriculum, *Second Steps*, – available in English and Spanish, to provide support to special needs students in developing these virtues. Parents will also receive training in the core virtues, be encouraged to read with their children the inspiring stories of men and women of great character, and learn with their children about these virtues through the HCA's Parent Forums that will be implemented in HCA's first year of operation. HCA students can then observe these virtues in action though the consistent behavior of the school faculty, staff, and their own parents. The school's discipline policies reinforce good behavior and impose consequences for behavior that does not reflect the school's virtues, giving students an opportunity to practice HCA virtues daily. In addition, students will engage in community service, another means to practice virtues.

HCA, a data-driven school, will develop metrics and means to measure student growth in developing character, reflecting HCA virtues. Until the school develops its own metrics, HCA will administer the Panorama SEL assessment (https://www.panoramaed.com/social-emotional-learning-sel) at the beginning and end of each year to measure student growth on SEL components that match HCA core values, including responsibility, respect for others, grit, and self- control.

Co-curricular programs

Co-Curricular Programs (After School): HCA prefers to use the term co-curricular programs in describing its offering to its students, because these programs will be carefully designed to support the academic and character education of the school. As stated above, HCA is planning to partner with the YMCA in its first year and co-design a tuition-based after-school program that will be free to students on free-and reduced lunch. This program will include homework support; supplemental work on *I-Station*, *Dreambox* and *duolingo* for reading, math and Spanish; physical activities; logic games; crafts and building tools; a digital SEL program the Y is piloting to supplement character education, and *ASTEAM*, a Y partnership with the Children's Museum in Houston.

By 2023, while continuing its partnership with the Y for grades K-5, HCA will begin offering additional after school clubs based on student and staff interest, i.e. art, music lessons provided by external instructors, lego-logo robotics, debate, student government, journalism, drama, etc. The school will also develop an online literacy magazine and newsletter that will be written and managed by students beginning in grade 5.

Athletics: HCA will begin competitive athletics for its middle school students, initially offering soccer, basketball, volleyball, cross-county and track in its fifth year of operation. As enrollment and interest grow, the school may offer football and baseball. HCA plans to join the Charter School Athletic League of Houston once middle school grades are offered.

Field Lessons: All students will extend their learning beyond the walls of the school through field lessons. HCA students will benefit from three to five field lessons per year to events and spaces such as museums, theater productions, NASA, court proceedings, and more. Middle school students will have extended field trips that may include a camping trip to explore nature; a trip to Austin to observe the legislature in action; and a trip to retrace the civil rights movement in the South.

Community Service: To quote Rabindranath Tagore: "I slept and dreamt that life was joy. I awoke and saw that life was service. I acted and behold, service was joy." HCA believes that the development of virtue, a cornerstone of classical education, cannot be truly developed without an understanding that service is joy. Therefore, beginning in Kindergarten, students will have opportunities to serve in multiple venues such as food banks, nursing homes, Habitat for Humanity building events, political events, blighted area and beach clean-ups, and other events that will be initiated by our students' growing desire to serve.

Instruction

HCA will use a variety of instructional approaches, including many time-tested approaches with strong efficacy data, as well as approaches that enable differentiated instruction so that all students can be well-served (adapted from the BCSI model application document pages 4-5). These approaches include:

1) ***Explicit and systematic phonics instruction.*** The direct teaching of letter-sound relationships in a sequential manner has proven to be effective in laying the foundation of reading by giving students the ability to decode printed words. *(A response to recent re-analyses of the National Reading Panel report: Effects of systematic phonic instruction are practically significant,* Journal Of Educational Psychology 2008, K.K. Stuebing, A.E. Barth, P.T. Cirino, D.J. Francis, and J.M. Fletcher).
2) ***Explicit and direct English grammar instruction.*** The use of diagramming and the study of root words, syntax, parts of speech, and the general structure of the English language equips students to read, write and speak with a high degree of competence.
3) ***Direct instruction.*** Direct instruction, a lost art in the era of blended learning where students complain that teachers no longer teach, will be utilized in all subject areas. Direct instruction involves defining clear objectives, engaging students through inquiry, teaching the objective – often via lecture – and modeling, guided and independent student practice time, checking for understanding, and closure. (7 Classic Steps of the Hunter Lesson Plan in *The Second Principle*, Owen Wilson). There is evidence that direct instruction is particularly helpful to low-income students (National Institute of Child Health and Human Development, 2000 and Ellis & Worthington, 1995).
4) ***Ability groupings.*** While mastery of the material as demonstrated on assessments will be required of each student, flexible ability groupings in the core subjects of reading and math, with adaptions for special needs and EL students, will enable teachers to provide differentiated instruction and individualized support to meet the needs of all HCA students. Ability groupings, which can be across grade levels, will be established using initial assessments and progress monitoring instruments that will enable movement among the groups and will optimize learning for all students. (See *Ability Grouping and Student Achievement in Elementary Schools: A Best Evidence Synthesis*, Slavin, 1987)
5) ***Socratic Method:*** This method, named for the Greek philosopher Socrates, promotes critical thinking and problem solving and is fundamental to classical education. BCSI will train HCA teachers to describe a situation or question, ask probing questions increasing in depth, and then pose summarizing questions to bring the dialogue to a conclusion. (See https://hillsdale.box.com/s/brhojjmtjxzf7cfssfqeibzod0jsnqiz)

6) ***Problem-based and project-based learning***: The fundamental approach in Singapore Math is problem-based learning, where students utilize math to solve everyday problems. HCA will sparingly utilize project-based learning in two ways: to apply what has been learned and to learn new content through interdisciplinary, real-world projects.
7) ***Utilization of Primary Source Documents:*** Primary source documents such as letters, reports, photographs, books, movies, and more, created by people who witnessed or participated in the events of the past, will be utilized to engage students and bring history to life in way that textbooks cannot. (BCSI Model Application page 5.)
8) ***Teaching of Study Skills:*** Classic study techniques such as outlining, note taking, and memorization will be explicitly taught and integrated throughout the curriculum. Students will be expected to use these methods to master increasingly complex material in all subjects. Outside experts will also teach sessions on time and meeting management to teachers, staff and middle school students.
9) ***MTSS Intervention Approach:*** HCA will use the MTSS Response to Intervention approach with 3 Tiers in reading and math to diagnose and appropriately support students who are struggling in any way with mastery of the fundamentals in these subjects.

Continuous Evaluation of HCA's Curriculum and Instruction

HCA is fortunate to have a collaborative partner, BCSI, conduct an external evaluation of the curriculum and instruction every two years. Our Houston partner, the APQC, a nationally recognized center located in Houston, will train the Leadership Team in process improvement as a method of internally evaluating HCA's curriculum and instruction. Since most educators have not received any training in their teacher certification on quality standards and process improvement, the training from APCQ will be particularly helpful to establishing a culture at HCA of continuous improvement – plan, do, check (study) and act.
(See https://www.isixsigma.com/dictionary/deming-cycle-pdca/)

Curriculum and instruction will be evaluated annually on several dimensions: 1) student assessment data on TPRI and Dibels (reading); 2) Singapore Math (internal assessment); 3) annual STAAR testing (grades 3-8); 4) the NWEA MAP assessments (grades 3-8); 5) PSAT (grade 8); 6) parent surveys (grades 3-8); and 7) placement of our graduates into excellent high schools. The HCA Board will establish an Education Committee that will work with the staff to develop a matrix of these assessments and a quarterly review process. Data will be disaggregated by student demographics.

Strategies for Assessment of Learning and Data-Driven Instruction

Required Assessments

HCA will open in August of 2021 with grades K-1, adding a grade each year until it is a complete school PK3-8 enrolling and estimated 950 students. At full scale, students will take the following STAAR assessments: Grades 3 –8, reading and mathematics; grades 5 and 8, science; writing at grades 4 and 7; grade 8, social studies. We are planning for all HCA scholars to take Algebra I in 8th grade, and these students will take the end-of-course (EOC) Algebra I test as well as the 8th grade mathematics test. HCA will also administer the following TEA-required assessments: K-2 –TPRI has been chosen for the reading development assessment and DIBELS has been chosen as the progress monitoring tool from the list of acceptable options.

Additional formative and summative assessments

HCA will administer the NWEA MAP assessment at the beginning and end of the year for all new students K-8 and then annually for returning students. This will serve as an interim assessment to determine readiness for the STAAR and Algebra I EOC tests. HCA will also utilize the Riggs and Singapore Math student inventories, teacher created assessments, writing assignment and research papers (grade 8) scored on a teacher-developed rubric, and student portfolios to gain a full picture of a students' progress toward mastery of the TEKS. Because character development is a central component of the school, HCA will develop an inventory to track progress on student development of the HCA seven virtues. In the interim, HCA will administer the Panorama SEL survey in the fall and spring to track development of many of these virtues, such as Courage (grit) and Moderation (self-management), that are aligned with the Panorama SEL Survey.

Formative and Summative Assessment Schedule

Assessment	Grade Level	Date of Administration
STAAR reading and math	3-8	April
STAAR writing	4,7	March
STAAR science	5, 8	April
STAAR social studies	8	April
EOC Algebra I	8	May
TELPAS	EL students, various grades	March-May
NWEA MAP	K-8	September and May, new students; May returning students
TPRI/DIBELS (see chart on page 32)	K-5	September BOY; January MOY; May EOY
DIBELS	K-2	Progress monitoring ongoing
SEL Panorama Survey	2-8	September; May
Riggs and Singapore Math inventories	K-8	Ongoing throughout the year

Alignment

Because BCSI has developed a crosswalk between the BCSI recommended classical education curriculum and the TEKS in all subjects for grades 3 through 8 and plans to do additional crosswalks for grades K-2 in the next year, HCA is confident that the curriculum and student

outcome goals are aligned with the STAAR test and that the students will be well prepared. HCA teachers will examine the content of the NWEA MAP tests to determine this assessments alignment with the curriculum and make minor adjustments in the curriculum as needed to support students doing well on the MAP test. The Riggs and Singapore inventories are 100% aligned with the curriculum and student outcome goals. We are aware that the SEL Panorama survey is not totally congruent with the character education curriculum, which is why HCA, in collaboration with BCSI, will develop its own inventory.

Data to Inform Instruction

Data-driven decision making is a key component to all aspects of HCA – academic, co-curricular, financial, governance, safety and security. It is of course complemented by subjective judgments of teachers, counselors and social workers, parent input and observations, and student self-assessment. The school will invest in software (need to research this) that can accumulate the data from all of the formative and summative assessments and disaggregate it by race, FRL, SPED, EL, G/T, and gender to facilitate deeper analysis and develop an individual learner profile. Academic assessment data will be analyzed in the following ways to determine that every student is achieving at high levels and reaching his or her potential:

1) Number and percent of students at developmental levels on the TPRI reading inventory grades K-2. HCA teachers will receive training from the Children's Learning Institute on the administration and interpretation of the TPRI and DIBELS reading inventories that assesses the reading development levels, enabling flexible grouping into the 3 Tiers and appropriate, targeted interventions.
2) Number and percent of students achieving proficiency and showing growth by subject as measured by the NWEA MAP tests and final assessments and TELPAS for EL students. Again, analysis will allow for flexible grouping and appropriate interventions.
3) Number and percent of students scoring at proficient or mastery levels on the Riggs and Singapore Math inventories will support ability groupings and interventions.

In addition, HCA will conduct further analysis to determine what program changes may need to be made: 1) Data for new students and returning students will be analyzed to detect any difference to determine if adjustments need to be made to the school orientation process; 2) Comparison of HCA data to other BCSI schools, peer Texas charter schools, particularly classical education schools, and nearby district and charter schools; and 3) Comparison of subgroup data to state historical and current data for these subgroups to ensure that all subgroup levels are performing above state averages and that achievement gaps between subgroups are minimized.

A key goal of the school's learning measurement process will be to provide results of findings and outcomes by way of communication and feedback to students and overall stakeholders. Students, parents, staff and Board members will receive published reports of student achievement on an individual and collective basis with the intention of encouraging community ownership of learning outcomes and increased accountability for the teaching and learning practices the school espouses. These practices will be re-evaluated on an annual basis to allow for adjustment of techniques, strategies, other relevant programs with the intention of more significantly affecting learning outcomes. (From BCSI model charter application, pp5).

Strategies to Support Students Performing Below Grade Level

HCA will examine the data for all formative and summative assessments listed in section 1 above to identify students who are performing below grade level in any subject, seek to determine the cause for the delayed progress, and employ techniques indicated by research to be effective in increasing performance: "An index of five policies suggested by over forty years of qualitative research – frequent teacher feedback, the use of data to guide instruction, high-dosage tutoring, increased instructional time, and high expectations – explains approximately 45 percent of variation in school effectiveness." (*Learning from the Successes and Failures of Charter Schools,* Fryer, Brookings, 2012). First and foremost, each student needs to get the message that he or she can perform at high levels and that HCA staff believe that they can do it. Then the school will give these students additional time before and after school and in summer programs when funding becomes available, frequent and specific feedback, high-dosage tutoring as needed, and diagnostic and progress monitoring assessments that will lead to appropriate Tier groupings.

If a student's deficiency is in reading, students will first be given additional diagnostic assessments to see if they are dyslexic and may require tutoring from a Neuhaus Center tutor. They will also be placed in a Tier 2 or 3 intervention group and provided additional support using the Riggs program, Istation (in English and Spanish), and individual and group tutoring for EL students. If they are behind in math, students will be place in a Tier 2 or 3 intervention group in the Singapore Math program, be given additional work on Dreambox at home and after school and provided individualized tutoring if needed.

HCA will also identify the bottom 10% of its students for proficiency as well as growth on the STAAR and MAP assessments in order to carefully monitor progress and provide significant support to these students.

Supports for Special Populations

Projected Populations and At-Risk Groups

Students in special populations and at-risk groups are included in HCA's mission to serve diverse community of primary and secondary students. We anticipate that on average our SPED population will mirror that of schools in the geographic area ranging from 7% to 10%. HCA's curriculum was chosen because its historical data showed that when implemented with fidelity students from diverse backgrounds and learning abilities respond successfully. At the time of enrollment, HCA will use information from parents included in the questionnaires and surveys that may include the *Home Language Survey* and/or a *Special Needs Questionnaire.* It will also review available previous academic records from transferring public schools (including if applicable previous Admission Review, and Dismissal Committee (ARDC), Language Proficiency Assessment Committee (LPAC), or Section 504 Service plan) & private schools, and Early Childhood Intervention (ECI) records to determine actual special populations and at-risk group student needs. If an enrolled student's previous academic records indicate that he or she is identified as a student with a disability, EL, G/T or at-risk, HCA realizes that it must hold the necessary committee meetings (ARD, LPAC, or Section 504) in accordance with state and federal laws within the required timeframes to ensure that there is a plan to support that student's identified diverse learning need.

In Year 1, the school will employ one certified Special Education Teacher/Coordinator to meet the needs as defined by the ARDC and to support the classroom teachers in ensuring that our students eligible for SPED are provided with a free and appropriate public education (FAPE). Year 1 we anticipate that most of our SPED needs will be speech and language as that is consistent with eligibility trends in early years. Oversight of the Special Populations program will be a combination of school administration and contractual agreements. A third-party vendor will be contracted to provide eligibility evaluations for dyslexia, SPED, and Section 504, as well as provide any instructional and/or related services such as speech language therapy. The EL program will be monitored in year one by a designated administrator who will also serve as the MTSS Coordinator. As the special populations needs grow, HCA will plan to provide additional in-house positions to oversee and support the needs of eligible students and programs.

Students with Disabilities

HCA is enthusiastic about serving ALL students and therefore identification and support for students with disabilities is central to its mission. HCA will identify, evaluate, and appropriately place students with disabilities in accordance with applicable state and federal laws. HCA understands that Child Find specifically requires the location, identification, and evaluation of enrolled students that may also be a student with a disability. By implementing a MTSS framework, HCA will provide targeted support to struggling students. The MTSS framework allows intervention for struggling students and identification of students who may have a disability to happen sooner. The MTSS framework at HCA will include universal screeners (including those aligned with HB 1886 pertaining to screening of K-2 students at risk of dyslexia) and a review of cumulative data such as performance on NWEA MAP found in previous academic records. The HCA MTSS framework provides increasing levels of support at each tier (Tiers 1-3), high yield instructional strategies, and frequent monitoring of student progress. HCA has a robust Tier 1 that includes solid phonics instruction, English Grammar instruction, ability groupings, teaching of

study skills, utilization of primary source documents, and the Socratic method. The Core Knowledge Sequence, Riggs and Singapore Math curriculum programs build on what students already know. This is especially beneficial to students with varying learning abilities. These programs emphasize foundational skills using rich content, allowing teachers to respond to the needs of every student, including those below grade level. Students who are demonstrating some academic difficulties will be provided additional support within the classroom, through small group and/or differentiated instruction.

Tier 2 supports MTSS framework will not delay or deny identification as required by Child Find. Students who do not respond to Tier 2 interventions or have other cumulative data to support that a disability is present will be referred for evaluation. HCA will provide the parent with the appropriate Prior Written Notice for both a Section 504 Evaluation or a Full and Individual Evaluation (FIE) for SPED. After receipt of the parent's consent to evaluate, HCA understands that it has 45 school days to complete the evaluation and 30 days from the date of the FIE to convene a meeting to determine eligibility and, if eligible, develop a plan (504 Service Plan or Individual Education Plan). Both the ARDC and Section 504 Committee will consider information from all relevant stakeholders in the development of the respective plans. In the case of students who are identified eligible for SPED, the HCA ARDC will consider inclusion in the least restrictive environment first before considering a specially designed instruction in more restrictive settings. In instances where a student's IEP includes support, placement, or related services that HCA doesn't offer, HCA understands that they must address the students' needs at no cost to the parent through inter-local agreements, contractual relationships with qualified vendors, and partnerships within the community.

HCA understands that a team approach is important to ensuring that all students can attain goals set forth in its mission. Frequent and purposeful collaboration between the general education and SPED teachers is central to this team approach. In the first year, HCA will have one Special Education Teacher/Coordinator who will also serve as a consultant to the school leaders, general education teachers, and other stakeholders to support the student with a disability's achievement. IEP progress monitoring will occur in increments as defined by the ARDC. When a student with a disability isn't making expected progress, any member of that students' HCA ARDC can request an ARDC to review and/or revise the student's IEP. For students with disabilities the ARDC may determine the manner they are promoted and retained including grade advancement based on STAAR performance. For students who are unsuccessful on STAAR tests or End of Course (EOC) exams, the IEP will include an intensive program of instruction to address the exam on which the student was unsuccessful.

For grades 5 and 8 the ARDC acts as the Grade Placement Committee. HCA will hold an ARDC prior to the second administration to determine if the student will be required to take a second administration, develop an intensive program of instruction, and determine if the student will be promoted to the next grade. The ARDC will address transition (IDEA 2004 §300.320) not later than first IEP in effect when the student turns 16 years of age. This and subsequent IEPs should include post-secondary goals that are based upon a transition assessment. Students with disabilities eligible for SPED are required to complete the course and credit requirements of the Foundation High School program. The ARDC determines if they are required to meet satisfactory performance on required state assessments in order to meet graduation requirements. If the ARDC

determined that a student in SPED requires modification to the required curriculum in a required course for state credit on the Foundation High School program, the student will also be required to successfully complete his or her IEP and additional criteria such as demonstrating employability skills. HCA understands that for a student in SPED to maintain an endorsement it must ensure that the modified curriculum is sufficiently rigorous. HCA will ensure that the SPED teachers, paraprofessionals, and related service personnel are certified, endorsed, or licensed in the area or areas of assignment.

Meeting the Needs of EL/LEP (Limited English Proficiency) Students

HCA is committed to meeting the needs of non-English speaking students who are ELs or LEPs. HCA shall adhere to the expectations of Texas Education Code (TEC) Chapter 29, Subchapter B by identifying EL/LEP students, providing bilingual education and/or ESL programs, seeking appropriately certified teaching personnel, and assessing achievement and essential knowledge and skills. HCA is anticipating that its EL/LEP enrollment will mirror that of schools in the geographic region at 30%. HCA will ensure that there is at least one ESL certified teacher per grade level beginning year one. When recruiting and hiring teaching staff, preference will be given to teachers with dual, ESL, or bilingual certifications.

HCA's core curriculum programs were chosen so that EL/LEP students could also benefit. The EL program will also comply with TEC Ch.74, Subchapter. A., Title IV of the Civil Rights Act of 1964 and the Equal Opportunities Act of 1974. To identify EL/LEP students, the LPAC will coordinate the identification process and ensure services are provided. The LPAC will consist of a certified bilingual education teacher, an appropriately certified English as a second language educator, a parent of an EL/LEP participating in a bilingual or ESL program, and an administrator. Within the first four weeks of the first day of school, the LPAC will make recommendations concerning the most appropriate placement for the EL/LEP student; they will also report the number of EL/LEP students enrolled to the HCA Board and TEA prior to November 1st of each year.

The process for identification begins with every enrolling student completing a home language survey. The answers to the survey will help the LPAC appropriately identify which students need to participate in a TEA approved Oral Language Proficiency Test (OLPT). Students will be identified as EL/LEP and enrolled in the required program, bilingual or ESL, within 20 days of their initial enrollment. Students who have been identified as EL/LEP will participate in the Texas English Language Proficiency Assessment System (TELPAS) test. The ratings obtained in Listening, Speaking, Reading and Writing will be used to provide the appropriate support for EL/LEP students as they access the robust curriculum and programs provided at HCA. The focus on foundational skill development and literacy will be especially beneficial to EL/LEPs. Teachers and leaders at HCA will be trained on the use of the English Language Proficiency Standards (ELPS) and Proficiency Level Descriptors (PLDs) to ensure that they are fulfilling the requirements of the subject-area TEKS and the ELPS. EL/LEP students will be also be monitored and supported within HCA's MTSS framework. This additional layer of monitoring will ensure that the EL/LEP's progress and success is being monitored and responded to in real-time, this includes students that exit the EL program. The data obtained from the LPAC and the MTSS framework will be reviewed annually to evaluate the effectiveness of the program.

Gifted/Talented Students

HCA's curriculum responds to the needs of diverse learners including those with above grade level proficiency, that may also meet eligibility as G/T. The G/T program at HCA will identify and serve the needs of students that excel in general intellectual ability in language arts/social studies and/or math/science. Students who also excel in creative/productive thinking and leadership ability can also be referred. Anyone can refer a student for consideration for the G/T program by contacting the designated school official. Once referred, program participation is determined by points obtained from multiple data sources: an achievement test, an abilities test, and other criteria. Scores will be entered and converted using an identification matrix. Upon identification, G/T students will receive daily services in multiple settings including small group instruction in the classroom, tutoring, or personalized learning tools and platforms. HCA will hire at least one teacher with at least 30 clock hours of PD in Gifted Education or have a G/T Supplemental certificate who will support classroom teachers in providing appropriate instruction for G/T students. BCSI reports that is has had excellent success with G/T students in its classical education schools, as the general curriculum is rigorous and the math and reading program allow for flexible ability groupings.

School Culture and Safety

HCA Culture

The culture of HCA will emanate from its core school virtues: moderation, courage, responsibility, prudence, citizenship, justice, and wisdom. For HCA, the north star represents our students possessing wisdom and virtue. HCA, from day one, will create a deep sense of community – both inside and outside the school walls. Several key systems will support the consistent implementation of the school culture:

Consistent Reminders and Practicing of the Core Virtues. The core virtues of the school will be posted in English and Spanish in the halls, in the classrooms, and will be part of the student/parent handbook. Clear expectations for student behavior will provide all students ample opportunity to practice the core virtues in their academic and co-curricular activities. To inspire students to develop strong and consistent core values, positive behavior will be enforced through teacher acknowledgement and Virtue Cards, described below. All members of the school staff --- CEO/Superintendent, teachers, part-time specialists, lunch workers, custodians --- will also model the core virtues. The CEO/Superintendent will greet children with a handshake as they enter the school in the mornings, affirming positive behavior when he or she spots it; lunch workers will give good eye contact as they greet each student; teachers will treat children and parents with respect.

Forums. Harkening back to Roman Forums which were the center of life in the ancient city, HCA will sponsor several types of forums: 1) Parent Forums to discuss school matters and bringing in accomplished speakers on various topics will occur three times a year in the evenings; 2) small "coffee forums" will happen once a month with the CEO/Superintendent; 3) student forums – all school or grade level assemblies – will occur weekly in the first two years, and may include student presentations, music, and dramatic readings. Students in grades K-4 will have afternoon classroom forums while middle school students will have a morning advisory period to share openly about any challenges and receive explicit short lessons in the core virtues.

Traditions. Shared traditions are the glue that hold a school family together. As a new school, HCA will develop these traditions alongside its students, parents, and community. Traditions may include events such as a Constitution Day Celebration in September, President's Day celebration in February, an international festival, Greek and Roman day, and a book festival. A highlight tradition could be Heritage Day, where each child comes to school dressed as a character from American history who is considered important in our heritage.

Communication, Communication, Communication. A secret to success in developing a positive school culture is constant communication about the vision, virtues, and positive progress of the school community as a whole. HCA will begin this communication two weeks before school starts with a home visit to each family to review the school mission and virtues and to provide opportunities for students and parents to contribute to the life of the school, even before the first day of school. Also, the school will communicate to families about positive events and student accomplishments through weekly paper reports that go home with the students and must be signed and returned, as well as through social media including its website, Facebook, and Instagram.

Approach to Student Behavior, including Student Discipline Practices

The central premise of a classical education is that students will be equipped to be self-governing, good citizens. Every aspect of HCA will purposefully put into place the structures to achieve this

student outcome including school uniforms, traditional student desks, inspiring teachers that play a central role in education, and clear expectations, incentives and consequences. These structures promote a calm, safe, and productive learning environment.

Behavior Support Practices (adapted from Anna Julia Cooper Public Charter School Charter Application pp 48-53, given to HCA from BCSI)

Behavior management problems take critical time away from teaching and learning; therefore, HCA will implement curriculum activities that teach social, emotional, and behavioral competencies. Self-discipline is seen as socially and morally responsible behavior that is motivated primarily by intrinsic factors, not solely by the anticipation of external rewards or fear of punishment. To ensure that a restorative response is promoted across the school campus, we will provide multiple opportunities for students to apply skills of social and moral problem-solving. A well-disciplined student will understand what is socially and personally healthy and productive, training the mind, and can correct his or her own behavior when straying from that ideal. HCA will enact the following strategies:

- **Reflection and Connection:** Students will be provided with a supervised space to reflect on their behavior so that they are able to have meaningful connections with teachers, administrators, school counselors, and peers to resolve any conflicts.
- **Character Building:** At HCA, students will be engaged in activities focused on character development through schoolwide assemblies, in-class advisory periods, volunteer opportunities in the community, and student dialogue resolutions. Moral character will be developed by demonstrated student actions that merits recognition for good behavior.
- **Student-Parent-Teacher Conferences:** Parents will always be informed about student behavior issues. Students will be guided and encouraged to self-correct any disruptive behavior; however, interventions that required a parent conference will take place if student behavior does not improve.
- **Restorative Practices:** The expectation for meetings and problem-solving will be based on school-talk and restorative practices, nonviolent communication, and virtue-based conversation.

HCA Behavior Policies aim to prevent behavior problems by implementing targeted and intensive strategies to:

- Develop social problem-solving and decision-making skills among students;
- Establish and maintain close communication with each student's parents or caregivers, and to garner community support;
- Remediate and respond to chronic and serious behavior problems;
- Provide academic instruction and activities that motivate learning;
- Create a physical environment that is conducive to teaching and learning; and
- Establish predictable procedures and routines and implement additional effective schoolwide policies.

Behavior Expectations (Adapted from the Atlanta Classical Academy Handbook, a BCSI school)

All policies regarding student conduct and discipline flow from this general principle: students must fully engage themselves in the education HCA offers them. Therefore, HCA expects

students to:

- Be polite and attentive both in and outside of class.
- Attend school consistently, be punctual, and take responsibility for making up any work promptly when absent.
- Be prepared for class and follow directions.
- Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others, and property.
- Cooperate with and demonstrate respect for the faculty and staff, including administrators, teachers, secretaries, custodians, and any other people working at the school.
- Communicate in an acceptable tone of voice using an acceptable choice of words.
- Follow lunchroom, playground, field lessons, lab, and individual classroom rules.
- Follow school rules when participating in school-related events.
- Adhere to the uniform policy.
- Not use threats or intimidation against any other person.
- Respect the health and safety of others, safety rules, and not bring tobacco, electronic cigarettes, alcohol, or any illegal substances to school or school-related events.
- Be dismissed by the teacher, not the bell or the clock.
- Not leave the school premises without signing out in the main office
- Not bring CD players, radios, pagers, gaming devices, etc. to school.
- Not bring anything to school that could be used to harm another or that is illegal.
- Abide by the HCA Honor Code once it is established in middle school

HCA was founded to develop students in both mind and character. The school's virtues are the guiding principles used to cultivate and nurture character. Students are expected to conduct themselves honorably in word and deed, to strive to live by the HCA virtues, and to encourage others to do so as well.

Affirming Positive Behavior

First and foremost, HCA seeks to affirm positive student behavior. Faculty and staff will be equipped with Virtue Cards, each card representing a different core virtue including a picture of a person whose life reflected that virtue, such as Nelson Mandela and Thomas Edison with Courage, thereby reinforcing the academic program through the discipline system. Virtue Cards will be given to students when faculty or staff members observe virtuous behavior or acknowledge exceptional academic effort. When students are acknowledged, it is important to directly associate the specific act of excellence with receipt of the Virtue Card. Classroom teachers will record Virtue Cards received in their gradebooks and families will be notified each week in the weekly Friday packet of any accolades. Students will be recognized in school assemblies for their virtuous behavior. Many students will begin to seek out opportunities to exhibit virtue and academic pursuit for the Virtue Card itself. Over time, virtuous habits are formed, and the students cease the extrinsic motivation, understanding that doing the right thing for the right reason provides enough motivation on its own.

Multi-Tiered System of Supports (MTSS) for Improving Behavior

Consistent with our approach in our education plan and support for special populations, HCA

will use a Multi-tiered system of consequences for its Discipline Policy (several ideas taken from Gen 24 Houston Classical Academy application page 47):

First Tier: a) Student receives a Needs Improvement Card with the specific area needing improvement; b) Teacher and student discuss the violation, teacher redirects student behavior in the classroom setting; c) Student completes a Plan for Improvement aligned with Restorative Justice Practices.

Second Tier: a) Student receives a Needs Improvement Card; b) student is removed from class and meets with the Lower School Head for discussion; c) Student completes a Plan for Improvement; d) student apologizes to the class in Class Forum or Advisory time using Restorative Justice practices; e) Family is notified.

Third Tier: a) Student receives a Needs Improvement Card; b) student meets with the CEO/Superintendent; c) student receives in-school suspension; d) Family meeting is required; e) Student completes a Plan for Improvement; f) Student apologizes to the school community using Restorative Justice practices.

Fourth Tier: a) Student receives a Needs Improvement Card; b) student meets with the CEO/Superintendent, and CEO/Superintendent conducts a thorough documented investigation to ensure the report is accurate and the appropriate length of suspension; c) student receives out of school suspension; d) Family meeting is required; e) Student completes a Plan for Improvement; f) Student apologizes to the school community using Restorative Justice practices.

Fifth Tier: Student behavior, such as bringing a firearm to school and some bullying offenses under TEC Sec. 37.0072 such as bullying that encourages suicide or the release of intimate visual material, qualifies for immediate expulsion based on TEC Section 37.005 classroom and school removal.

These Needs Improvement Cards are recorded in each teacher's grade book and become part of the discipline referral records that will be reported to TEA. Parents will have access to a running records of both Virtue Cards and Needs Improvement Cards that have been given to their students. Consequences for infractions, as outlined in the MTTS system above, can include: a) loss of recess time; b) a meeting with the Lower School Principal or CEO/Superintendent; c) in-house suspension; d) suspension: and e) expulsion. For every infraction, students are expected to develop a Plan for Improvement and apologize as needed to the class, school community, and others. Parents are notified and involved for infractions Tier 2 and above. These policies are outlined in detail in the HCA Discipline Policy in **Attachment 8** on pages 187-195 and will be clearly defined and distributed in the student/parent handbook before each school year to ensure all families are knowledgeable of the school's discipline policies before day one of the academic calendar.

Serious infractions of the school behavior code may or must lead to suspension or expulsion:

Action	***School Response First Offense***	***Second Offense***	***Third Offense***
Use of illegal drugs on campus or at school events	Must be suspended	Must be suspended	Must be expelled
Use of alcohol on campus or at school events/trips	Must be suspended	Must be suspended	May be expelled
Bringing weapons to school	Must be expelled		
Bullying (TEC Sec 12.104)	May be suspended or	Must be	May or must be

	must be expelled depending on the infraction	suspended or expelled depending on the infraction	expelled depending on the infraction
Plagiarism (middle school)	May be suspended	Must be suspended	Must be expelled

The school will develop additional policies in accordance with all applicable state law and federal laws that apply to charter schools such as: TEC Sec. 24.104, related to the use of confinement and restraints; TEC Sec 37.008 related to reports to local law enforcement; and TEC 37.022, Notice of Disciplinary Action.

When a student is suspended or expelled as a result of a violation of the code of conduct, parents are entitled to due process and may appeal the decision using the following progressive steps: 1) an appeal to the CEO/Superintendent; and 2) an appeal to the full Board with the school lawyer present. The school will support students who have been expelled by providing them with all school records and transcripts and by providing letters of reference as needed. For students who are suspended, the school will provide study packets so that students can maintain their work and teachers will check in with the students and provide support as needed to ensure that they are on track and not falling behind.

Students with Special Needs and EL Students (Adapted from the Atlanta Classical Academy Handbook, a BCSI school)
Nothing in the HCA Code of Conduct or Discipline Policy will be permitted to infringe upon any rights provided pursuant to the Individuals with Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, or TEC 37.004 and 20 U.S.C Section 1415 (k)(4) and its subsequent amendments. Any student who is receiving special education services or has been identified as a student with a disability under the Individuals with Disabilities Act (IDEA) and whose acts are determined by the CEO/Superintendent or board of directors to have violated any rules, regulations or laws as alleged, shall be referred to an IEP committee. The IEP committee will be responsible for determining if the student's conduct is a manifestation of his/her disability and whether such conduct warrants a change in placement, amendments to the IEP, and/or disciplinary actions. If the IEP committee determines that the student's conduct is not a manifestation of the student's disability, it shall determine what, if any, disciplinary actions shall be taken with regard to offenses that the student has been found to have committed. The IEP committee shall also have the authority to consider, recommend, and implement any changes in a student's IEP or educational placement. Nothing in these rules shall alter or adversely affect the rights of students with disabilities under applicable federal and state laws

HCA will also work closely with families of EL students to make sure expectations are clear and consequences are understood.

How students, teachers, and parents will be informed of the school's discipline policy
As stated above, during the two weeks prior to the start of school, each child will receive a home visit from the child's teacher and, in some cases, the CEO/Superintendent. During the home visit,

families will receive the HCA student/parent handbook that covers expectations for academic performance and behavior, including HCA's discipline policy that clearly spells out offenses for which a student must or may be suspended or expelled, the rights of students with disabilities related to disciplinary action, and procedures for due process. (See **Attachment 8** on pages 187-195.) Students will also review the discipline policy the first week of school through their homeroom teachers or advisors and at an orientation assembly run by the CEO/Superintendent for all students in all grade levels. Teachers will become well-versed in the discipline policy during summer PD and during school PD days as necessary.

Uniform Policy

Students at HCA will wear attractive, comfortable school uniforms. In the first year, the school will provide uniforms for families who cannot afford to purchase them. In subsequent years, the school will have a school uniform and supply shop where families may choose uniforms that have been gently used and provide uniforms for families who cannot find suitable uniforms in the school store and cannot afford to purchase them.

Student, School and Faculty Safety

Security is of paramount importance to the families, staff and students of HCA. The school facility selected will pass all state inspections for fire, security, and health safety. All staff who are hired will undergo a thorough criminal background and reference check and will receive extensive training on safeguarding children, active assailant, and code red procedures. The school will have one point of entry and that entry point will be staffed at all times with a person who will: 1) check in all visitors; and 2) provide visitors with name tags with their photograph on it; and 3) conduct a quick criminal background check using a Driver's License and Raptor software. The school playground area will be enclosed. The school will invest in state-of-the-art security cameras in critical spaces. Also, the school will employ a part-time security guard which is included in the budget.

Attachment(s)

8: Proposed Discipline Policy

Promotion and Graduation Requirements

Policies

The HCA Board, with recommendations from the CEO/Superintendent and BCSI, will establish promotion, retention and graduation policies in accordance with state law and to support the success of all HCA scholars. The central focus of a classical education is MASTERY of the standards and objectives for each grade level; therefore, the school will offer students multiple attempts to reach that threshold. Per the state requirements, students will need to have an overall yearly average of 70, and 70 or above in ELA, Math, Science and Social Studies and meet minimum requirements established by the state on the STAAR test in order to be promoted to the next grade. For grades 5 and 8, as specified by the Student Success Initiative (https://tea.texas.gov/student.assessment/ssi/), "a student may advance to the next grade level only by passing the STAAR reading and math tests or by unanimous decision of his or her Grade Placement Committee that the students are likely to perform at grade level after additional instruction." In addition to these requirements: 1) a student will be promoted to the next grade level only if he or she has not missed more than 10 instructional days, with an exception to this rule if the Grade Placement Committee unanimously supports promotion to the next grade; and 2) any student who has not passed the Riggs reading assessment and is reading well below grade level even after an extensive summer program, will most likely be retained. It is critical to success in a classical education school that students read with fluency and comprehension.

Progression from Year to Year. HCA will develop a scope and sequence aligned with the TEKS for each core subject area. As part of this scope and sequence, HCA will outline what students will be expected to know and be able to do prior to moving on to the next grade. For example, students in grade 1 will be expected to have mastered the TEKS ELA/reading and math objectives for that grade level. Students who have not achieved this will be expected to attend the HCA summer program that should be in place by the end of Year 1 as funding becomes available. By the time students graduate from eighth grade, they will be expected to: 1) be proficient in ELA and reading as demonstrated by high meets and masters thresholds on the STAAR test and proficiency levels on the MAP tests; 2) pass the EOC Algebra I test; 3) have excellent command of science, history and geography as evidenced by meets and masters levels on the STAAR and proficiency levels on the MAP tests; have a command of Latin, as demonstrated by national Latin exams; 4) be proficient in technology tools and understand what it means to be a good digital citizen; 5) have identified at least one career from the 16 career clusters outlined in the TEKS; and 6) been accepted into an good public or private school to continue their academic careers.

Students with Disabilities. "The admission, review and dismissal (ARD) committee makes education decisions for a student with disabilities, including decisions related to state assessments and decisions related to graduation requirements as described in TAC Sec.89.1070." Therefore, the HCA ARD committee will ensure that the IEP for students with special needs will include provisions for promotion and retention and will provide oversight of the process. The HCA use of MTSS and frequent progress monitoring will support students with special needs in achieving the goals of their IEPs, making them eligible for promotion.

Communication. Promotion and graduation requirements will be communicated to parents in multiple ways to ensure that parents clearly understand these important requirements: 1) the

requirements will be explained in detail during the home visits to each family prior to the start of the school year; 2) they will be spelled out in the student/parent handbook that will be in hard copy and an electronic version; 3) they will be reinforced at the quarterly student/parent conferences following report card production; and 4) families of students at-risk of not being promoted will have one-on-one meetings as needed with the classroom teacher or advisor and the CEO/Superintendent to outline the challenges and the supports the school is putting in place to shore up the success of their child.

Systems, Structures and Supports for Students. The HCA Board and staff are deeply committed to the success of every HCA scholar and have developed the structure and systems to support students who may be at risk of not mastering the necessary standards and objectives:

Early Diagnosis of Reading Difficulties. One teacher at each grade level will be trained by the Neuhaus Center of Houston to diagnose dyslexia and other reading difficulties in our youngest scholars and devise a plan, in partnership with the parents, to remediate the reading skills. This plan may include the use of a Neuhaus tutor for which HCA has budgeted in Year 2. Since reading is so fundamental to a language-rich classical education, diagnosing and identifying reading difficulties is key to every student's success.

MTSS Model of Intervention and Progress Monitoring. The framework used to identify student learning deficiencies, develop hypotheses, formulate a plan, monitor progress, and analyze results will follow the MTSS model. The school will set up systems and methodologies to address student needs that may include data-based goals, reflection and review of instruction and methodology, differentiation of the instruction and other targeted interventions, as well as formative and summative assessments. The MTSS model seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. The MTSS model, adapted from the BCSI model, is as follows:

- **Tier 1** (core instruction and universal supports available to all students): Tier 1 consists of the general academic and behavioral instruction and support that is designed and differentiated for all students in all settings. School wide progress monitoring and screenings are used to ensure that core instruction is effective and to identify students who may need additional support in order to be successful.
- **Tier 2** (supplemental instruction or intervention provided to targeted groups of students): Tier 2 consists of more focused, targeted instruction or intervention and supplemental supports in addition to and aligned with the core instruction provided through Tier 1. For instance, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in text. Adjustments can be made within Tier 2 to increase time on task or decrease student/teacher ratio.
- **Tier 3** (intensive individualized intervention and supports provided to individual students): Tier 3 consists of the most intense (increased time, narrowed focus, very small group or individual) instruction and intervention based upon individual student need. Tier 3 supports are provided in addition to and aligned with the core (Tier 1) and supplemental (Tier 2) academic and behavioral instruction, interventions, and supports. (explanation of 3-Tiers

adapted from the BCSI model application)

Mastery Track. HCA will pilot Mastery Track (https://masterytrack.org), an innovative, free, digital tool that tracks mastery in any subject. Teachers can indicate that students have mastered the standards and objectives based on the TEKS in a dashboard that is accessible to students, teachers, and parents 24/7. Mastery Track is one of the few tools that supports the visible progress in mastering content in all subject – math, ELA, history, geography and science. This is an additional support to ensure success on the STAAR test, as an indication of mastery is a stronger indicator of success than a grade on a quiz, test or report card.

Extended School Day and Year. HCA scholars will extend the school day 30 minutes each day for K-4 and one-hour for grades 5-8 and one week beyond the traditional surrounding school districts beginning in Year 2 to enable more time on task, one of the correlates of Effective Schools. Also, when funds become available by the end of Year 1, HCA will offer a one-month summer program with two tracks: one for struggling students to make progress in any areas causing difficulties; and 2) an enrichment program for students, including G/T students, who want to extend their learning. Students on FRL will be subsidized by the school; other students will pay a fee on a sliding scale. The projected summer program is not in the budget because funds have not yet been received for this additional support to HCA students.

Classroom Forums and Advisory Period. Each school day for every HCA scholar K-4 ends with a 15-minute small group forum discussion about any issues or challenges as well as direct teaching of an HCA virtue. Middle school students will have an advisory period once a week and will have the opportunity to develop a strong relationship with one caring adult who is accountable for each student in his or her advisory group.

Through these discussions, teachers can identify any personal or home challenges that may need to be referred to a counselor or social worker. These forums and advisory periods are also an opportunity for students to learn restorative justice practices, as they learn to talk frankly about any irresponsible or unkind behaviors they have engaged in and make restitution to their peers.

Counselors and Social Workers. Some learning challenges students face may be related to their home environment or emotional, behavioral conditions. The school will have access to a part-time counselor in Year 1 will add a full-time counselor in Year 2. The school plans to add a part-time social worker in Year 4 and a full-time social worker in Year 5. (See Budget Narrative Attachment 32 pages 422-425.)

Family and Community Engagement

Engaging Parents and Community Members

The headmaster of the John Cooper School asked the seniors at the 30th anniversary year to provide the one word that sums up Cooper School. Their response: COMMUNITY. It is the intent of the HCA Board to create a strong community from the time the charter application is approved throughout its many years of serving students and families.

HCA will create a bank of contacts for parents who have shown an interest in the school and community members that will include community leaders, pastors, area chambers, area nonprofits, SBOE members, and state representatives. The plan outlined for engaging parents and community members from the application approval to school opening includes the following:

1) Bi-weekly updates on the progress of the school toward its opening emailed to interested parents and community members, and mailed if no email address;
2) Social media updates when newsworthy events occur to HCA's Facebook page and Instagram; blogs on the school website by school leaders and potential parents;
3) Three open houses to share information about the school and introduce parents and community members to the new CEO/Superintendent and any other school staff who have been hired in October and early December 2020, and February 2021;
4) Small meetings in the homes of parents who have committed to the school that will include prospective families;
5) In April 2021, an all school picnic at a park near the school for parents and community members;
6) By July, an email sent to parents and community members about the outstanding staff members who have been hired and their qualifications;
7) Early August 2021, a ribbon cutting ceremony held in the school facility so that families and community members can meet each other;
8) Home visits to each enrolled family during the month before school starts;
9) Coffee and donuts on Tuesday prior to the school to meet and greet the CEO/Superintendent;
10) Opening day, welcoming morning with coffee and pastries for parents to stop in and enjoy the excitement of the start of a new school.

Engaging Parents in School and Soliciting Feedback

HCA will create an inclusive, welcoming environment that engages all families in the life of the school and most importantly, in their student learning. HCA will post a sign in English and Spanish near the front of the school that will have a statement such as: "Parents are a child's most important teacher. We welcome you as partners and encourage you to be involved in your child's learning and the life of the school."

Parents will have several opportunities for leadership in the school: 1) At the end of the first year, the Board will expand and add one or two parents to the Board; 2) The school will establish a Parent Forum with a leader elected by the parents to help organize educational events several times a year that will always have a translator for Spanish speaking families and that will provide feedback to the CEO/Superintendent and Board on issues that may arise; 3) Parents will be invited to lead, organize, and even invent some of the school's new signature traditions such as a book

fair, international festival, and an art show.

HCA is a firm believer in systems and structure, and will establish the following strategies, many of them proven in other high performing schools, to encourage parents support for learning and involvement:
1) Believing that relationships are the key to engagement, each HCA teacher will make a home visit to each of his/her students prior to the school year and maintain that relationship through proactive email and phone communication with the families throughout the year.
2) Teachers will encourage parents to volunteer in the classroom, call them on their cell phones if any issues arise, and participate in field lessons and school events. HCA will sponsor book nights, Saturday maker space events, field days, and other events to encourage parent involvement.

All signage in the school will be in English and Spanish, all documents will be produced in English and Spanish, and the school will have at least one certified bilingual teacher in each grade K-3. HCA will also identify translators as needed in any other languages of students enrolling in the school.

Communicating Student Progress and Staff Qualifications
When it comes to keeping parents updated about their child's progress, HCA will abide by three Cs: Communicate, Communicate, Communicate. To achieve this goal, HCA has developed the following strategies: 1) Teachers will send home folders each Friday that must be returned, signed, on Monday with student work and updates to review; 2) HCA is implementing a digital dashboard, Mastery Track, that will provide parents 24/7 viewing of their students' personalized progress toward mastery of the state standards and objectives; 3) HCA will have parent/teacher conferences every 12 weeks at convenient hours to accommodate all parents, with a translator present as needed; 4) Parents will be notified via phone and email if a student is struggling and be invited to a special conference with the teacher and any support staff to develop a plan to keep the student on track toward mastery.

Toward the end of each year, HCA will send out a survey to all families including questions about the effectiveness of the school's communication strategies about their students' academic progress as well as how welcoming the school has been to involve them. The survey feedback will be used to continuously improve these initial strategies.

Community Resources: The HCA Board and staff when hired will actively engage in developing partnerships and good relationships with organizations in Northwest Houston such as the Greater Heights Chamber of Commerce, the Near Northwest Management District, the Acre Homes Chamber of Commerce, area churches, and local businesses such as Buckeye Partners LP. See **Attachment 4** pages 159-161 and **Attachment 9** pages 196-205 for Letters of Support from some of these organizations. As the school matures, HCA will work on developing a resource bank of mentors who can support students who may be struggling, but also students who have aspirations of becoming doctors, ministers, business leaders.

Should HCA be granted a charter, HCA plans to enter into agreements for services with the following nonprofit and governmental organizations:

1) The YMCA will provide after school care, discount memberships for staff and families, and a digital app to track health and fitness as part of its new program to integrate education and health and fitness;
2) Neuhaus Education Center will train one teacher in each grade K-2 in the summer before Year 2 to detect and remediate dyslexia, calling on Neuhaus tutors if needed for additional support;
3) HCA will contract with Region IV for support services as needed for SPED, particularly in diagnostic assessments and training;
4) The Children's Learning Institute will provide teacher training in the use of diagnostic assessments such as TPRI and Dibels as well as scientifically-based reading instruction in comprehension and fluency;
5) Houston Baptist University will provide student teachers who will support the school staff and learn how to teach in a classical education school, potentially providing a feeder source for HCA for qualified teacher applicants, and will co-develop with HCA a teacher training program for classical education that can support scaling such an education in Texas.
6) Families Empowered will continue to provide support in identifying families interested in a quality charter school from its waiting list and enabling families to apply through Apply Houston.

Letters of Support from several of these organizations are also in **Attachment 9** on pages 196-205.

Attachment(s)

9: Evidence of Community Support

Leadership and Governance

Board Structure and Qualifications

Board Structure and Responsibilities

One of the aims of a classical education is to teach young people to recognize good governance at the local, state, and national levels and to possess self-governance. Drawing from best practices in independent schools and the BCSI guidelines for Board governance, the HCA Board will model excellent governance to the school community. The leadership structure of the Board will consist of a President who will chair all meetings and ensure a well-functioning Board; a Vice President who will chair meetings in the absence of the President; 3) Board Secretary who posts meetings in accordance with the Open Meetings Act and records all meetings; and 4) Treasurer who oversees school finances. The Board meets monthly except for July in accordance with its by-laws that are in **Attachment 10** on pages 206-219. The Board will establish the following committees:

- Governance Committee that is responsible for Board orientation and training, nominating new members for approval by the full Board, and ensuring the annual evaluation of the Board.
- Finance/Audit Committee that is responsible for developing in partnership with the CEO/Superintendent and Chief Financial Officer (CFO) the annual budget, three-year pro-formas, and overseeing the annual audit.
- Education Committee that works with the CEO/Superintendent to fine tune student performance metrics and develop a dashboard for easy Board oversight.
- Executive Committee that can conduct required business in between full Board meetings.
- Development Committee that will provide oversight and support for fundraising to meet HCA's financial needs.

The Board may elect to appoint Ad Hoc Committees, such as Marketing/PR and HR Committee as needed, particularly in the early stages of the school.

Roles and Responsibilities

The HCA Board is very clear about its primary roles: 1) setting school policies that support the mission and vision of the school and lead to a safe, secure environment and support student learning; 2) developing academic and performance metrics; 3) creating strategic plans that include 3- to 5-year financials; 4)) hiring an outstanding CEO/Superintendent to execute the school's vision and mission and holding him or her accountable for achieving performance metrics; 5) compliance with all local, state and federal regulations; 6) approving all capital improvements and expenditures over an amount designated by the Board; and 7) ensuring the financial health of the school through policies and controls and raising funds if needed to support the budget. The CEO/Superintendent is responsible for hiring, developing, evaluating and firing as needed all school staff; enrolling students, developing the curriculum and instruction in accordance with Board policies and guidelines, and general operations. The HCA Board will not micromanage.

HCA recognizes the importance of the Board President and CEO/Superintendent having a good relationship, communicating frequently, and meeting every two weeks for updates. HCA has established a code of ethics and conflict of interest policies that are show in **Attachment 11** on pages 220-234. Board members annually complete a conflict of interest disclosure form shown in **Appendix 11**. No Board member shall be related to any other Board member of HCA school staff member within the third degree of consanguinity or third degree of affinity. All Board meetings will be open, videotaped, and electronic and hard copy minutes will be kept and made open to the public in compliance with the Open Meetings Act.

Board Training and Evaluation

BCSI requires that all new Board members attend a two-day training at Hillsdale College prior to the opening of the new school. This in-depth training covers the following topics: *Board Governance Fundamentals: Principles and Structures; Governance vs Management – What's the Difference?; Board Oversight and School Finance Management: The Charter School's Achilles Heel; The Effective Board Meeting and Minutes; School Performance and Compliance; School Performance – What is a Good School? It starts with a Good School Leaders"; and School Leader Evaluation, School Leader Board Reports*. HCA plans to adapt a Board evaluation tool developed by McKinsey & Company for the National Council of Nonprofits (http://leadershipsearch.com/docs/Board_self_assessment_standard.pdf) that the HCA Board Governance Committee will administer each year. The HCA Board plans to use this modified self-evaluation tool as well as another aligned survey tool in a 360-degree approach to gather feedback on its performance from school staff, parents, and community partners. Metrics in the Board evaluation cover its effectiveness in strategic planning, ensuring adequate financial resources, evaluating the CEO, communication, visibility at school events, and compliance with open meetings. In addition to the BCSI training, the HCA Board will attend all other Board training required by TEA of charter schools and trainings offered by the Texas Charter School Association which HCA plans to join.

Process for Addressing Concerns

The central premise of the process to address concerns is: take your concern to the person who is in the best position to do something about it. To abide by this principle, the school will implement the following four-step process to address parents' or students' objections which may arise: 1) First, the parent and student will be advised to talk directly to the staff member first who was involved with a Principal present; 2) If not satisfied, the parent and student will then meet with the CEO/Superintendent; 3) If still not satisfied, the parent will meet with the full Board with legal counsel present. If the complaint involves other students, the CEO/Superintendent will meet with the families of all students involved in the incident to address the concerns and then subsequently, if necessary, meet with the full Board with the parents present.

Characteristics and Size of Governing Board

The current HCA Board members have the following experience and expertise; law, business management, banking, education, fundraising, foundation experience, community service, marketing/PR, and finance. We are fortunate to have two educators on the Board – Chelsea Collins is currently the Middle School Principal at The Kinkaid School and Kathryn van der Pol taught Latin at St. Johns' School for 17 years. HCA plans to add more board members in

the coming years with similar skills and expertise with the addition of real estate development and/or facilities management, fundraising, communication, and human resource management. It will add parents, more community members once the school has a school site and will continue to seek diversity on its Board. The optimum size is 15 and there is no maximum stated in the by-laws.

Board member	Area of expertise	Brief description of experience in this area
Stuart Saunders, President	Finance, Banking, Management, Operations, Fundraising, Real Estate	Chairman, Live Oak Bancshares Inc.; Managing Partner, Mission Heights Enterprises; has served on numerous boards; several as president
Kathryn Van der Pol, Secretary	Education, Operations, Management, HR	17 years of experience teaching Latin at St. John's School; owner and president of Liberty Hoepfl Garage
Richard Hendee, Treasurer	Finance and Operations	Owner, Horizon Associates; Has served on numerous boards, several as president
Debra Schindler	Marketing/PR, Operations, HR, technology, health	President and Founder, Genesis Business Communication Solutions
Chelsea Collins	Education	Currently middle school head at The Kinkaid School
Mano de Ayala	Law	Partner with Buck Keenan; has served on numerous boards

Governance, Management and Staffing Structure

The Year 1 and Full Capacity Organizational Charts (**Attachment 13** on pages 301 and 302) show the Board and its Committees as a true governing Board with a line only to the CEO/Superintendent, who reports directly to the Board. The CEO/Superintendent at full capacity will have members of his or her Leadership Team as direct reports: Lower School and Middle School Principals, Chief Academic Officer (CAO), CFO, Chief Operations Officer (COO), Director of Enrollment and Community Relations. Principals and the Special Education Teacher/Coordinator report to the CAO. Teachers, counselors and social workers report to the appropriate Principal. The PEIMS Coordinator, and HR Coordinator report to the CFO. Food service, transportation, security, technology and custodial services report to the COO.

Support and Evaluation of the CEO/Superintendent

The HCA Board will provide the resources, effective policies, open communication channels, and moral support to create the conditions for success for the selected CEO/Superintendent. The CEO/Superintendent will have access to training through BCSI and APQC on continuous improvement and effective meetings, and will receive a travel stipend to visit several nationally

recognized classical education schools with outstanding results with a diverse population.

The CEO/Superintendent will receive a 360-degree evaluation with input from the Board, staff, parents, community members, funders, and other stakeholders. The evaluation form in **Attachment 14** pages 304-308 was adapted from the BCSI template by the HCA Board and will be tweaked with input from the new CEO/Superintendent after he or she is hired. It incorporates the items the following performance indicators:

- **Professionalism:** Serves as a positive role model for the school community; conducts him or herself in a professional manner; uses sound judgment.
- **Mission/Vision**: Communicates and implements the mission, vision, and virtues of the school.
- **Instructional Leadership**: Ensures the fidelity of implementation of the HCA curriculum and instruction and will be evaluated on the focus he/she has on this important role and his/her effectiveness as an instructional leader.
- **Functional Leadership**: Seen as a strong leader inside and outside the school community; recruits, selects, hires, supports and evaluates an outstanding staff.
- **Financial Management**: Works with the Finance/Audit Committee and Board to 3- to 5-year proformas and annual budgets; ensures that the school meets its annual budget; works with the Board Development Committee to raise necessary funds to meet the annual budget.
- **Operations Management**: Ensures the smooth functioning of the organizational infrastructure, the cleanliness of the facilities, and the safety and security of all constituents.
- **Communication and Community Relations:** Effective communication with the Board, faculty, staff, parents and all other stakeholders and a capacity to develop partnerships with community leaders and organizations.
- **Evidence of Meeting Goals**: Student outcomes for all student groups are on target; other performance indicators are on target.

Attachment(s)

10: Board's Bylaws
11: Code of Ethics and Conflict of Interest Policy
12: Board Members' Resumes and Biographies
13: Organizational Charters for Year 1 and Full Capacity
14: Tool(s)/Process to Evaluate Superintendent

Proposed Superintendent Qualifications

CEO/Superintendent Qualifications and Recruiting Process

The most important decision the HCA Board will make is the selection of the founding CEO/Superintendent. This individual must possess at a minimum a Master's Degree (Ph.D. preferred); experience and knowledge about a classical education approach; demonstrated leadership abilities; exceptional moral values and character; and be the type of person that people instinctively trust in order for them to enroll their children in a school that does not yet exist. Additional qualifications include:

- At least five years of progressively responsible positions in school leadership as a principal, division head or superintendent;
- Teaching experience at the K-12 or college level;
- Strong interpersonal and communication skills, including clear writing and compELing presentation skills;
- Strong financial and business background; ability to read, understand and manage financial statements and budgets
- Ability to build a capable team within the school and with other partners and constituents of diverse backgrounds in the public, private and nonprofit sectors; and
- Ability to manage multiple priorities and tasks simultaneously

As stated in the detailed job description in **Attachment 15** on page 311-315, the CEO/Superintendent will be expected to provide leadership to the school sharing the vision and mission and creating a positive school culture; hire, support and evaluate all teachers and oversee the instructional program; hire, support and evaluate business and operations staff and oversee the finances, business operations and all administrative functions; and cultivate and develop external partnerships with nonprofits, businesses, community organizations and funders.

Because this is such an important decision, the HCA Board did not want to rush into a selection of CEO/Superintendent prematurely. Instead, they have elected to hire an Executive Search Firm, **ph Consulting, Parker Hudnut Principal**, at a cost of $25,000 to conduct a thorough national search for the new CEO/Superintendent. We understand that once the CEO/Superintendent is selected, he or she must reside in Texas the year prior to the start of school. The search process includes discussion with the Board; the development of a position statement and job description (note – the job description in **Attachment 15** will be modified during this process); candidate search through networking and postings; initial screening through preliminary interviews; submission of candidate CVs, statement of interest, education philosophy, and references; comprehensive in-person interviews in Houston; final selection and then additional reference checks, criminal background checks, and transcript verifications. The timeline is detailed and would begin in February 2020 leading up to in-person interview in April and a final selection in May or June 2020 with the new CEO/Superintendent in position in time for the July interviews with the SBOE members and TEA.

Proposed Starting Salary

The proposed starting salary will be $140,000 with a benefits package of an estimated 20.8% of salary that includes medical and dental, Medicare and other taxes, and a small bonus opportunity (about $2,000) in Year 2. This salary was determined by examining the starting salaries of

superintendents of schools beginning with only lower grades and superintendents leading classical education schools in Texas.

The HCA Board will review the CEO/Superintendent's salary after the first year of operation, again conducting comparisons with surrounding charter schools and districts. Salary adjustments will be considered using the following metrics: student academic achievement data/performance; student, parent and staff surveys/feedback; internal Board evaluation; external audits; teacher and staff hiring and performance; and the overall fiscal health of the school. As discussed previously, the HCA Founding Board is comprised of mission-aligned, highly successful individuals with impressive financial, academic, and organizational backgrounds, all of whom possess a deep-rooted commitment to the families and children of Houston. HCA expects the CEO/Superintendent to share the same rigorous commitment to the HCA mission, vision and surrounding community. If the CEO/Superintendent becomes unable to fulfill his/her duties due to unforeseen circumstances, the Founding Team will devote their comprehensive knowledge and expansive resources to finding the appropriate replacement. The first place the Board will look is to the independent school search firms that regularly place Interim Heads. The Board, BCSI team members and instructional school leaders, along with any other resource deemed necessary at the time of transit including the original search firm, will be utilized to ensure a smooth transition for HCA and its new CEO/Superintendent.

Succession Planning

The school will hire a Lower School Principal in Year 1; when the school has fifth graders, HCA will hire a Middle School Principal. Because BCSI has required training annually for teachers and school leaders, we anticipate that the people filling these two positions will have a chance to grow and learn about leadership in a classical education environment and potentially succeed the first CEO/Superintendent. At each grade level, HCA will have Master Teachers who, with support and training, may be qualified to assume one of the Principal positions.

Attachment(s)

15: Job Descriptions and Qualifications of the Proposed Superintendent

Proposed Instructional Leadership Team

Instructional Leadership Team Roles, Responsibilities, and Qualifications
HCA has not yet identified any instructional team members. Once the CEO/Superintendent is hired, the CEO/Superintendent, with input from Board members as requested by the CEO/Superintendent, will be responsible for hiring and supervising the Instructional Leadership Team. In Year One, this team will include:

- Lower School Principal;
- Director of Enrollment and Community Relations (half-time);
- Special Education Teacher/Coordinator (half-time);
- Two bilingual teachers who will co-lead the EL work;
- Master Teachers K and 1 (one of them may be a bilingual teacher)
- Counselor (contracted, part-time)
- Social Worker (contracted, part-time)

In Year 1, HCA will contract with an external counselor and a social worker who will attend some Instructional Leadership Team meetings to provide insight regarding student emotional and personal needs. The CFO is not an official member of the Instructional Leadership Team but will attend meetings related to budgeting and planning, as HCA intends to integrate the financial and instructional teams to ensure that budgets are developed around instructional priorities. Also, the IT Director will attend Instructional Leadership Team meetings to help set instructional technology priorities and recommend products to purchase aligned with instructional goals. (see Financial Planning page 95.

By Year 3, HCA will add a full-time COO who will be involved in instructional planning; by Year 2, a full-time Counselor will join the team; by Year 4 a full-time Special Education Teacher/Coordinator will be added, and by Year 5 when the school enrolls students in 5th grade, a Middle School Principal and Assistant Principal (for the Lower School Principal) will become members of the Instructional Leadership Team. Long-term, the Instructional Leadership Team will consist of a CAO; Lower School and Middle School Principals; Assistant Principals; Special Education Coordinator; EL Teacher/Coordinator; Counselor, Social Worker, Director of Enrollment and Community Relations, and IT Director. The CFO and COO will attend financial planning meetings as needed. Please see **Attachment 18** for a list of Leadership Team job descriptions, qualifications, and roles and responsibilities.

The ideal timetable for the new CEO/Superintendent to hire the first year Instructional Team members is Spring of 2021, before May 1st. The HCA Board, understanding how critical it is to hire the finest staff, will grant resources to the CEO/Superintendent for advertising in national publications, attending hiring events sponsored by charter schools, classical education, and independent school organizations and support the process in any way necessary. The initial phase of the hiring process will include an application screening process, reference checks, and phone and/or live interviews. The second phase of the hiring process for final candidates will include a full-day visit including interviews with Board members and staff as they are hired, group meetings with a few committed parents and community members to see how candidates interact with constituents, and demonstration lessons as appropriate.

The HCA Board is ultimately responsible for the education results of the school, but delegates authority to the CEO/Superintendent for execution of the education plan. The CEO/Superintendent is ultimately responsible for administration and ensuring that the educational program is implemented in an excellent manner. The Lower School Principal is responsible for overseeing curriculum instruction and assessment and making certain that the teachers are well-versed in using data to inform and adjust instruction. The Lower School Principal will work with the part-time IT Director to purchase or develop software to make data analysis easy for the teachers. The Special Education Teacher/Coordinator, with oversight from the Lower School Principal, will ensure that all regulations are followed regarding SPED students and that least restrictive environment is available to all SPED students and IEPs are developed in a timely manner, followed and goals are met. The two bilingual teachers and Master Teachers for each grade will ensure that EL and ESL students are properly identified and supported with appropriate diagnostic assessments and curriculum and instruction. The Director of Enrollment and Community Relations will have knowledge of the target community and will seek out partnerships to support the school and will be responsible for meeting enrollment targets. ALL members of the Instructional Leadership Team will interact positively with parents and community members, engaging them in the life of the school.

Support and Development of Instructional Leadership Team

As discussed in PD Section on pages 77-79, the Instructional Leadership Team will be supported through a two-week summer PD lead by BCSI and the CEO/Superintendent, a one week training from experts from the Children's Learning Institute, Neuhaus Center and APQC, as well as monthly PD built into the school year's calendar and three days at the end of school. The instructional team travels to Hillsdale College in subsequent years for a one-week PD; HCA covers travel expenses and BCSI covers food and lodging. Classroom visits, student academic achievement data review, instructional rubrics, and internal and external evaluation, including CEO/Superintendent and Board evaluation, will aid in the development, support and evaluation of the Leadership Team. Please see **Attachment 19, pages 323-326** for a sample of HCA instructional leadership evaluation tools.

Attachment(s)

18: Job Descriptions and Qualifications of School's Instructional Leadership Team
19: Tool(s)/Process to Evaluate Members of the School's Instructional Leadership Team

Proposed Financial and Operations Leadership Teams

Qualifications for Implementing the Financial Plan Successfully

As previously discussed, the Founding Board includes lawyers, accountants, educators, experienced business owners, and experts in finance and banking. (See **Attachment** 12 page 235-299 for Board resumes and biographical affidavits). Stuart Saunders, Board President and an experienced banker, financial manager and business owner and Richard Hendee, business owner with accounting skills, will comprise the first Board Finance/Audit Committee and will offer excellent advice and support to the CEO/Superintendent who will hire HCA's first CFO. The CFO, alongside the Finance/Audit Committee and the CEO/Superintendent, will oversee budget management; financial management, any debt management; PEIMS data entry; and accounting and internal controls. HCA will hire a part-time Director of Enrollment and Community Relations who can also write grants who will report directly to the CEO/Superintendent, who, as the "face" of the new school, will participate in most fundraising calls. The Director of Enrollment and Community Relations, who will write and submit grants, secure funds, and submit timely reports will work closely as well with the Board Development Committee and the CFO who will purchase software for donor and grant tracking.

Because Generation 25 charter schools are not yet eligible for a start-up charter school grant, we have projected a very lean Financial Leadership Team for year one. The Financial Leadership Team will consist of the CFO, a full-time PEIMS Manager, part-time IT support, Office Manager/Receptionist, and contracted vendors for operations including nightly custodial services, security, food service, and transportation. At full-scale, the HCA Financial Team will consist of a CFO, PEIMS Manager, Director of IT, and an HR Director. HCA will hire a COO in Year 2 who will then assume all operations duties that the CFO needs to take care of in Year 1.

Qualifications for Proposed Financial and Operations Teams

In Year 1, the CEO/Superintendent and CFO will oversee general operations, as the Chief Operating Officer will not be hired until Year 2, at which time the COO will assume responsibility for general operations. The Finance/Audit Committee will continue to oversee facility acquisition and negotiating long-term leases and assuming any debt to cover facility acquisition and any necessary remodeling/renovations to bring the selected facility up to code. Once the facility is acquired, contractors are hired, and plans are developed, the CFO and CEO/Superintendent will oversee the execution of the renovation plans, reporting regularly to the Finance/Audit Committee about progress. Long-term, the Board will continue to oversee facility acquisition and major capital investments.

As the school reaches full capacity, the Operations Leadership Team will consist of a COO, and a range of full-time, part-time employees and vendors (to be determined based on cost efficiencies) for custodial services, food service, security, maintenance, and transportation. The Operations Team will work closely with the Financial and Leadership Teams to prioritize instruction and ensure that operations team supports the smooth functioning of the school so that teachers can focus on instruction and the students. The CFO will be responsible for all contract development with external vendors; the COO will ensure that these contracts are managed effectively. The Board and the HR Manager, under the supervision of the CEO/Superintendent and CFO, will oversee contract management; policy development and implementation; and school safety. The

Director of Enrollment and Community Relations, under the guidance of the CEO/Superintendent, will oversee student recruitment and enrollment. The PEIMS coordinator, in charge of reporting data in PEIMS, will join the staff in Year One.

PEIMS Coordinator

HCA Board members fully understand the importance of hiring a capable PEIMS Manager: if information about ADA is underreported, HCA will not receive the full funding to which it is entitled. Therefore, HCA will hire a PEIMS Coordinator in Year 1 with the following qualifications: Bachelor's degree; at least two years prior experience as a PEIMS coordinator in another school; and excellent references about timely and accurate submission of PEIMS data. (See **Attachment 21** for additional information.) The proposed starting salary will be $56,000 to ensure that HCA can attract a very qualified candidate. The PEIMS Coordinator will report to the CFO and will be responsible for: 1) all data submissions through PEIMS; 2) producing reports on PEIMS data to the CFO who will share these with the CEO/Superintendent and Board; and 3) providing training to school staff including teachers and the office manager on data collection and PEIMS requirements. When the school reaches full capacity, HCA will hire a data entry clerk who will report to the PEIMS Coordinator.

HCA will receive training from Region 4 Education Service Center in Houston that covers topics such as Texas Education Data Standards, Student Attendance Accounting Handbook, other topics relevant to PEIMS data submission. The HCA financial budget includes funds in the PD budget for the CFO and PEIMS Coordinator to attend trainings on PEIMS at Region 4 in Year 1 and will allocate PD funds as needed in Years 2 through 5 to ensure that the PEIMS Coordinator and CFO stay current on this important function (see Budget Narrative **Attachment** 32 pages 422-425).

Attachment(s)

20: Qualifications and Responsibilities for Proposed Financial Team
21: Qualifications and Responsibilities for Proposed Operations Team

Performance Management

Planning and Tracking Academic, Financial and Operational Performance Indicators
The HCA Board and Leadership Team will use the Charter School Performance Framework as a tool for planning and decision-making to continually self-assess the overall health and viability of the school. (Adapted from TEA Charter School Performance Framework 2018, page 5). In June each year, we will use the Charter School Performance Framework as a tool for planning and decision-making to continually self-assess the overall health and viability of the school. (Adapted from TEA Charter School Performance Framework 2018, page 5). In June of each year, the Board will hold a one-day retreat with the Leadership Team participating for half of the day to review the academic, financial, and operations data and set clear, measurable goals for the year. After each academic reporting period, NWEA MAP testing and TPRI in the fall, spring STAAR testing, and TPRI EOY results, the Board and Leadership Team will review the academic performance goals against actual results. Financial and operations metrics will be reviewed monthly by the Finance/Audit Committee and the full Board. The following table outlines the key performance indicators that HCA will track:

INDICATOR	**Metric**	**Goal**	**Threshold for Corrective Action**
ACADEMIC			
Required Indicators			
Overall School Rating (A-F)	School Rating	A	B
STAAR Tests (data disaggregated by grade, class, subgroups (SPED, FRL, EL, G/T)	Masters Meets or Above Approaches or Above Growth	55% 75% 95% 30% annual	45% Masters 60% Meets 80% Approaches
EL/LEP TELPAS	Proficiency	85% proficient	65% proficient
Special Education IEP Goals	Met IEP Goals	85%	65%
Gap between groups	Gap Analysis	Less than 10%	15% gap
DIBELS and TPRI (K-2)	Percent Developed	90% Developed	70% Developed
Additional Indicators			
NWEA MAP	Growth from BOY to EOY	25% growth	15% growth
Student Engagement	Discipline Referrals Attendance	40 discipline Referrals; 0% difference in subgroup referrals 98% attendance	50 referrals 10% difference in referral rates among groups 95% attendance rate
Character Development	Panorama SEL Survey	Annual growth on 1 to 5 scale score of .6	Below .3 growth on scale score

Mastery of Subject Content as tracked in Mastery Track	Percent Mastery of Subject Content as measured by mastery thresholds	90%	70%
Health and Fitness	Performance on Presidential Youth Fitness Assessment	90% achieve top fitness levels	70%
School Climate	Satisfaction of parents and community partners on school climate indicators	4.2 average score on survey results on 5 point scale	3.5
FINANCIAL			
Accurate budgeting	Variance between budget and actual; PEIMS ADA	Less than 5% variance	More than 5% variance overall; 15% variance in any one category
Competitive Salaries	Comparison with surrounding charter and districts	5% higher salaries than other schools (Years 3-5)	Below 2% higher
Short-term solvency	Cash balances	Cash reserves 5% of budget	Below 5%
Short-term solvency	Ratio of Current Assets and Liabilities	1.5 or less	Below 1.5
Long-term solvency	Revenues exceed expenses; debt service coverage ratio (DCSR)	10% revenue reserves; DCSR of 1.2	DCSR less than 1.2
OPERATIONS			
Security Systems	Malfunctions	0	Any incidence -- systems check
Administrative Cost Ratio	% of Funds for Administration	15%	20% requires action
Compliance with requirements for: teacher credentials; SPED; bilingual ESL; CTE (middle school); Board and leadership training, criminal record checks, TREx usage, certificate of occupancy, 50% of students in tested grades	Requirements Met	All requirements met and documented annually	Any requirements not met will be addressed immediately
Child safe-guarding training	Completion	100% of staff	No exceptions

Timely filing of PEIMS data, government reports, and 990s to ensure nonprofit status	On Time	100% on time	No exceptions
Secure Assessment Process	Security Breaches	0	1 security breach

Continuous Improvement and Corrective Action

The APQC, an internationally recognized expert in process improvement and quality tools, will consult with the Leadership Team to establish the systems, continuous improvement, and user-friendly dashboards to indicate when the Board or member of the Instructional, Financial or Operations Leadership Teams needs to take corrective action. As outlined in the Effective Schools Framework Lever 1, the Board and Leadership teams Team will have clear roles and responsibilities related to the indicators outlined above. In the first two years, the CEO/Superintendent and Lower School Principal will have responsibility for taking corrective action for any academic performance indicators, with support from all teachers in implementing the necessary strategies to meet student outcome targets. The CFO will be responsible, with the Board Finance/Audit Committee, for taking corrective action needed for any financial indicators. The CEO and CFO will be responsible for any corrective actions needed for the operations performance indicators. The HCA staff members will keep the full Board fully informed of any deficiencies and needed corrective actions.

HCA plans to purchase or develop a software tool that will create a dashboard including each indicator, metric, goal and threshold related to academic, financial, operations and overall performance that supports inputting the critical data and then automatically signaling, using red, yellow and green as indicators – whether the goal is met, has a warning, or needs immediate attention. This information is reviewed regularly by staff, and any indicators that are yellow and red are brought to the appropriate staff members and reported in monthly meetings to the Board.

Board members expertise, capacity to lead and related experience

HCA is fortunate to have committed Board members with expertise in academics, financials and operations. Chelsea Collins, currently Middle School Principal at Kinkaid School and Kathryn van der Pol, a former Latin instructor at St. John's School for 17 years, will lead the effort in reviewing Academic Performance Indicators, enlisting the support of a consultant versed in charter school metrics and required state testing to support their review and development of plans for improvement. Stuart Saunders, with experience in management, real estate, banking and finance, Richard Hendee, also with experience in finance, and Debra Schindler, an experienced businesswoman, will lead the team that will refine and review the financial performance indicators and recommend new systems to improve financial performance. Mano de Ayala, successful lawyer with a prestigious Houston firm, and Richard Hendee, a successful business leader, will oversee the review of the metrics related to the operations performance indicators. Both have expertise in understanding government regulations and the importance of compliance and timely reporting. See **Attachment 12** on pages 235-299 for full bios of each of these Board members.

Talent Management and Development

Talent Management

Recruiting Strategies, Plans, Timetable and Evaluation
The heart of a great school is great teachers who can serve the needs of all students. These teachers need to be supported by an excellent Instructional Leadership Team and a strong Operations Team that can run the school smoothly so teachers can focus on instruction. The following timetable and process will yield an outstanding school team to launch a new school in August 2021.

October 2020: The Board HR Ad Hoc Committee, comprised of Stuart Saunders, Board President and Debra Schindler, Board member, both of whom have extensive business and management experience, will meet with the new CEO/Superintendent to review and refine the job descriptions in Appendices 16, 17 and 18, confirm salary ranges, and the process for recruiting, being careful to meet all the requirements specified by TEA. This team will also develop screening rubrics by which to evaluate applicants for the various positions.
December 2020: The CEO/Superintendent will post jobs for the staff to be hired in the first year: teachers, including two bilingual teachers (certification required), part-time specialists, Special Education Teacher/Coordinator (certification required), CFO, and part-time Director of Enrollment and Community Relations. These jobs will be posted at Hillsdale College, Houston Baptist University, UT Austin, Texas A& M, University of Houston, Rice University, Vanderbilt Peabody School of Education and other prominent teacher preparation programs in the U.S., Teach for America, and others. HCA will post these job opportunities through social media – the school's Facebook and website; and job search websites such as Indeed. The CFO position will be posted on the Texas Association for School Business Officials site. In addition, the CEO/Superintendent will network these job descriptions within the BCSI charter school community and the best independent schools and charter schools in Texas and attend any hiring fairs that could yield good applicants. Applicants will be required to submit a cover letter indicating why they are a good fit for the new school; resume; college transcripts; two letters of recommendation; student performance results from schools in which they have taught; and five individuals to contact for references.
February to May 2021: The CEO/Superintendent and HCA community members will conduct thorough interviews. Each teacher applicant will spend a full day interviewing with the CEO/Superintendent; several parents who have committed to the school; community leaders when available; and two Board members. Each teacher will conduct a demonstration lesson with children of parents who have committed to the school and, when possible, submit a video of their teaching in their current school. The CFO candidates will be interviewed by the CEO/Superintendent, two Board members with financial backgrounds, and a successful CFO at an independent or charter school in Houston. All hiring decision are up to the CEO/Superintendent.
March to June 2021: The CEO/Superintendent will send offer letters to the candidates selected and, once the candidates have accepted their offer, an HCA orientation manual.
June 2021: The HR Ad Hoc Committee and the CEO/Superintendent will evaluate the recruitment and selection process with the following metrics: 1) number of qualified applicants for each position; 2) successful hiring of experienced, certified bi-lingual/EL teachers for each grade and

an outstanding certified Special Education Teacher/Coordinator; 3) analysis of recruitment strategies (social media, networking, job posting placements, etc.) that yielded the strongest applicants in order to improve the recruiting process for Year 2; and 4) number and percent of staff who accepted the offer and signed a contract. HCA holds the highest standards for staff employment, and if these were not met in the recruitment process, the HR Ad Hoc Committee and CEO/Superintendent will refine and improve its process for Year 2, soliciting feedback from the staff who went through the process in order to better inform their decision-making.

Procedures for Hiring and Dismissal

As stated above, HCA has a very rigorous hiring process that includes extensive information from the applicant, an all-day interview process evaluated with screening protocol, demonstration lessons, and checks on at least three references. Prior to making an offer, HCA will conduct both a criminal background check and a check on the academic credentials from the applicant's university(s). The offer letter/contract, which will be for one year only, will contain information about job expectations and requirements, and an annual salary. The contract will be signed by the CEO/Superintendent and the new staff member. HCA will establish a clear staff evaluation and dismissal policy that will include immediate dismissal for confirmed sexual harassment and moral turpitude. Teachers will be formally evaluated twice a year with a rubric developed by the CEO/Superintendent and the HR Ad Hoc Committee by August 2021, based on the Teacher Evaluation Tool in **Attachment 24** on page 400-404. It is the intent of HCA to support its teachers extensively, and if possible, give them two years to be successful before dismissal. However, HCA will only retain those teachers who exhibit qualities of excellence in and out of the classroom, and who consistently perform well on the evaluation rubric. The instructional, financial, and operations team members will undergo an annual performance review with job specific rubrics upon which they will be evaluated.

Strategies Utilized in the Event of Unforeseen Staff Shortages

HCA plans to hire a dynamic CEO/Superintendent who will spend more than half of his/her time in Year 1 recruiting teachers and other staff. This is THE most important task the CEO/Superintendent will perform, in addition to meeting enrollment targets. It is the quality of these staff members who will then inspire families to enroll their children. Also, the CEO/Superintendent will be the type of person people want to work for with enthusiasm. Therefore, we do not anticipate any shortages for staff positions in Year 1. However, to ensure that we are prepared, HCA will begin in November 2020 to build a data bank of potential substitute teachers who will also go through criminal background checks and academic credential checks. In addition, HCA will develop a bank of temporary agencies and vendors, also well vetted, that can supply security personnel, receptionists, food service workers, custodians, and other operations staff should a vacancy occur due to a dismissal, maternity or paternity leave, or other emergencies.

Attachment(s)

22: Staffing Chart
23: Supplemental Human Resources Information Forms for Each Staffing Chart Position

Professional Development and Evaluation

Professional Development

Prior to school opening, PD will be conducted uniformly and externally by BCSI, APQC, the Children's Learning Institute and Neuhaus Center as well as internally by the HCA CEO/Superintendent, Special Education Teacher/Coordinator, and Master Teachers. Core components of summer PD will include foundations of classical education; BCSI school policies; classroom management; pedagogy; literacy training; curriculum instruction with a focus on ELA, math, science, and history; strategies for recognizing and addressing dyslexia by the Neuhaus Center; and the use of diagnostic reading assessments such as TPRI and Dibels by the Children's Learning Institute; and HCA policies and procedures. Because teachers consistently complain about poorly run meetings and have little understanding of process improvements, HCA will include in the PD schedule a one-day session with APQC trainers on effective meetings and process improvement. The primary summer PD components -- carefully cultivated over the years by BCSI through researched best-practices and experiential refinement -- focus on the basic and foundational principles that will ensure the effective implementation of HCA's classical educational program, mission and vision. As the school year unfolds, and the HCA CEO/Superintendent and Master Teachers have a chance to evaluate teacher performance and student achievement data, PD will be individually tailored as necessary, delivered by Master Teachers or external consultants, to ensure all teachers are performing at the high standards HCA has set forth. Uniform PD will be dispensed for all new teachers until individual, tailored PD is appropriate and/or required.

Summer PD Schedule

Three weeks prior to opening, all staff will participate in a 10-day summer PD led by BCSI and the HCA CEO/Superintendent to ensure that teachers are well prepared to teach the curriculum, conduct progress monitoring, and provide strategies to meet the unique needs of all students, particularly EL students, students with disabilities, and gifted students. All topics will have a component related to EL students and students with disabilities.

Days	**Topics Covered**	**How Teachers Will Be Trained**
Day 1	• Foundations of Classical Education • Curriculum Overview	Lecture with PowerPoints and videos for all teachers.
Day 2	• Basic Policies of a BCSI School • Classroom Management • Basic Pedagogy • Science Instruction and Curriculum • History Instruction and Curriculum • ELA Instruction and Curriculum	All teachers will spend the majority of Day 2 together to receive the outlined overview of each topic.
Day 3	• History • Science • ELA	In Day 3, teachers will split up by grade level to become familiar with specific grade level materials.

Day 4	• Philosophy of Mathematics • Distinctives of Classical Singapore Math: Number Bonds • Distinctives of Classical Singapore Math: Place Value • Distinctives of Classical Singapore Math: Bar Models	This session will be very interactive, as teachers themselves will be working some of the very problems that their students will be exposed to.
Day 5	• Singapore Math in Practice: Developing a Yearly Plan • Singapore Math in Practice: Developing a Weekly Plan • Singapore Math in Practice: Developing a Daily Plan • Math Review: Resources, Ability Grouping, Q & A	Teachers will have the opportunity in this session to develop their yearly, weekly and daily plans and understand the process of creating flexible ability groups.
Days 6-9	• Basic Literacy Training • Working with EL students • Supporting SPED students in developing literacy • Use of data to inform instruction	Teachers will have the opportunity in this session to develop their yearly, weekly and daily plans and understand the process of creating flexible ability groups based on data.
Day 10	• Unique School Policies and CEO/Superintendent Expectations	Lecture and PPTs for all staff.

One week prior to the opening of school, time has been allocated for the following PD:

Day 11	• Effective Meetings and Process Improvement by APQC	Highly interactive and participatory training with role playing, practice, and problem-solving as a group
Day 12	• Use of diagnostic reading assessments by the Children's Learning Institute; • Strategies for recognizing and addressing dyslexia by the Neuhaus Center	Hands-on training to familiarize participants with DIBELS and TPRI; interactive training by Neuhaus Center
Day 13-15	• Home visits and setting up classrooms	

During the three weeks prior to the opening of school, teachers will be expected to make home visits to each child and his or her families.

As detailed in the budget narrative, $30, 968 along with the additional benefits and taxes have been allocated for teacher salaries for three weeks of PD prior to the start of school.

PD Days and Hours Outlined
BCSI Training will be provided at Hillsdale College annually for one week each summer for teachers. HCA is responsible for travel expenses; BCSI covers lodging and food. These expenses are included in the budget.

In addition to BCSI-led summer PD (40 hours), the equivalent of 9 days (63 hours) of PD will occur throughout the school year including three PD days at the end of the regular school year. Weekly PD and data analysis, scheduled during monthly early release days, will inform data-driven decision making and allow for collaboration and common planning. At full capacity, the CEO/Superintendent, CAO, Principals and Assistant Principal will develop the HCA on site PD schedule, in conjunction with BCSI, based in large part on the data of students as they progress toward mastery in each subject area. Master teachers and teachers with special expertise will deliver some of the training and external consultants will be utilized as needed.

Teacher Evaluation and Support
Teachers will be supported, developed and evaluated throughout the school year through student achievement data collected and analyzed weekly; monthly collaborative PD sessions including deep data dive session; and one-on-one mentoring sessions with Master Teachers and the Lower School Principal scheduled as needed. The Teacher Evaluation Tool in **Attachment 24** shows the categories on which teachers will be evaluated. Between the Lower School Principal and CEO/Superintendent, teachers will be visited informally in their classrooms twice a month at a minimum. They will be formally evaluated twice a year – once in the fall and then in the spring. If teacher performance is deemed unsatisfactory through data analysis or evaluations, additional support will be provided through more intensive mentoring from Master Teachers, sending the teacher to a workshop that would address the deficiencies, and support from external consultants. Parent complaints of individual teachers are noted and will be addressed by the Lower School Head and, if necessary, the CEO/Superintendent; but they are not the basis for any immediate action against a teacher unless the behavior is related to moral turpitude. Again, HCA will make every effort to give teachers two years to succeed.

Please see **Attachment 24: Teacher Evaluation Tool(s)** for a more comprehensive plan.

Attachment(s)
24: Teacher Evaluation Tool(s)

Retention

Instructional Staff Retention

The most critical steps that leads to high retention of instructional staff is the successful recruiting, selecting and hiring of talented teachers and instructional leaders. The section on Talent and Management, pages 73-75, describes the thorough process and timelines that HCA will use to hire the best for each position. Teachers will be hired who have excellent track records of performance; are philosophically aligned to the mission and vision of a classical education; believe that ALL students can achieve at high levels; and can work collaboratively. In the recruiting process, the CEO/Superintendent will ensure that the staff hired are assigned to positions for which they are well suited.

All instructional staff will undergo an intensive, two-week induction/PD, delivered primarily by the BCSI staff and consultants. Teachers in grades PK-1 will have 22 students in a class and will have access to student teacher and aide support, increasing each year of school operations. The structure of the school's yearly, weekly, monthly and annual calendars is intended to support teachers in having time for collaborative grade meetings and deep data dives (every two weeks); additional PD during and at the end of the year; and vacation days that match surrounding school districts where their children may be enrolled.

In the first year, the Lower School Principal will be responsible for formally evaluating the teachers K-1. The CEO/Superintendent will develop with the Lower School Principal and the teachers an observation/feedback cycle and evaluation protocols that are based largely on Stronge's Teacher Effectiveness Rubics (https://www.strongeandassociates.com/evaluating.html) (see **Attachment 24** pp xx for proposed HCA Evaluation Form). Note that the Stronge Evaluation Framework is proprietary and HCA has allocated a small amount in the PD budget in Year 1 to license the teacher evaluation tool. The observations will begin in October and will end in April. The principal will provide clear, actionable feedback within 48 hours of the observation. The frequency of observations will depend on teacher needs and student results on formative and summative assessment. (Adapted from Effective Schools Framework Lever 2)

Teachers will be notified by April 1 if their contract will be renewed or if they will need to find other employment at the end of the year. The CEO/Superintendent will sign off on all contract renewals and non-renewals. This may sound harsh, but it supports strong teacher morale and retention if under-performing teachers are removed from the school within two years – less time if necessary. High performing teachers want excellent teaching for all students.

The CEO/Superintendent will evaluate the Lower School Principal and other instructional leadership staff twice a year, using a 360 approach, gathering input from teachers and parents and using rubrics that will be co-developed and will include metrics related to the consistency and quality of teacher observations and feedback. A strong collaboration between the CEO/Superintendent and other members of the Instructional Leadership Team, and the frequency and quality of feedback from classroom observations, will lead to better retention.

Financial and Operations: Staff Retention
Retaining quality financial and operations staff also begins with excellent recruiting and selection, which is the responsibility of the CEO/Superintendent initially. What will lead to retention of these staff members are HCA support structures so that the workload is manageable and enjoyable including: 1) an office manager and office clerks as the school grows; 2) software that eases data entry, analysis, and reporting; 3) quality contracted vendors for food service, transportation, facility cleaning and maintenance, and security that support smooth operations. It is also important to these teams that the Governance Board understands its role and will not micro-manage and get involved in day-to-day operations.

The CEO/Superintendent will formally evaluate the financial and operations team members using a 360 approach – gathering feedback about specific performance indicators from the instructional team and teacher, Board members, parents, and community partners when appropriate. The goal for retention for instructional, financial and operational staff in Year 1is 90% overall.

Salary and Employment Benefits
HCA has researched comparable charter and public schools in the proposed area, and has established these competitive salary ranges for staff in the first two years.

CEO/Superintendent	$140,000
Lower School Principal	$ 80,000
Teachers (including specialists)	$ 50,000 to $65,000 with an average of $56,000
Chief Financial Officer	$ 75,000
PEIMS Manager	$ 50,000
Office Manager	$ 45,000

Over time, HCA's long-term goal is to pay at least 5% more in salaries than charter and traditional district schools in the area. Employee benefits are calculated at 20.8% and include the following: retirement (7.5%); medical and dental for employee only (10%); unemployment (.52%); Medicare (1.45%); and workman's compensation (.61%).

Retaining High Performing Teachers
High performing teachers need the following: 1) opportunities for growth and advancement in instructional leadership; 2) flexible PD to hone specific skills; 3) useful, frequent feedback from the principal and CEO/Superintendent; 4) a sense of empowerment and a feeling that they are not micro-managed; 5) a collaborative working environment with respected colleagues; 6) easy access to useful data to help students improve; and 7) support from all areas of the school to enable the school to run smoothly so that he/she can focus on instruction. The Lower School Principal and CEO/Superintendent will create the systems and culture to meet the needs of high performing teachers. HCA will hire a great financial and operations team so that the school runs efficiently and effectively and purchase software to enable easy data dashboards on student performance. The Lower School Principal will provide frequent, targeted, specific and actionable feedback to high

performing teachers after their observations and invite teachers who are less seasoned to come and observe these excellent faculty members. Based on the feedback, high performing teachers will be excused from some uniform HCA PD that they have already received, will have access to online training that will meet their needs, and will receive stipends for travel to attend specialized trainings and to visit other high performing classical education schools in Years 2 and 3. High performing teachers who have not yet received their master's degree may be eligible for scholarship funds to attend schools such as Relay/GSE (https://relay.edu/ and others of their choice by Year 3, as more funds are raised by the HCA Board. As funds allow, HCA will either adopt or adapt the principles of the TAP System (see https://www.niet.org/our-work/our-services/show/the-tap-system-for-teacher-and-student-advancement that allows for differentiated roles for high performing teachers, including Master Teacher status with increased responsibilities and increased compensation as a result. All of these structures will assist HCA in retaining its highest performing teachers.

Operational and Financial Plans

School Calendar and Schedule

Attachment 25 provides the HCA proposed annual calendar for the first year of operation in 2021-22. The Year begins with 3 weeks of teacher PD, August 2nd to August 20, conducted by BCSI, APQC, Neuhaus Center and the Children's Learning Institute to familiarize teachers with a classical education model, a deep understanding of scientifically-based reading instruction and assessments to identify dyslexia and monitor reading progress, APQC's training in effective meeting and process improvement, and HCA's policies, practices and Aristotelian core virtues. Faculty will make visits to the home of each child in his/her classroom during these three weeks. This extra PD aligns with the proposed education program as all new teachers will be well versed in HCA's expectations and the classical education curriculum and instruction. Faculty will be fully compensated for this extra time as detailed in the start-up budget narrative on pages 422-425.

Annual School Calendar

The school calendar aligns with those of surrounding school districts in terms of holidays (Labor Day 9/6; Columbus Day (10/11); Thanksgiving Break (11/22-26); Winter Break (12/20 to 1/03/22); Spring Break (3/14-3/18/22); Good Friday (4/15); and Memorial Day (5/30. The last day of school will be June 3, 2022. Teachers will have three days of PD, year-end review, and planning for the coming year June 6-8, 2022. One-half day (early dismissal) will be allocated each month for grade level collaboration, deep data dives to identify students who need additional support, and additional PD as needed. Parent/Teacher conferences are scheduled approximately every 12 weeks, but teachers with students who are struggling will meet with parents as needed, but every six weeks at a minimum. The proposed calendar includes more instructional days (180) beginning in Year 2 with one extra week and a longer school day (7.5 hours ending at 3:30 p.m. for K-4 and then 8 hours for grades 5-8 ending at 4:00 p.m.) than either HISD or Spring Branch, for a total of 77,850 minutes in Year 1 and 80,100 minutes in subsequent years exceeding the state required instructional minutes of 75,600. These provisions in the yearly calendar and daily schedule that allow for more time on task for students and teacher PD support HCA's goal of all students reaching mastery levels in reading, math, and core subjects.

Daily and Weekly Student Schedules

HCA will have students in grades K-1 in the first year. Early drop off begins at 7:45 with breakfast served at 8:00 a.m. for FRL students; other students may begin their day at 8 a.m. with reading in the classroom or individual tutorials. Since morning is the best time for deep work in the core subjects, HCA begins its instruction in literacy promptly at 8:15 a.m. HCA varies from the traditional 90-block schedules in reading and math by allowing 160 minutes for literacy and 100 minutes for math and spreading out literacy and math throughout the day in smaller blocks. The long 60-minute blocks for literacy and math occur in the morning when children are most alert. The HCA schedule will have rotating A and B days, creating some variety for students during each week. A typical schedule for a first-grade student at HCA on an B Day will consist of an hour block of literacy starting at 8:15 a.m. followed by a 20-minute Math Number Talk, followed by a

20-minute literacy module such as Handwriting and then a 30 minute period with specialists such as Art or Music teachers. Students then have an hour block of Math followed by 30 minutes of Science, taught by a science specialist once a week; then a 20- minute block of Literacy such as Phonogram review, followed by a 40-minute lunch and recess period. The afternoon begins with a 20-minute Math Facts review, followed by a 30-minute block with a specialist (Music, Art of P.E) or some days recess, and then 30 minutes each of ELA Literature and History/Geography. The school day wraps up with a 30-minute period for reading practice, intentionally put at the end of the day so parent volunteers who are picking up their children can participate, and a 15 minute Classroom Forum – a time for the class to share any news, focus on one of HCA's virtues, recap the day, and even have parent volunteers talk to the students about their careers (never too early!) Note that restroom breaks will be taken intermittently as needed and are not shown in the schedule. The school day ends at 3:30, but many students will continue in the after-school program that will be offered in partnership with the YMCA Houston. Facilitators in the Y program will support students with homework, and there will be opportunities for students to practice their literacy and math skills with phonogram and math facts cards as well as digital math and literacy programs.

Each school day for students PK4-Grade 4 is 7.5 hours; for middle school it will be an 8-hour day starting at 8am and ending at 4pm; PK3 which commences in Year 4 is half-day. During each school day at the elementary school level, 6 hours and 20 minutes (84%) of the school day is devoted to academics including specialists in art, music, Spanish, Health/P.E. as academic topics are woven through the specialists' curriculum.

The core academic subjects comprise **320 minutes**, or 71% of the school day of 450 minutes.

This daily and weekly schedule for students supports the proposed rigorous educational program by: 1) allocating sufficient time for literacy and math instruction; 2) including daily blocks of time for science with a specialist and history/geography that are often overlooked in elementary schools; 3) providing ½ extra hour every day to enable more time on task to master the material.

Teacher Daily and Weekly Schedule

All teachers are expected to arrive by 7:45 a.m. and leave no earlier than 4 p.m. Teachers will be on a rotating schedule to greet students as they arrive starting at 7:45 a.m., and all teachers will participate in dismissal at the end of the day. Classrooms for K and 1 are self-contained, so the teacher schedule follows the student schedule with these important exceptions: 1) the placement of specialists in the school schedule will enable a common planning period each day for adjacent grades (e.g. 1st grade will have a common planning period with K and 3rd grade) of at least 30 minutes to enable horizontal and vertical planning. In addition, HCA will organize the specialists' schedules so that there is one additional 30-minute planning period for each classroom teacher during the day, which may or may not coordinate with other teachers. Classroom teachers will be expected to eat with their students at least three times per week; aides or parent volunteers will cover the other two days. Once a month, there will be an early release date, enabling all teachers in the school to meet for PD, common planning and data analysis, to identify any struggling students and to develop interventions.

This daily and weekly schedule supports HCA's educational program because it puts the teacher in the classroom with the students for the vast majority of the day, engaged in instructional activities; enables collaborative planning time to promote horizontal and vertical alignment of the curriculum and data analysis; and allows for additional planning time for the teachers each day.

Although not required, the daily and weekly school schedule in Attachment 26 includes both K and Grade 1 students on a rotating A and B schedule.

Attachment(s)

25: Proposed School Calendar (Annual)
26: Proposed School Schedule for Day and Week: Teacher and Student Version

Student Recruitment and Enrollment

Student Recruitment and Marketing Efforts

HCA's proposed facility will be located in one of the following zip codes – 77003, 77018, 77040, 7041, 77055, 77064, 77080, 77088, 77091, 77092 – which were selected to align with the Families Empowered Demand Survey conducted between June 3 and July29, 2019 (see **Attachment 4** pages 136-158). The demographics of the respondents in this survey were: 86% Hispanic; 8% African American; 4% White; and 2% Asian. HCA Board members recently added 77003, which is also a very diverse area near the Heights, because a potential facility just became available. To meet our enrollment projections, the CEO/Superintendent and Board members will need to specifically target low income families, African American and Hispanic families and families with SPED students. We anticipate that middle-class White and Asian families will be attracted to the classical education model, but we will also aggressively recruit for these families as well.

The HCA Board will form an Ad Hoc Marketing/Recruiting Committee, comprised of Debra Schindler and Kathryn Van Der Pol, to work with the CEO/Superintendent to refine and execute the following student recruitment and marketing plan to ensure full enrollment in grades K and 1 by August 2021.

STRATEGY	DATES	PERSON RESPONSIBLE	SUPPORT
1. Apply Houston: List HCA with Families Empowered and Apply Houston – make applying easier	9/25/ 2020	CEO/Super-intendent	Families Empowered
2. High Quality Engaging Video: Development of a high-quality video with images of enthusiastic students and parents to use on the website and in presentations.	10/1/2020	CEO/Superin-Tendent and Marketing/ Recruiting Committee	Marketing/ Recruiting committee and contract firm
3. Social Media Campaign – Facebook, Instagram, mobile-friendly school website with bi-weekly blogs	9/25/2020 to 8/15/2021	CEO/Super-intendent	Contract website support
4. Ads and PR: Monthly ads in local newspapers and radio; interviews with CEO/Superintendent and Board members featured in local radio and television; Plans for an interest story in lifestyle section of Chronicle about partnership with HBU and HCA	9/25/2020 to 8/15/2021	CEO/Super-intendent and Marketing/ Recruiting Committee	Contract PR firm
5.Speaking Events: CEO/Superintendent speaks at community events and at organizations such as Rotary, Local Chambers, etc.	10/1/2020 to 8/15/2021	CEO/Super-intendent and Board members	Advisory Board members

6. Networking with community organizations in target zip codes: WIC Clinics, YMCAs, Chambers, churches, etc.	10/1/2020 - 8/1/2021	CEO/Super-intendent and Board	Advisory Board members
7. Meeting with Early Childhood Centers: One-on-one meetings with leaders of early childhood centers that do not offer K – excellent source of new students	10/1/2020 -4/1/2021	CEO/Super-intendent and Board	
8. Meetings with Charter Schools that may be oversubscribed: One-on-one meeting with leaders of charter school that are at capacity.	10/1/2020 -4/1/2021	CEO/Super-intendent and Board	
8. Flyer Distribution: Flyers in English and Spanish distributed to apartment complexes, supermarkets, WIC clinics, churches, grocery stores	10/1/2020 -6/1/2021	CEO/Super-intendent, Board and HCA families	
9. School Open Houses: Monthly open houses at the proposed new facility to meet CEO/Superintendent and Board	10/1/2020 8/1/2021	CEO/Super-intendent and Board	Advisory Board and Committed Families
10. Informal Small Group Gatherings: Informal gatherings for coffees in the a.m. or desserts in the p.m. at the homes of committed families	4/1/2020-7/1/2021	CEO/Super-intendent	Committed Families

The CEO/Superintendent and HCA Board will work with WIC clinics, YMCAs, charter schools that are oversubscribed, early childhood centers, and churches in the targeted area to identify students who are at risk and students with disabilities. When possible, the CEO/Superintendent will make presentations to parents of these children at these organizations that they frequent. The best way to recruit these families is to come to them to demonstrate a commitment on the part of HCA to reach the most underserved families in their targeted areas.

Metrics to Evaluate the Effectiveness of Recruitment Strategies

The Ad Hoc Marketing/Recruiting Committee will develop a simple matrix to evaluate the effectiveness of the recruitment strategies in Year 0 and Year 1 that will be reviewed, refined and approved by the full Board. The matrix includes the following metrics:

Recruitment Strategy	**Reach**	**Effectiveness**	**Outcomes**
Each of the 10 Strategies	--Attendance at Events -- Number of views of video on website	Through text, phone call, or on the application form, ask each	--Total number of applicants --Demographics of Applicants

	--Number of Social Media Followers -- Number of flyers distributed and where -- Number of Ads placed -- Apply Houston website and SchoolMint tracking software	applicant: "How did you find out about the school?" and link it back to recruiting strategy.	--Applicants in Primary and Secondary Geographic Boundaries (Link outcomes as much as possible to recruiting strategies)

The CEO/Superintendent will present the student recruitment performance matrix at each Board meeting in Year 0, to enable the Board to assess progress toward goals and determine if any in course corrections are needed. If enrollment is not reaching capacity in Year 0 by May 1, the Board will enlist additional strategies that may include the following: placing ads in Value Coupon packages that are mailed to homes; additional paid ads in local new outlets in the targeted zip codes and local radio; placing flyers in local businesses as allowed; additional open houses; and additional small gatherings for coffee or dessert in the homes of families who have enrolled to assist with recruitment of their neighbors' children.

Based on the analysis of the Reach, Effectiveness, and Outcomes of the Recruiting Strategies in Year 0, the Board will make adjustments to the recruiting strategies in Year 1, adjusting the timetable, adding new approaches such as more press releases to gain visibility in prominent new outlets such as the Chronicle, or dropping some strategies such as meeting with school leaders in charter schools that are oversubscribed.

Attachment(s)

27: The School's Admission and Enrollment Policy

Facility Acquisition

Facility Identified

Not Applicable.

Facility Not Identified

Ideal School Facility

HCA has begun the process of locating an ideal facility that can accommodate the growing student body for at least five years. As stated earlier, the proposed location for the school will be in one of the following zip code areas: 77003, 77018, 77040, 77041, 77055, 77064, 77080, 77091, or 77092. Most likely the school will be located within HISD, but with relatively easy access for students from Spring Branch ISD, Aldine ISD and Cy-Fair ISD. The specifications we are using for identifying the school location are as follows:

- Number of classrooms: Year 1:8; Year 2: 12 Year 3: 19: Year 4: 25: Year 5: 31.
- The ideal classroom size is 720 square feet for PK, K and 1 and 640 square feet for grades 2 and up.
- Common teaching areas will include an art room, music room and science room (minimum of 720 square feet each); a multipurpose space that can serve as a cafeteria, indoor PE, and auditorium (2500 square feet ideally); a library/reading area (900 square feet); a teacher workspace; and two small conference rooms where counselors, social workers and teachers can have privacy.
- The school will need an outdoor playscape for grades K-3 and access to outdoor PE space – basketball court and soccer field.
- Office space will be needed for the following positions that will be filled in the first five years: CEO/Superintendent, CFO; Lower School Principal; Middle School Principal; COO; CAO; Director of Enrollment and Community Relations; PEIMS Manager; IT Manager; HR Manager and Receptionist/Assistant. Except for the CEO/Superintendent, Lower School and Middle School Principals (office space between 80 and 120 square feet each), it is possible that these other administrative offices can be clustered in an open area with partitions separating the spaces.
- The facility will need adequate hallway space and bathrooms for adults and students according to state regulations.

We estimate that the square footage for the building, including mechanical/electrical room, hallways, bathrooms, classrooms, and office space will be 13,860 in Year 1 and 75,040 square feet in Year 5.

HCA, as a classical education school, has a traditional approach with students in self-contained classrooms using desks and chairs; hence, the facility HCA is seeking a facility that will have classrooms that can comfortably accommodate 22 students in grades PK-1; 24 students grades 2-4, and 25 students in grades 5-8 to support this educational model. HCA also will provide from opening day instruction in music, art, science and health and physical education and will have

excellent facilities for these purposes. Since reading is so fundamental to a classical education, HCA will start with a small general library in addition to classroom libraries and trips to the Houston public libraries. Technology will play a role in this classical education school, for example showing documentaries, having students research primary material, and using digital education tools and therefore the school will have high speed internet and sufficient nodes in each classroom for easy online access.

Plans for Identifying and Securing a Facility

HCA is already contracting with two experienced commercial real estate brokers, Lesa Nickelson French, J.D., and Meredith Cullen to locate the ideal school facility described above. Lesa has over 14 years of commercial real estate experience and was named the "Heavy Hitter in Office Leasing" in the Houston Business Journal. She has worked with many charter schools, locating space for Etoile Academy, Compass Rose Academy (multiple campuses), Elevate Collegiate, Houston Classical, San Antonio Prep, The Gathering Place, and Bloom Academy, among others. Lesa has access to extensive market research on commercial real estate in the area and has already provided HCA with multiple commercial real estate surveys (see attached) that have identified 65+ potential building lease options, 30+ potential church options, 8 potential land options and 15 potential building purchase options in HCA's most desired zip codes alone. With her 14+ years of experience, Lesa also brings to bear knowledge of the latest market comps and landlord concessions and numerous previous successful charter school negotiations. She also has an in-house researcher at her disposal. Meredith Cullen of Cullen Real Estate specializes in non-advertised properties and therefore stays close to neighborhoods and develops business by working locally and meeting businesses face to face to determine if they are good prospects for his clients. He and his team also have charter school experience with Beta Academy and Idea Public Schools as well as well as many commercial clients. The combination of these experienced and knowledgeable individuals and their companies provide us the best approach for finding the right facility for HCA.

HCA plans to locate a facility within the next eight months to present to the SBOE during the interviews in July. During that time, Lesa and Meredith will negotiate RFPs and LOIs on behalf of HCA to secure the best possible deal. They will also subsequently work with HCA's counsel to ensure that the LOI terms are properly documented in the final lease or PSA. Lesa has advised HCA that they are ahead of schedule in their facilities search and will be able to timely locate and build out a new facility under the current schedule.

Cost and time to build out HCA's facility is completely dependent on the type of facility secured. Lesa and Meredith will work with HCA's architect and GC to select a property that is most economical to complete in order to timely obtain a Certificate of Occupancy.

HCA has secured initial financing from the Saunders Foundation for the renovations for the facility. Any facility that HCA will secure will be renovated to meet all code requirements, including the Americans with Disabilities Act (ADA), and ensure that it has high speed internet Stuart Saunders will take out a line of credit on behalf of HCA in order to ensure ongoing financing for the facility in the event of challenges in meeting its operating budget.

Debra Schindler, a Board member with excellent business experience, is taking the lead on

working with the real estate agent to locate the facility. She is actively supported in this endeavor by the Board President, Stuart Saunders, and Kathryn van der Pol, Secretary, who worked at St. John's School for 17 years and understands quality school facilities. HCA has not determined a contractor for the renovation build out phase. **HCA will NOT be within the third degree of consanguinity or affinity to the lessor or the contractor for the renovations.**

Transportation

General Transportation

Because the Families Empowered Survey indicated that transportation would be an issue for low income families seeking to enroll in HCA, HCA will develop a multi-pronged approach to ensuring that families who want to enroll in HCA will be able to get their child or children to school on time each school day. The transportation plan includes the following: 1) HCA will work with families who enroll to develop carpool solutions, requiring families that choose to carpool to have adequate insurance coverage; 2) HCA will work with small business owners in the area who provide transportation who would be vetted for performance and safety records, criminal background checks, and proof or proper insurance coverage and could offer their services; 3) HCA will work with Good Reason Houston (https://goodreasonhouston.org/) that is exploring transportation solutions for charter schools such as the use of uber like app HopSkipDrive (https://www.hopskipdrive.com/) as well as charter schools sharing transportation services and routes; 4) HCA will work with Metro Houston to gain access to reduced fares for HCA families and their scholars up to 50% off; and 5) HCA will provide a very reduced bus schedule in Years 2 and 3, contingent on securing additional funding (so these costs are not shown in financial workbook) for families who have no other alternative, seeking transportation reimbursement from the state in these school years. (These costs are not included in the financial workbook as funding has not been secured.) HCA has initiated conversations with two bus service companies, First Student Inc. and Goodman Bus Services to determine pricing for various levels of student participation in HCA bus service. Students who elect to use the bus service will never be charged for this service.

Transportation for Students with Disabilities

HCA will provide bus service for all students with disabilities who choose to enroll in HCA in accordance with CFR 300.349 (c) (16) and has allocated $2,526 in Year 1 for bus service.

Transportation for Field Lessons and Sporting Events

HCA plans to have at least 4 field lessons per grade per year, and individual teachers may have additional outreach activities for their students. For grade level or all school field lessons, such as to the Houston Children's Museum, HCA will contract with a bus service such as Student First Inc. or Goodman Bus Service to transport students. These expenses are an estimated $10,000 by Year 5 and have been included in the financial plan. For single class events off campus, HCA staff will enlist the support of parents who have completed paperwork to enable them to transport students and provided proof of insurance including liability insurance of at least $500,000. When HCA has students in grades 6-8, it will begin a competitive sports program and will provide bus service to and from these athletic contests.

Start-Up Plan

Start-Up Budget
The revenue for the Start-up Year is $415,000 from a grant from the Saunders Foundation and several Board members. The anticipated costs for the start-up year are $407,923 and include administrative and instructional personnel, contracted services, operations, facility, and contingency.

The plan is for the CEO to be on salary for 11 months and the other staff to be on board three weeks before the start of school in Year 1. HCA has budgeted for the following administrative personnel: $128,333 for the CEO/Superintendent salary for 11 months; $6,320 for the Lower School Principal; $6,250 for the CFO; $3,555 for the PEIMS coordinator and $2,500 for the Director of Enrollment and Community Relations at $2,500 for three weeks in August for a total of **$146,958**. The instructional personnel costs include $30,968 for teachers; $4,424 for the special education teacher/coordinator; $4,424 for the specialist teachers; and $2,133 for the Aide for a total of **$41,949** in instructional personnel costs. HCA has budgeted for one custodian for three weeks prior to school at $2,730. The budget for personnel includes benefits and taxes estimated at 20.8%, for a total of **$226,817** for personnel in the start-up year.

School operations include Board expenses at $1,000, FF& E at $38,000, $25,500 for student and staff marketing/recruitment; and $6,500 for staff development from Neuhaus Center, Children's Learning Institute and APQC and some travel expenses. The two weeks of PD by BCSI in the summer of 2021 is provided at no cost to HCA. School operations total is **$71,000**. Start-up budgeted contracted services include $1,444 for payroll and $2,400 for accounting services for a total of **$3,840.**

Facility costs include $3,167 for insurance; $20,500 for rent; $21,500 for utilities and internet, and $75,000 for facility renovations for a total of **$101,267.** The budget includes a contingency of **$5,000**, or 1.2% of the total budget.

Total estimated start-up costs are $407,923, leaving a reserve of $7,077. This start up budget can be found in the financial workbook, in the Tab Start-up Year 1 Assumptions.

Board Monitoring
The Finance/Audit Committee will meet monthly with the CEO/Superintendent during the start-up year to compare budgeted expenses to actual costs, ultimately reporting the findings to the Board President. At each Board meeting, scheduled to occur ten (10) times during the start-up year, the Finance/Audit Committee will report on the implementation of the start-up budget to keep all Board members informed of the budget execution. If the CEO/Superintendent or Board Members feel a change is needed in the budget allocation due to unforeseen circumstances, the Board will follow the designated protocol to: 1) cut costs if possible; 2) raise more funds for the start-up year and/or; 3) utilize the contingency plan outlined in the Budget Narrative in **Attachment 33** on page 422-425.

‘

Full-time Start-Up Staff

HCA's CEO/Superintendent will work on a full-time basis to lead the development of the school. Working closely with BCSI and the HCA Board, the CEO/Superintendent will manage, execute, and oversee all tasks outlined in the detailed start-up plan outlined in **Attachment 30**, including refining the financial plan, reporting to the Board, hiring all staff, marketing the school and enrolling families, community outreach, development of the facilities, grant writing and fundraising, professional development, and developing all systems – calendars, financial, student and staff handbooks, and management systems. As discussed above, the CEO/Superintendent's salary has already been allocated for the start-up year and will be supplied through the Saunders Foundation grant that is shown in **Attachment 33** on page 427.

Attachment(s)

30: Detailed Start-Up Plan

Financial Planning

1. Identify the fiscal year for the **sponsoring entity**.	
July 1-June 30 ☒	September 1-August 31 ☐
2. Identify the fiscal year for the proposed **charter school**.	
July 1-June 30 ☒	September 1-August 31 ☐

Enter narrative response to the prompts in this section of the application. *Reference **Attachments 31-37** in the response.*

(Note: The fiscal year for Heritage Ed., the Sponsoring Entity, has been October 1 to September 30 since its inception but will be changed to July 1 to June 30 in 2020.)

The response for the Financial Planning section can be found on page 95 in the completed application.

Financial Planning

Systems, Policies and Processes for Financial Planning
The HCA Board is ultimately responsible for establishing the systems, policies, and processes the school will use for financial planning, accounting, purchasing and payroll. It is also responsible for hiring and outstanding CEO/Superintendent. As the new CEO/Superintendent hires its instructional, financial and operations leadership teams, he/she will work collaboratively with these individuals to develop excellent procedures and internal controls to establish compliance with all financial reporting requirements of the Board and the state and to ensure the long-term sustainability of the organization.

In developing its systems for financial planning, HCA has drawn from the Texas Charter School Quality Framework and Best Practices in School District Budgeting developed by the Government Finance Officers Association (See https://www.gfoa.org/best-practices-school-district-budgeting) to develop a seven-step planning process:

Step 1: Develop a Fiscal Principles and Policies Manual that includes principles and policies for financial planning, internal controls, and execution that will be approved by the Board annually.
Step 2: Establish instructional priorities, **the key driver of the budget**, informed by student performance data, teacher and instructional staff input, and scientific research on instructional strategies.
Step 3: Develop a strong partnership between the finance, instruction, and operations teams to ensure that improving instruction is the focused priority in budget development but has the necessary systems in place to support instruction.
Step 4: Apply cost analysis and staffing and enrollment projections to determine funding and resource allocation to achieve the instructional priorities.
Step 5: Develop a three- to five- year projected budget that is updated annually using this process and determine how success in budget implementation will be measured.
Step 6: Determine roles and responsibilities in implementing the budget.
Step 7: Monitor progress in budget implementation and evaluate results against instructional priorities.

Internal Controls, Compliance and Reporting
The HCA Board takes its fiscal responsibility role seriously and will implement the following procedures related to the **annual budget, internal controls, external controls, funding, and transparency**:

Annual Budget
The annual budget will be developed by the Finance/Audit Committee in partnership with the Leadership Team using the process outlined above, will include all required items by TEA, and approved by the full Board no later than June 19 prior to the start of school.

Internal Accounting Controls
1) Actual expenses and revenue versus budget will be analyzed and reported to the Finance/Audit Committee by the CFO and then the full Board monthly to allow for in course corrections with

trigger indicators such as more than 5% variance in revenue or expenses, cash reserves below 5% of the annual operating budget, and a 10% dip in applications during enrollment; 2) the Board will develop and review quarterly thresholds for spending that do not require board approval, such as an initial threshold of $2,000, and thresholds such as $1,000 that will require two signatures from the CFO and CEO/Superintendent; 3) the Board will establish and review semi-annually financial controls for any employees who handle cash or checks for donations or school operations to ensure that there are multiple people signing off on collections and deposits; 4) the CFO will develop a tracking system, using excel or software, to manage all school inventory; 5) as funds become available, the school will purchase software to track restricted and unrestricted donations from philanthropic sources and make sure they are coded separately from government funds (*Note: this section adapted from Gen 24 Neighborhood Schools application, page 108.)*

External Accounting Controls

The HCA Board will hire Blazek & Vetterling, a nationally recognized accounting firm specializing in schools and nonprofit organizations, to conduct an annual external audit.

Funding, Reserves, Contingency, and Debt

1) The budget will include a positive cash flow each month, reserves at the end of the year, and a contingency line; **2)** the CFO will review ADA, WADA and the funding amounts from TEA and compare them to the projected budget; **3)** when the school assumes any debt, the Board will review any debt service coverage ratios (DSCR) to ensure all debt covenants are being met.

Transparency

The annual budget will be approved by the Board in an open meeting posted at least seven days in advance. Once approved, the annual budget will be posted on the school website, will remain in place for three years, and filed electronically in its original and amended form as required by TEA.

Roles and Responsibilities for Finances for Administration and Governing Board

The HCA Board, as stated earlier, has the ultimate responsibility for school finances and will develop a Fiscal Principles and Policies Manual. The Board has created a Finance/Audit Committee, whose first members are Stuart Saunders and Richard Hendee, Board members with extensive financial and banking experience. The Finance/Audit Committee Chair is the Treasurer of the Board, and he/she will co-sign checks for payments above the threshold, initially $2,000, set by the Board. The Finance/Audit Committee, working with the CEO/Superintendent and the CFO, is responsible for developing the budget and recommending it to the Board for approval. The Development Committee, which will be established in Year 0, is responsible for fundraising and ensuring that there are sufficient philanthropic dollars to add additional revenue to the bottom line and meet any unexpected budget deficits. The CEO/Superintendent supports the development efforts by making calls with the Board members.

The CEO/Superintendent and the CFO are responsible for implementing the budget and managing all day-to-day operations, overseeing the correct inputting of the ADA into the PEIMS system that is so critical for funding. Prior to the monthly Board meeting, the CFO presents to and discusses with the Finance/Audit Committee any variances in the revenue and expenses and recommends any actions to be taken. The Treasurer then presents this information to the full Board, with the

CFO present to answer questions. The CEO/Superintendent and the CFO are responsible for ensuring that all internal controls and other fiscal policies set by the Board are followed.

Financial Transparency

The annual budget will be approved by the Board in an open meeting posted at least seven days in advance on the HCA website and the school will also email the announcement of the open meeting to the school community, SBOE members and state representatives in the geographic boundaries. Representatives at the TEA charter school division will be copied on the email. Once approved, the annual budget will be posted on the school website where it will remain in place for three years, distributed via email to the school community and SBOE and state representatives, and filed electronically in its original and amended form as required by TEA

Contracted Services

In Year 1, HCA will contract with vendors for the following services: 1) food service for breakfast, lunch, and snacks for students on FRL and light supper for all families for major school events; 2) payroll; 3) transportation services for students with Individual Education Plans (IEP) and for students who cannot get to school through other means; 4) security during the day and at events in the evenings; 5) nightly cleaning services and extensive cleaning at the end of school; and 6) annual external audit. To date, the only vendor that has been selected is Blazek & Vetterling for the annual audit. The financial workbook that was submitted electronically has these estimated annual costs for the contracted services, with a total of $ 195,600for these services for the first year:

▪ Food service:	$157,850
▪ Payroll:	$ 5,300
▪ Transportation:	$ 2,526
▪ Security	$ 12,500
▪ Janitorial	$ 12,000
▪ Annual audit	$ 8,100
Estimated Total	**$198,276**

The Finance/Audit Committee, in partnership with the CEO/Superintendent and CFO, will create a process for selecting vendors in accordance with the provisions of TEC, Chapter 44, Subchapter B and in accordance with the Conflict of Interest Policy established by the HCA Board. The process will include formal requests for proposals (RFPs) and the vetting of respondents to the RFP using rubrics developed by the Finance/Audit Committee. Final contracts will be reviewed by the Board Treasurer and legal counsel and approved by the full Board.

Fundraising Efforts

The HCA Board plans to add several new board members between Jan 21, 2020 and July 2020, including several with experience in fundraising, to create a Development Committee that will be responsible for fundraising. Currently, Stuart Saunders is leading the fundraising efforts, and thus far he has secured a grant if needed of $1 million from the Saunders Foundation and $23,00 from other individuals (see page 428). One hundred percent of the Board has committed to the initial fundraising effort and will continue to do so.

HCA has budgeted very conservatively in this grant application, but would like to offer additional amenities such as transportation services, more field lessons, and more opportunities for staff to travel to other high performing classical education schools as more funds become available. During the spring of 2021, HCA plans to continue approaching Houston individuals and foundations with the capacity and willingness to give, submit grants to the Walton Family Foundation and the Brown Foundation if requested, and apply for any start up grants that TEA may offer.

Insurance

The HCA Board plans to purchase and provide the insurance that is outlined, with current quotes from an insurance broker in **Attachment 37**, that includes the following:

1) General liability -- $1,000
2) Sexual and Physical Abuse Liability -- $1,000
3) Non owned auto -- $400
4) Umbrella policy -- $ 4,500 for a $5 million umbrella policy
5) Professional liability -- $1,500
6) Director's and Officer's liability -- $691 (currently in place)
7) Property -- $1500 (.30 per $100 on $50,000 contents)
8) Workers compensation -- $3,770 - $5,940 (based on $943,000 payroll)
9) Additional insurance for the new facility which cannot yet be estimated.

Attachment(s)

31: Financial Plan Workbook
32: Budget Narrative
33: Evidence of other Financial Support
34: Audit Report
35: Credit Report
36: IRS Form 990, Form 990-N, or Form 990-EZ
37: Plan for Insurance Coverage

Attachments

Attachment 1: Articles of Incorporation

Provide 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 forms submitted to the state must be dated prior to **January 21, 2020.**

Texas Certificate of Filing

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

Carlos H. Cascos
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

File Number

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

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

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

Dated: 07/24/2015

Effective: 07/24/2015

THE STATE OF TEXAS

Carlos H. Cascos
Secretary of State

Phone: (512) 463-5555
Prepared by: Debbie Gustafson

Fax: (512) 463-5709
TID

Dial 7-1-1 for Relay Services
Document

Texas Certificate of Formation

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:

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

HERITAGE
CLASSICAL ACADEMY

January 16, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX. 78701

Re: Heritage Classical Academy — Corporate Name Change

Dear Commissioner Morath,

I am writing in an effort to avoid any confusion about the corporate name of the sponsoring entity for Heritage Classical Academy.

Several years ago I formed a Texas nonprofit corporation named EnterpriseU. When the decision was made to apply for a charter school in the name of Heritage Classical Academy, it was decided to change the name of the nonprofit corporation from EnterpriseU to Heritage Ed. Attached is copy of a Certificate of Filing from the Texas Secretary of State with evidence of the corporate name Heritage Ed [formerly: EnterpriseU].

To the extent that our application contains any records, old tax returns, or other documentation in the name of EnterpriseU, please know that EnterpriseU and Heritage Ed are one in the same. The name was changed on December 14, 2018.

Sincerely,

Stuart D. Saunders
President

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

David Whitley
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Heritage Ed.
File Number: 802101685
Assumed Name:
Heritage Classical Academy

The undersigned, as Secretary of State of Texas, hereby certifies that the assumed name certificate for the above named entity has been received in this office and filed as provided by law on the date shown below.

ACCORDINGLY the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law hereby issues this Certificate of Filing.

Dated: 04/29/2019

Effective: 04/29/2019

David Whitley
Secretary of State

Form 503
(Revised 09/13)

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

Assumed Name Certificate

This space reserved for office use.

FILED
In the Office of the
Secretary of State of Texas
APR 29 2019
Corporations Section

Assumed Name

1. The assumed name under which the business or professional service is, or is to be, conducted or rendered is: Heritage Classical Academy

Entity Information

2. The legal name of the entity filing the assumed name is:

Heritage Ed.

State the name of the entity as currently shown in the records of the secretary of state or on its organizational documents, if not filed with the secretary of state.

3. The entity filing the assumed name is a: (Select the appropriate entity type below.)

- ☐ For-profit Corporation
- ☑ Nonprofit Corporation
- ☐ Professional Corporation
- ☐ Professional Association
- ☐ Limited Liability Company
- ☐ Limited Partnership
- ☐ Limited Liability Partnership
- ☐ Cooperative Association
- ☐ Other

Specify type of entity. For example, foreign real estate investment trust, state bank, insurance company, etc.

4. The file number, if any, issued to the entity by the secretary of state is: 802101685

5. The state, country, or other jurisdiction of formation of the entity is: Texas

6. The entity's principal office address is:

602 Sawyer Street, Suite 720
Street or Mailing Address

Houston	TX	USA	77007
City		*Country*	*Postal or Zip Code*

Period of Duration

☑ 7a. The period during which the assumed name will be used is 10 years from the date of filing with the secretary of state.

OR

☐ 7b. The period during which the assumed name will be used is _____ years from the date of filing with the secretary of state (not to exceed 10 years).

OR

☐ 7c. The assumed name will be used until _____ (not to exceed 10 years).
mm/dd/yyyy

County or Counties in which Assumed Name Used

8. The county or counties where business or professional services are being or are to be conducted or rendered under the assumed name are:

☐ All counties

☐ All counties with the exception of the following counties: _____

☑ Only the following counties: Harris

Execution

The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and also certifies that the person is authorized to sign on behalf of the identified entity. If the undersigned is acting in the capacity of an attorney in fact for the entity, the undersigned certifies that the entity has duly authorized the undersigned in writing to execute this document.

Date: 4-22-19

Signature of a person authorized by law to sign on behalf of the identified entity (see instructions)

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

Jose A. Esparza
Deputy Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Heritage Ed.
802101685

[formerly: EnterpriseU]

The undersigned, as Deputy Secretary of State of Texas, hereby certifies that a Restated 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 Deputy 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.

Dated: 12/14/2018

Effective: 12/14/2018

Jose A. Esparza
Deputy Secretary of State

Phone: (512) 463-5555
Prepared by: Kika Garza

FILED
In the Office of the
Secretary of State of Texas

DEC 14 2018

Corporations Section

AMENDED AND RESTATED

CERTIFICATE OF FORMATION

OF

ENTERPRISEU

a Texas Nonprofit Corporation

This Amended and Restated Certificate of Formation of EnterpriseU (the "Corporation") is being adopted pursuant to Sections 3.057 and 3.059 of the Texas Business Organizations Code ("TBOC").

1. The name of the Corporation is EnterpriseU. The Corporation hereby adopts this Amended and Restated Certificate of Formation. Each new amendment has been made in accordance with the provisions of the TBOC. Each amendment has been approved in the manner required by the TBOC and by the governing documents of the Corporation. This Amended and Restated Certificate of Formation accurately states the text of the Corporation's Certificate of Formation being restated and each amendment to the Certificate of Formation that is in effect, as further amended by this Amended and Restated Certificate of Formation. This Amended and Restated Certificate contains no other change in any provision thereof other than omissions allowed by TBOC Section 3.059.

2. In Article I, the name of the Corporation has been amended.

3. In Article V, the provision regarding the incorporator has been deleted in its entirety and subsequent Articles have correspondingly advanced, with the former Article VI becoming Article V. In the new Article V, the provision regarding membership has been amended to provide for no members.

4. In Article VI, the purposes have been amended.

5. In Article VIII, the description of the Board of Directors has been amended, and the number, names, and addresses of the initial directors have been deleted and replaced with the current directors.

6. In Article IX, the provision regarding dissolution has been amended.

7. In Article XII, the provision regarding amendment has been deleted in its entirety and replaced with a provision on nondiscrimination.

8. The initial Certificate of Formation of the Corporation and any amendments thereto are hereby superseded by the following Amended and Restated Certificate of Formation that accurately copies the entire text thereof, including any previous amendments and any amendments described above:

ARTICLE I

NAME OF CORPORATION

The name of the corporation (the "Corporation") is Heritage Ed.

ARTICLE II

TYPE OF CORPORATION

The Corporation is a nonprofit corporation.

ARTICLE III

DURATION

The period of duration of the Corporation shall be perpetual.

ARTICLE IV

REGISTERED AGENT

The address of its initial Registered Office in the State of Texas is: 602 Sawyer Street, Suite 720, Houston, Texas, 77007, and the name of its initial Registered Agent at said address is: Stuart D. Saunders.

ARTICLE V

MEMBERSHIP

The Corporation shall have no members.

ARTICLE VI

PURPOSES

The Corporation is organized exclusively for charitable, religious, educational and scientific purposes within the meaning of Sections 501(c)(3), 170(c)(2)(B), 2055(a)(2) and 2522(a)(2) of the Internal Revenue Code of 1986, as amended or the corresponding section of any future federal tax code (the "Code"), including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(a) of the Code by reason of description in Section 501(c)(3) of the Code. The Corporation's purposes shall include, but not be limited to, operating a charter school in the State of Texas, which will be a school within the meaning of Section 170(b)(1)(A)(ii) of the Code. To enable the Corporation to carry out such purposes, it shall have the power to do any and all lawful acts and to engage in any and all lawful activities, directly or indirectly, alone or in conjunction with others, which may be necessary, proper or suitable for the attainment of any of the purposes for which the Corporation is organized.

ARTICLE VII

PROHIBITED TRANSACTIONS

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its directors, trustees, officers, or other private persons within the meaning of Section 501(c)(3) of the Code, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article VI hereof.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office, within the meaning of Section 501(c)(3) of the Code.

Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(a) of the Code by reason of description in Section 501(c)(3) of the Code, or (2) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

At any time the Corporation is a private foundation within the meaning of Sections 501(c)(3) and 509(a) of the Code, it shall not take any of the following actions:

a. engage in any act of self-dealing, as such term is defined in Section 4941(d) of the Code;

b. fail to distribute its income annually in an amount necessary to satisfy its minimum distribution requirement under Section 4942 of the Code;

c. retain any excess business holdings, as such term is defined in Section 4943(c) of the Code;

d. make any investments in such manner as to subject the Corporation to taxation under the provisions of Section 4944 of the Code; or

e. make any taxable expenditures, as such term is defined in Section 4945(d) of the Code.

ARTICLE VIII

BOARD OF DIRECTORS

The management of the affairs of the Corporation is vested in its Board of Directors.

The number of directors to constitute the initial Board of Directors is three (3). The number of directors thereafter will be as set forth in the Corporation's Bylaws, but at no time will this number be less than three (3).

The names and addresses of the persons who will serve as the initial directors until their successors are appointed or elected and will have qualified in accordance with the Corporation's Bylaws are as follows:

Stuart D. Saunders
602 Sawyer Street, Suite 720
Houston, Texas 77007

Mark H. Kieshnik
602 Sawyer Street, Suite 720
Houston, Texas 77007

Cathryn van der Pol
602 Sawyer Street, Suite 720
Houston, Texas 77007

ARTICLE IX

DISSOLUTION

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Corporation, distribute all of the assets of the Corporation to an organization or organizations organized and operated exclusively for charitable, educational, scientific or religious purposes that shall, at the time, qualify as an exempt organization or organizations by reason of description in Section 501(c)(3) of the Code. Any of such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE X

NO PERSONAL LIABILITY FOR CORPORATE DEBTS

A director of the Corporation shall not be liable to the Corporation for monetary damages for any act or omission in the director's capacity as a director, except that this Article X does not limit the liability of a director for: (a) a breach of a director's duty of loyalty to the Corporation, (b) an act or omission not in good faith or that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law, (c) a transaction from which a director received an improper benefit whether or not the benefit resulted from an action taken within the scope of the director's, or (d) an act or omission for which the liability of a director is expressly provided for by an applicable statute. If the TBOC is amended to authorize action further eliminating or limiting the personal liability of directors, then the liability of a director of the Corporation shall be eliminated or limited to the fullest extent permitted by such statutes, as so amended. Any repeal or amendment of such statutes or of the

foregoing paragraph shall not adversely affect any right of protection of a director of the Corporation existing at the time of such appeal or modification.

ARTICLE XI

INDEMNIFICATION

The Corporation shall indemnify and protect any director, officer, employee, or agent of the Corporation, or any person who serves at the request of the Corporation as a director, officer, employee, member, manager, or agent of another corporation, partnership, limited liability company, joint venture, trust, employee benefit plan, or other enterprise, to the fullest extent permitted by the laws of the State of Texas.

ARTICLE XII

NONDISCRIMINATION

The Corporation will admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded and made available to students. It does not and will not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

[*Signature Page Follows*]

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: NOVEMBER 30, 2018

Stuart D. Saunders, President

Attachment 2: 501(c)(3) Determination Letter

Provide 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 the applicant does not have the 501(c)(3) Determination Letter at the time of application submission, at a minimum, provide documentation to demonstrate that an IRS Form 1023 was submitted by **January 21, 2020.**

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the 501(c)(3) Determination Letter issued by the IRS granting the entity nonprofit status, no later than **May 15, 2020**, in order to be deemed an eligible entity and scheduled for an applicant capacity interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAY 20 2016

ENTERPRISEU
C/O ALICIA M KIRKPATRICK
900 W 48TH PL STE 900
KANSAS CITY, MO 64112

Employer Identification Number:
35-2520438
DLN:
17053102324006
Contact Person:
STEPHANIE L JONES TAYLOR ID# 31395
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
November 14, 2014
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 947

ENTERPRISEU

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements

Letter 947

Attachment 3: Applicant Information Session Documentation

Provide the *Proof of Attendance* documentation the applicant received at the conclusion of the Applicant Information Session attended in October or November 2019. Applicants who attended both sessions need only submit one document.

The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on October 18, 2019 and November 1, 2019. Applicants were required to attend one of those sessions. Each session provided details about: (1) applying for (and holding) a charter in the state of Texas; (2) the contents of the Request for Application documents; and (3) application preparation and submission requirements for both electronic and hard copy versions of the application documents.

For an application to be deemed complete, at least one member of the Board of the sponsoring entity requesting the charter **must** have attended one of the sessions and signed the *Proof of Attendance* document. The individual(s) with primary responsibility for preparing and submitting the application should also attend one of these required information sessions.

GEN25 APP INFO SESSION
OCT 18 '19 AM9:28

Texas Education Agency
Division of Charter School Administration

Generation Twenty-Five Applicant Information Session Registration Form

This form should be saved locally and must be completed using Adobe Acrobat. Preview Mode, the default program for working with PDF files on a Mac, will not work correctly. The completed form should be submitted as an attachment to charterapplication@tea.texas.gov along with the completed application.

Attendance by one governing board member of the sponsoring entity is required. Proof of attendance will be provided to attendees for inclusion as Attachment 3 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: Heritage Classical Academy

Sponsoring Entity Name *as reflected on the 501(c)(3) form*: Heritage Ed

Application Contact Name: STUART D. SAUNDERS

Title/Role: CHAIRMAN

Email: sdsaunders@missionheights.net Phone: 713-906-8700

Board Member Attending: STUART D. SAUNDERS

Board Member Attending:

Board Member Attending:

Board Member Attending:

Board Member Attending:

Date of Session:

☑ Friday, October 18, 2019, 8:00 a.m. - 4:30 p.m.

☐ Friday, November 1, 2019, 8:00 a.m. - 4:30 p.m.

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

If you have any questions about the sessions or registration, please contact:
John Garland at 512-463-3533 or John.Garland@tea.texas.gov
Drue Ann Wise at 512-463-3419 or DrueAnn.Wise@tea.texas.gov

Attachment 4: Evidence of Community Demand

Provide the following:

- ***Evidence of support.*** Provide documentation of any of the following outreach strategies and related results: (1) advertising content; (2) community outreach surveys; (3) social media campaigns; and (4) any additional documentation that demonstrates community demand for the proposed charter school.
- ***Meeting Agenda.*** The formal agenda that was followed during each public meeting.
- ***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.
- ***Letter(s) of support.*** Provide (if any) non-financial letters of support from individuals, organizations, officials, etc.

Runoff for vacant Texas House seat set for January

By Adam Zuvanich
azuvanich@theleadernews.com

Anna Eastman and Luis La Rotta, the top two candidates in a crowded race for the area's vacant seat in the Texas House of Representatives, have nearly two months to gear up for a runoff election.

Gov. Greg Abbott recently announced that Jan. 28 has been set as the runoff date for three special elections for open Texas House seats, including the District 148 seat vacated by Democrat Jessica Farrar in September. Fifteen candidates campaigned to replace Farrar, with Eastman and La Rotta receiving the most votes in the Nov. 5 election.

Eastman, a Heights Democrat, led all candidates by receiving 20.3 percent of the 20,659 votes cast. La Rotta, a Republican, received 15.8 percent of the vote.

Early voting for the runoff begins Jan. 21.

Legion post taking donations

From Staff Reports

American Legion Post 560 in Garden Oaks is collecting toys for the Houston Blue Santa program, an annual initiative by the Houston Police Department to provide toys to children in need during the holiday season.

Legion members and supporters, along with community members, are encouraged to drop off new, unwrapped toys for children who are infants through age 14 at the post's Blue Santa Depot Box at 3720 Alba Rd. The box will be available for dropoffs from noon-9 p.m. every day through Friday, Dec. 13.

Another break-in at St. Rose

From Staff Reports

Five months after collection money was stolen from a safe at St. Rose of Lima Catholic Church, it is dealing with the aftermath of another break-in.

In an email to parishioners, Father Rafael Becerra said a break-in attempt was made at about 9 p.m. Nov 20 at the church, located at 3600 Brinkman St. He said administrators arrived afterward to find broken glass in the window of the chapel's exterior door.

"Thankfully no entry was made and nothing was stolen," Becerra wrote in his Nov. 21 email. "... We were blessed that no members of our St. Rose family were affected in last night's incident."

The church was burglarized in June, when according to the Houston Police Department, one or two males gained entry through a window and stole an undisclosed amount of cash from a safe that contained collection money.

"Plans are already in discussion for additional security measures that can be implemented in and around our campus," Becerra wrote in his latest email to parishioners.

In the meantime, Becerra asked church members and the community at large to be vigilant when visiting the church.



Holiday home tour Dec. 6-7

From Staff Reports

Five festive homes in the Heights will be showcased next weekend during the 30th Annual Houston Heights Association Holiday Home Tour.

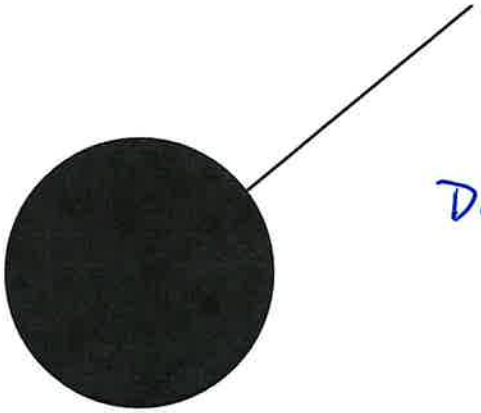
According to a Facebook post by the Houston Heights Association, this year's tour is [redacted] day, Dec. 6 and 3-9 p.m. Saturday, Dec. 7 and will feature a restored Victorian home, a quirky original cottage and three renovated craftsman bungalows. They are the Deitch home at 525 W. 18th St., the Kirksey home at 1133 Arlington St., Sara's Bed and Breakfast Inn at 941 Heights Blvd., the Starr home at 1811 Harvard St. and the Wright home at 440 Heights Blvd.

Tickets are $25 and available online at https://stores.houstonheightsstore.org/products.php. They can be picked up on either day of the tour at the Heights Fire Station, 107 W. 12th St. Shuttles to and from the homes will be available at the fire station.









DOOR HANGERS

Do you desire an excellent education for your child?

Heritage Classical Academy,
a proposed tuition-free public charter school, plans to open in your neighborhood in the Fall of 2021.

Join Us for Parent and Neighborhood Information Meetings to Learn More!

Tuesday, December 3 at 6-7:30pm
Saturday, January 11 at 9:30-11am

White Oak Conference Center
7603 Antoine Dr.
Houston, TX 77088

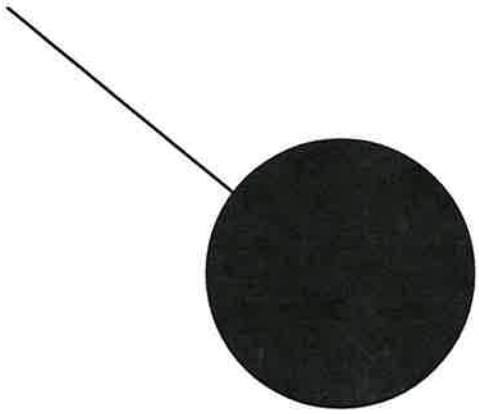
Complimentary snack and drinks
Free childcare will be provided
FREE t-shirts to the first 50 people

Why choose Heritage Classical Academy?

- IT IS FREE. No tuition for this world-class education.
- Curriculum will rival the area's best private schools.
- Provides a strong foundation in reading.
- Will serve the families of our diverse, local community.
- First year is kindergarten and first grade, will grow to K-8.
- Teaching principles of moral character and civic virtue.
- Before and after school care available.
- Music and art taught in lower grades.
- Speech therapy and other special needs support.

RSVP: hcawhiteoak.eventbrite.com
Like Us on Facebook:
Heritage Classical Academy Houston

Heritage Classical Academy admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, athletics and other school-administered programs.



¿Desea una excelente educación para su hijo?

Heritage Classical Academy,
una escuela "Charter" pública
gratuita, se propone abrir en Houston
el Otoño de 2021.

¡Acompáñenos a una reunión informativa para padres en nuestra comunidad!

Martes 3 de diciembre de 6-7:30pm
Sábado 11 de enero de 9:30-11am

White Oak
Conference Center
7603 Antoine Dr.
Houston, TX 77088

Aperitivos y bebidas de cortesía
Se proporcionará cuidado de niños gratuito
Camisetas gratis para las
primeras 50 personas

¿Por qué elegir Heritage Classical Academy?

- Es Gratis, no hay costo para esta escuela de clase mundial.
- Los planes de estudios rivalizan a las mejores escuelas privadas del área.
- Proporciona una base sólida en lectura.
- Servirá a las familias de la diversa comunidad local.
- El primer año es de kínder a primer grado y se desarrollará de K-8.
- Enseñaremos los principios de carácter moral y la virtud cívica.
- Cuidado para niños antes y después de la escuela estará disponible.
- Se enseñará música y arte desde los primeros grados.
- Terapia de lenguaje y otras necesidades especiales de apoyo.

RSVP: hcawhiteoak.eventbrite.com
Dale un "me gusta" en Facebook
Heritage Classical Academy Houston

Heritage Classical Academy admite a estudiantes de cualquier raza, color, origen nacional y étnico a todos los derechos, privilegios, programas y actividades generalmente acordados o puestos a disposición de los estudiantes en la escuela. No discrimina por motivos de raza, color, origen nacional y étnico en la administración de sus políticas educativas, políticas de admisión, atletismo y otros programas administrados por la escuela.

[redacted]



DO YOU DESIRE AN EXCELLENT EDUCATION FOR YOUR CHILD?

Heritage Classical Academy, a proposed tuition-free public charter school, plans to open in your neighborhood in the Fall of 2021.

JOIN US FOR INFORMATION MEETINGS TO LEARN MORE!

TUESDAY, DECEMBER 3 • 6 - 7:30 p.m.
SATURDAY, JANUARY 11 • 9:30 - 11a.m.

WHITE OAK CONFERENCE CENTER
7603 Antoine Dr., Houston, TX 77088
Complimentary refreshments and childcare will be provided.

WHY CHOOSE **HERITAGE CLASSICAL ACADEMY?**

- **IT IS FREE.** No tuition for this world-class education.
- Provides a strong foundation in reading.
- First year is kindergarten and first grade, will grow to K-8.
- Before and after school care available.
- Music and art taught in lower grades.
- Speech therapy and other special needs support.

PLEASE RSVP
hcawhiteoak.eventbrite.com
or call us at: 713.914.9778

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Heritage Classical Academy Houston

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¿DESEA UNA EXCELENTE EDUCACIÓN PARA SU HIJO?

Heritage Classical Academy, una escuela "Charter" pública gratuita, se propone abrir en Houston el Otoño de 2021.

¡ACOMPÁÑENOS A UNA REUNIÓN INFORMATIVA!

MARTES 3 DE DICIEMBRE · 6 - 7:30 p.m.
SÁBADO 11 DE ENERO · 9:30 - 11a.m.

WHITE OAK CONFERENCE CENTER
7603 Antoine Dr., Houston, TX 77088
Se proporcionarán aperitivos, bebidas y cuidado de niños de cortesía.

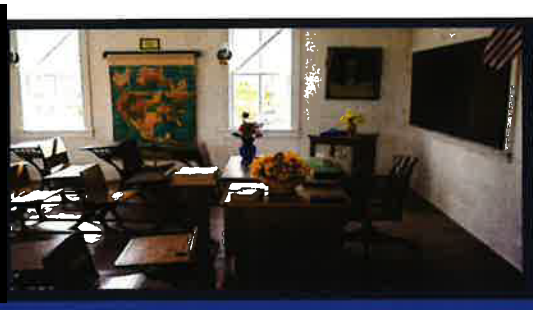
¿POR QUÉ ELEGIR **HERITAGE CLASSICAL ACADEMY?**

- **ES GRATIS**, no hay costo para esta escuela de clase mundial.
- Proporciona una base sólida en lectura.
- El primer año es de kínder a primer grado y se desarrollará de K-8.
- Cuidado para niños antes y después de la escuela estará disponible.
- Se enseñará música y arte desde los primeros grados.
- Terapia de lenguaje y otras necesidades especiales de apoyo.

Por favor RSVP
hcawhiteoak.eventbrite.com
o llámenos al: 713.914.9778

Danos un "me gusta" en Facebook:
Heritage Classical Academy Houston

HERITAGE CLASSICAL ACADEMY admite a estudiantes de cualquier raza, color, origen nacional y étnico a todos los derechos, privilegios, programas y actividades generalmente acordados o puestos a disposición de los estudiantes en la escuela. No discrimina por motivos de raza, color, origen nacional y étnico en la administración de sus políticas educativas, políticas de admisión, atletismo y otros programas administrados por la escuela.





Do you desire an excellent education for your child?

THAT OPPORTUNITY IS HERE!

Heritage Classical Academy, a proposed tuition-free public charter school, plans to open in Houston in the Fall of 2021.

Join Us for a Neighborhood & Parent Information Meeting!

Tuesday, December 3 at 6pm-7:30pm or **Saturday, January 11 at 9:30am-11am**

White Oak Conference Center
7603 Antoine Dr.
Houston, TX

Complimentary snacks and drinks
Free child care will be provided

RSVP to **Heritage Classical Academy Houston** on Facebook

WHY CHOOSE HERITAGE CLASSICAL ACADEMY?

- IT IS FREE! No tuition for this world-class education.
- Join our waitlist available before enrollment begins.
- Curriculum will rival the area's best private schools.
- Will serve the families of the diverse local community.
- First year is Kindergarten through first grade, growing to K-8.
- Teaching the Principles of Moral Character & Civic Virtue.
- Before and after school care is available.
- Music and art taught in lower grades.
- Speech therapy and other special needs support.

See reverse for more information

HERITAGE CLASSICAL ACADEMY

¿LE PREOCUPA LA EDUCACIÓN DE SU HIJO?

CONOZCA LAS NUEVAS OPCIONES EN SU VECINDARIO

[redacted]

Heritage Classical Academy, una escuela "Charter" pública gratuita, se propone abrir en Houston el otoño de 2021.

Educacion clasica

Matrícula gratuita

Primer año K-1

Crecerá a K-8

Cuidado antes / después de la escuela

Sólidos fundamentos en lectura, fonética, literatura, historia, matemática y ciencia

REUNIÓN DE INFORMACIÓN PARA PADRES:

Sábado 11 de enero a 9:30 - 11am

White Oak Conference Center

7603 Antoine Dr., Houston, TX 77088

(Free childcare and refreshments will be provided)

RSVP: HCAWHITEOAK.EVENTBRITE.COM

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Article in the Leader News 1/16/2020

Character key at proposed charter school

January 16, 2020 by Betsy Denson — Leave a Comment



Heritage Classical Academy, a proposed charter school in the area recently held an informational session.

It's what I learned when I was younger," said parent [redacted]

Board member Kathryn van der Pol – the Leader of the Year in 2019 – said she was born with teacher blood. Long before she bought Liberty Hoepfl Garage with husband, Sybren, van der Pol taught Latin and history at St. Thomas Episcopal and later spent 17 years as a Latin and history teacher at St. John's School, where she thought the education students received was top-notch.

So when van der Pol was listening to a radio program about Hillsdale College's Barney Charter School Initiative a few years back, she was more than intrigued.

The idea of a school that would provide a rigorous, classical education in the liberal arts and sciences, along with instruction in the principles of moral character and civic virtue, was so inspiring to her that van der Pol traveled to visit some of the other charter schools around the country. Then she took a class that trained her to be a board member of such a school.

Through networking, she met Stuart D. Saunders, chairman of the board of SouthTrust Bank, who also felt a strong pull toward education with a grandmother, mother and sister all in the profession. When his grandmother died, Saunders' family gave a scholarship in her name to teachers for several years. But they also were looking for a way to have a bigger impact.

"We believe in education, (so we wondered) what else can we do," Saunders said.

For Saunders, who is the board chair of Heritage Classical Academy, the answer is a tuition-free, co-educational, public charter school that – if its charter application is approved by the Texas Education Agency – would open in the fall of 2021 with kindergarten and first graders. The school would then add a grade each year through eighth grade.

The school would be part of the Barney Charter School Initiative, using the classical education method with a traditional approach and an emphasis on reading, writing and critical thinking. There are 20 schools in the initiative so far.

At the Saturday session, Saunders talked about the poor accountability scores for many Houston ISD schools and said Heritage wanted to give area families another choice in education. Saunders said as a state charter, Heritage would be open to anyone who wanted to attend – space permitting – and would also be subject to the same accountability measures as public schools.

Critics of charter schools say they siphon money as well as gifted teachers and parent support from school districts – which may be forced to close their own schools in response.

the gathering that she grew up in Houston's Fifth Ward and that a school like Heritage would have been a great opportunity for her and students like her.

"We have data, we have results," Collins said, sharing test scores that showed Barney Charter School students excelling in reading compared to their public school peers, with more modest gains in math scores.

Collins said the goal for Heritage is to have all students reading by the start of their second semester in first grade. For math, the Singapore system of mathematics would be used.

Saunders said Heritage will get public funding if it is chartered. But in advance of that, the board is doing a friends-and-family seed capital campaign to make sure they can be up and running once the charter approval comes through.

Attendees responded with enthusiasm to the character-building part of the school's mission.

"In our culture there needs to be more civil discourse," van der Pol said. "(The curriculum) will help students become great critical thinkers (and) articulate what they believe in without name-calling and belittling others."

Filed Under: Education

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Comment

Heritage Classical Academy (HCA)
Community Outreach Meeting Agenda
White Oak Center, December 3rd, *6:00 – 7:30 p.m.*

The mission: Heritage Classical Academy provides a focused classical education to a diverse community of primary and secondary scholars by developing their knowledge to a state of wisdom and character to a state of virtue and by preparing them as well-educated self-governing citizens and leaders for the next generation of America.

1. Introduction
   - Brief introductions of Board Members
   - Depending on size of crowd, brief introductions of interested families
   - Essential elements of a charter school
   - Two Board members speak to why they are proposing HCA in northwest Houston

2. Power Point Presentation that covers the following elements:
   A. Core Academic Program
      1) Summary of Heritage Academy
      2) Program to ensure success in reading, writing, and speaking
      3) Mathematics curriculum and instruction
      4) Study of history and geography
      5) Science program
   B. Character education
   C. Language, fine arts, and physical education offerings
   D. Before, after school and co-curricular activities
   E. Plans for safety and security
   F. Parents as partners
   G. Evidence of success
   H. Next Sseps

3. Community Input/Questions
   A. What questions do you have about the academic program we are planning to offer?

B. Are there other thing you would like for your child to learn that we have not covered?
C. Are there other values that you think the school should be reinforcing than the ones in our CREW model?
D. What are we missing? What else is important to you as you select the best school for your child?
E. Do you like the idea of your child wearing a school uniform?
F. How important is it to you to have transportation to and from the school?
G. What do you like about the current school your child is attending?
H. What is the most important factor to you in choosing a school for your child?
I. How can we become more a part of your community? Whom should we reach out to? What events should we be attending?

HERITAGE
CLASSICAL ACADEMY

SAPIENTIA ET VIRTUS
Wisdom and Virtue

1

What is Heritage Classical Academy?

- A tuition-free, co-educational, public charter school
- A non-profit 501(c)3 organization
- Planning to Open Fall 2021 with grades K-1 and adding a grade each year through grade 8

- Part of Hillsdale College's national Barney Charter School initiative
- Uses the Classical Education method to provide a world-class education to prepare students for college and life
- Promotes a safe, positive, scholarly learning environment with high expectations
- Emphasis on developing knowledge and virtue

2

How will you ensure my child learns to read and write well?

- **Students will graduate with excellent reading, writing, and speaking skills**
  - Explicit phonics and grammar instruction
  - Exposure to great classic literature and poetry
  - Frequent writing assignments, including research papers in middle school
  - Opportunities for public speaking in community meetings and in classroom and all school presentations
  - Response to Intervention (RtI) to differentiate instruction
  - *100% of the 1st grade class is reading prior to the second semester (based on experience in other BCSI schools)*
  - 2nd grade students learn cursive

[redacted]

3

What method will you use to teach math?

- **Students will graduate with a strong foundation in mathematical skills, concepts and problem-solving - and they will LIKE math!**
  - Singapore Math Curriculum (Singapore students rank # 1 in the world on international tests).
  - Sequential, systematic instruction
  - Ability grouping
  - Emphasis on problem-solving
  - Focus on Mastery



4

Will my child really know history and geography when they graduate?

- **Students will graduate with knowledge about Texas, U.S. and world geography and history and the founding principles of our republic.**
- Core Knowledge Curriculum for History and Geography
- Content-rich, connected curriculum
- Study skills such as outlining are directly taught.
- Use of original primary source documents.
- Reading good literature and biographies, not boring text-books!
- Socratic dialogue instruction - probing questions!
- Field lessons to Texas capital and other venues to see lawmaking making in action.



5

Will Science Get Sufficient Attention?

- **Students will graduate with deep knowledge of the physical world, scientific principles, and the ability to apply the scientific method.**
- Core Knowledge science curriculum coupled with Pearson's Science Explorer Series
- Lab science with a science specialist starting in Kindergarten
- **8th Grade Science includes "Conceptual Physics" which is also used at the University level.**
- Science taught everyday grades 3-8.
- Field lessons to explore nature

[redacted]

6

How will students develop virtue?

Students will become members of CREW, a team of students, teachers, staff and parents who will work together to learn, model, and practice the school's core values:



7

Will you teach languages, fine arts, and physical education?

- Spanish will be taught in the lower grades; Latin will be taught in grades 6-9 using Wheelock's Latin.
- School will employ a bilingual instructor in each grade K-3.
- School signage will be in English and Spanish.
- Fine arts are an integral part of the curriculum and will be taught by specialists.
- Students will have regular physical education, study a health curriculum, and have healthy lunches.

8

What about after school and co-curricular activities?

- Parents will be able to drop their children off before school.
- School will partner with the Y initially for after school programs that will include art, physical activities, games, and character education.
- Beginning in grade 3, students and teachers will initiative after school clubs such as drama, lego-logo robotics, student government, and art.
- Middle school students may participate in competitive athletics such as soccer, basketball, volleyball, track and cross-country
- Students will regularly engage in community service projects such as work at the food bank and musical presentations to senior citizens.

9

What Are Your Plans for Safety and Security?

- State-of-the-art security system
- Single point of entry
- Background check system for all visitors
- Full time, on-site security guard
- Staff training and frequent drills on active assailant and code red procedures

10

Will You View Parents as Partners?

- We recognize that you are your child's most important teacher and value your participation in the life of the school.
- We encourage you to read, study with your child, and minimize distractions at home during student time.
- We know you will reinforce and model the CREW pillars of virtue and have productive interactions with teachers and staff.
- The school will communicate with you on a weekly basis through weekly student folders that you will need to sign and return.
- We encourage you to arrive on time and minimize absences.
- You can stay up to date through the school's website, newsletters, monthly coffees with the school leaders, and other means.
- You can participate in HCA's school supply and uniform program.

11

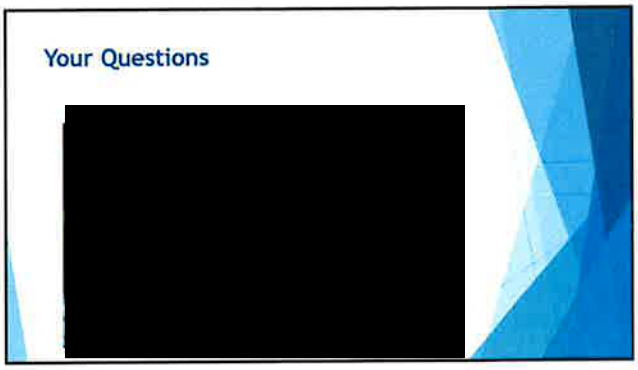
What Evidence Do You have of Success?

Chelsea --- put your bar graph of results from Florida here. I could not copy and paste it for some reason.

12


What Are My Next Steps?
Fill out the card so that we will have your contact information.
Note on the card if you would like to be placed on a waiting list.
Look for communication from the school about our progress in securing a charter school application.
In the September of 2020, we will know if the state has granted Heritage a charter and we will begin the application process in October 2020.

13


Your Questions

14

Marketing Report for December 3rd & January 11th Community Information Meetings

Heritage Classical Academy hosted its first community information meeting on Tuesday, December 3, 2019. There were **46 total attendees,** to include: [redacted] pproximately 20 zip codes were represented at the meeting: 42% lived within approximately 10 miles of the meeting space, 32% within 20 miles, and 26% were 20+ miles from the meeting space.

Heritage Classical Academy hosted its second community information meeting on Saturday, January 11, 2020. There were **57 total attendees**, to include: [redacted] Close to 20 different zip codes were represented at the meeting: 53% lived within 10 miles of the meeting space, 37% within 15 miles, and 10% within 20 miles.

Public awareness efforts leading up to the meetings included the following:

I. **Marketing Collateral**
   a. Distributed 3,000 door hangars announcing meetings to homes in 77018, 77088, 77091 for the December 3rd meeting.
   b. Created and mailed meeting notice postcards to 948 homes in targeted zip codes for January 11th meeting.
   c. Created and printed informational brochure outlining school mission/vision/outcomes; distributed to meeting attendees.
   d. Meeting invite sent via email to board distribution list.
   e. Launched school website and email address.
   f. Created business cards and stationary for correspondence with interested parties.

II. **Advertising**
   a. Ran two public meeting notices in Houston Chronicle (print and online). First notice announced both meetings; second notice announced Jan 11 meeting.
   b. Ran an ad in The Leader – a local neighborhood newspaper, advertising both meetings.

III. **Digital Media**
   a. Launched digital media campaigns to spread awareness, including announcements on:
      i. Facebook
      ii. Instagram
      iii. Nextdoor
      iv. Online Community Calendars

IV. Partnered with the following entities to post flyers in their locations:

Public Community locations

a. YMCA
b. Acres Homes Multipurpose Center
c. Oak Forest Public Library
d. Shepard-Acres Homes Neighborhood Library

Daycares

e. Next Steps Daycare
f. New Day Daycare
g. America's Choice Childcare
h. ABC Learning Center
i. Lil Angels Childcare & Learning Academy
j. The Toddler House, #4
k. Little League Child Care
l. The Learning Garden
m. Inwood Preparatory Pre School & Child Care

Businesses

n. Slowpokes Coffee Shop
o. Liberty Hoepfl Garage
p. La Lupita Restaurant
q. Washateria
r. 24+ Emergency Room
s. Family Bingo Center
t. La Guerrero Meat Market
u. LA Fitness
v. LT Nails Salon
w. Emergency Urgent care center on N. Shepherd
x. Miller's Hamburgers
r. The Grind House coffee house
s. Pro Nails Salon on Antoine
t. J&V Nails Salon on Antoine
u. Chic FilA @ 610 Loop North

Churches

a. St. Monica Catholic Church
b. Greater Zion Missionary Baptist Church
c. Mt. Calm Missionary Baptist Church
d. New Life Tabernacle Church
e. Mt. Olive Baptist Church
f. Candlelight Church of Christ
g. St. Stephen's United Methodist Church
h. Iglesia Emmanuel
i. Oak Forest Baptist Church
j. Grace Church
k. Impact Church of Christ
l. Harvest Time Church of God & Christ
m. Church of Christ on N. Shepherd
n. Jesu Christo El El Senor on N. Shepherd

The following efforts were made during the December 3rd and January 11, 2020 community meeting:

I. **Meeting Collateral**
   a. Informational brochures, meeting agendas, and school t-shirts were distributed to all attendees.
   b. Posters were created and posted around the room to include the schools mission statement, vision statement, territory map, and contact information.

II. **Meeting Set Up**
   a. Snacks and cookies were served in December. A light breakfast and beverages were served to attendees in January.
   b. A children's area with games, coloring books and balloons was set up and a caregiver provided.
   c. A Spanish translator was on site and available for any necessary translation.
   d. Board members presented a power point and ended with q&a from the audience.

Heritage Survey Results

August 1, 2019 prepared by Families Empowered

Methodology and Purpose

This survey was commissioned by Stuart Saunders on behalf of Heritage Classical Academy in April 2019 and conducted by Families Empowered. The survey was conducted of N=309[1] randomly-selected families[2] living in Houston in 163 select ZIP codes which had been targeted for a possible school location. All of these families had sought support from Families Empowered within the past 5 years, as part of its free services to parents who are seeking school options.

This survey (see Appendix) was developed in collaboration with Stuart Saunders, Kathryn van der Pol, Debra Schindler, and the Families Empowered leadership team. Some of the questions were based, in part, on previous parent surveys conducted; other questions were written specifically for this survey and tested on parents before the survey was launched. The questions we sought to answer included:

- Is there demand for more school options in these geographic areas and, if so, why?
- Is there demand specifically for a classical education model?
- Do parents understand what a classical education model means?
- When described, are they interested in learning more?
- What does their ideal school look and feel like?

This survey was conducted over the phone by one of four bi-lingual customer support specialists between June 3 -July 29, 2019 and supervised by Families Empowered's Operations Manager, Patricia Castillo. The survey was translated into Spanish by Families Empowered staff and majority of these surveys were conducted in Spanish. Our survey response rate was 42%[4], well above national phone survey response rates. These results were compiled and analyzed by Mina Kumar, Families Empowered's Acting Chief Program Officer and Director of Innovation.

Families Empowered is a nonprofit organization founded to support the escalating number of families searching for a great school for their child. The organization's vision is that, one day, all families will have access to schools that work, for them. Its core customers are the parents who are the most resource constrained. For these families, the stakes for choosing a quality school are higher for these kids than for their more affluent peers. Families Empowered is the only organization in Texas focused on helping

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[1] Note not all respondents were asked every question by design (e.g. some questions were only asked if they had answered a specific way in a previous question) and in some cases they refused to answer specific questions; thus, not every question has 309 responses. The number of responses is indicated in each chart/table. This overall sample size for gives the survey a +/- 5.5% confidence interval on most answers at the 95% confidence level.

[2] Families Empowered has a database of 8,051 waitlisted applications (to a high performing charter school) from parents living in these ZIP codes since 2013

[3] 77018, 77040, 77031, 77041, 77047, 77053, 77055, 77064, 77071, 77080, 77584, 77085, 77091, 77092, 77477, 77489

[4] For completed calls (not including bad numbers, voicemails, dropped calls); this the ratio of completed calls with surveys over all calls where the survey was offered. In 2017, The Gallup Poll Social Series national surveys achieved a 7% response rate, on average.

parents navigate all their choices, and the largest one in the country. For ten years, Families Empowered has built service-based relationships with parents, conversation-by-conversation, call-by-call. Parents have told its staff that, other than friends and family, Families Empowered is the the source of information about schools that they trust and find helpful above all others.

Demographics of Sample

The majority of families answering the survey and willing to report on income had a below-average household income for Houston.[5]



The majority of families answering the survey were Hispanic/Latino (87%), and the second largest proportion of families (6%) were African American.

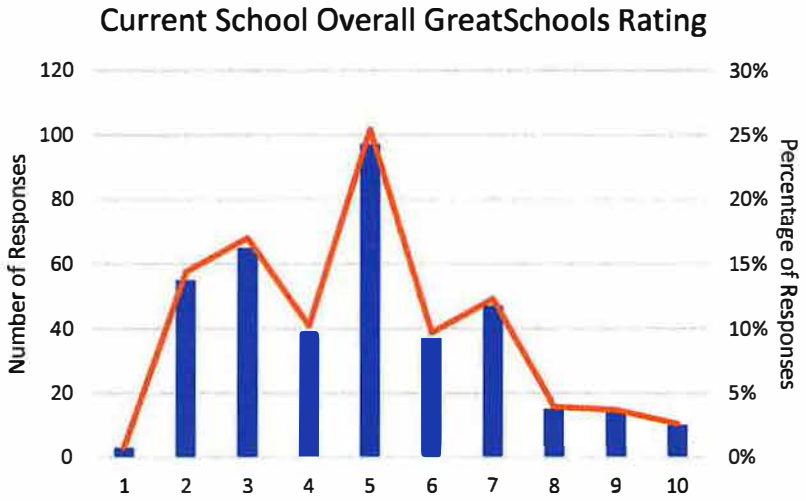


The majority of respondents (76%) told us that Spanish was their preferred language, and answered the Spanish version of the survey and conversed with our bi-lingual callers in Spanish.

[5] The Census ACS 1-year survey reports that the median household income for the Houston-Sugar Land-Baytown Texas metro area was $63,802 in 2017, the latest figures available. Houston median household income is $4,596 higher than the median Texas household income and $3,466 greater than the US median household income

Preferred language		
Spanish	230	76%
English	49	16%
Bilingual English/Spanish	12	4%
Unknown	13	4%
	304	

The majority of families in the sample (67.8%) had children currently attending a school with a GreatSchools[6] overall rating of 5 or below (n=3826=; one parent can answer for multiple children's schools).



Key Findings

[6] Families Empowered does not rate or rank schools, but it does share accurate and actionable information about schools with parents, ratings being one such type of information. GreatSchools is a non-profit organization that works with state and local agencies to compile school performance information. "The GreatSchools Summary Rating appears at the top of a school's profile and provides an overall snapshot of school quality based on how well a school prepares all its students for postsecondary success... The Summary Rating calculation is based on five of the school's themed ratings (the Test Score Rating, Student or Academic Progress Rating, College Readiness Rating, Equity Rating and Advanced Courses Rating) and flags for discipline and attendance disparities at a school." (For more information see: https://www.greatschools.org/gk/ratings/)

School Options

There appears to be evidence within this respondent pool of either lack of awareness of school options or lack of supply of good options (or both). All our respondents had signed up for Families Empowered's free services and had been actively searching for schools at one point; we asked how many families were successful in changing schools and found that only 36% had. For context, in two previous surveys in 2018, we have seen between 20-26% of families had changed schools within 18 months. Please note that many respondents did not answer this question because they had just started their school search or could not remember when Families Empowered first contacted them.

Changed schools since FE first contacted you?

Yes	30	36%
No	54	64%
	84	

Of those respondents who had changed schools, we asked how many had changed due to a deliberate choice which could include applying for a school of choice or moving vs. just a normal transition to another zoned school, and found that the majority had made a deliberate choice (85%).

For those that did not successfully change schools since we first contacted them, we found that majority (69%) had applied to a school or schools of choice but had not been successful.

Finally, we asked respondents if, when looking ahead to the next application season, whether or not they felt they had good school options. We found that the majority (70%) felt like they had only few or no good options available.

Do you feel like you have good school options for your child?

1 - I feel like I have no good options	35	12%
2 - I have a few good options	174	58%
3 - I have some good options	48	16%
4 - I have multiple good options	33	11%
5 - I feel like there are lots of great options out there	10	3%
	300	

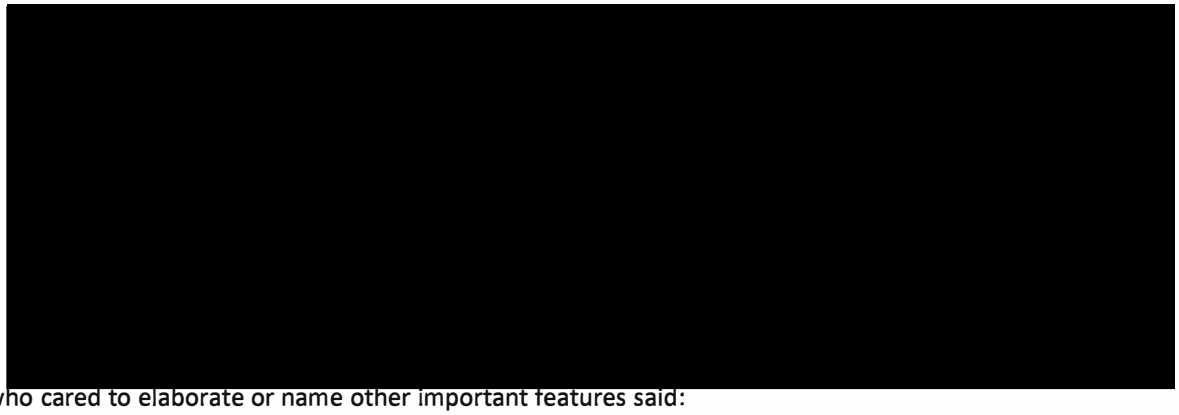
When we asked respondents to explain their answers, we got a range of responses including:

- *"To be [successful] it takes multiple applications and years of trying"*
- *"Lack of information"*
- *"I know there are some out there just haven't had the time to sit down and search."*
- *"Because there's nothing near my house and schools don't have transportation" [translated]*
- *"The school we go to has many problems regarding communication and discipline. My children are being bullied and the teachers are irresponsible."*
- *"Because when I applied, I was always on the waitlist" [translated]*

For context, Families Empowered has found that, among the families we work with who tend to face language and resource constraints, awareness of options is very low. For example, when we first reached out to a sample of families in another survey across all three our regions (Houston, San Antonio, and Austin), we asked how many schools they were aware of that were options for their child – only 18% of families could even name ONE additional school other than their current school or a school where they had already been waitlisted. In addition, we have found that families are not aware of basic strategies for being successful in pursuing options; for example, prior to the ease and convenience of Apply Houston[7], only about 6% of families applied to multiple schools.

What are parents looking for and how do they choose?

We asked parents which attributes were most important in a school for their child and found that strong academics, great teachers, and effective disciplinary policies were most important to them.



Parents who cared to elaborate or name other important features said:

- *"Small classes passionate teachers"*
- *"Responsible and dependent teachers and anti-bullying"*
- *"Parent interaction, location, structure of school"*

Although some parents expressed interest in a particular program (e.g. "basketball" or "college readiness"), this was not a focus for most parents. On other hand, when given the option, most parents said that both before- and after- school care options were important to them.

After or before care?

After School	79	34%
Before School	14	6%
Both	136	59%
	229	

[7] A common school application launched in 2017-2018 by Families Empowered; during this school year families can apply to 66 schools (9 distinct charter districts) with one application. In its first year, over 36,000 used the common application and the number of families applying to multiple schools went from 6% to 23%.

Families Empowered has repeatedly found transportation to be a major sticking point for many parents; although most parents would be willing to travel further to better their children's education, most admit that they are unable to do so.



Finally, we asked parents what resources they rely on to determine if a school might be a good fit; the majority rely on recommendations from other parents, but many are also very concerned by test scores and disciplinary information. In our experience, many parents need help finding and navigating online resources that provide this kind of information – the display, quantity, and meaning of available information is challenging for many parents.



We first wanted to know what parents associate with the term "classical education", if anything by asking them what comes to mind. In short, few parents surveyed had any idea what "classical education" referred to and 20.1% (n=303) answered some form of "I don't know".

Other common associations were with "strictness" and discipline:

- *"Classical will be more strict" [translated]*
- *"…for children that do not behave well" [translated]*

Or "basicness" and "normalness":

- *"It's like the most indispensable, [only] what is necessary" [translated]*
- *"…normal, non-advanced" [translated]*
- *"like, standard" [translated]*

Or "old""

- *"Classic will be more like the education I received… very poor" [translated]*
- *"Programs from before, without the latest changes" [translated]*
- *"I think they don't have much technology" [translated]*
- *"As in conservative principles and values" [translated]*

The minority had more positive associations:

- *"It for children are better students" [translated]*
- *"It is more advanced" [translated]*
- *"It is a classic education of good principles like the schools of the past" [translated]*
- *"I imagine it must be good, with good teachers" [translated]*
- *"It may be a more advanced school than YES or Harmony" [translated]*

For the most part, most parents found this term confusing, and/or not something they would likely find inclusive or may not want for their child. For example, one parent said, "English only" [translated] and another said, "It follows the public school curriculum" [translated], and another said "It's more focused on culture" [translated].

Second, we gave them a specific *definition, "*A classical education is a curriculum where students read entire books, memorize poetry, study great philosophical ideas, learn foundational math and science principles, study both ancient and American history, and develop a love for beauty and truth" and asked them to react and let us know if this type of school would be of interest. This time, parents' reactions were overwhelmingly positive or, at minimum, they expressed interest in learning more about it:

- *"How beautiful mainly because of the teachings of the USA because they have to about this.. this is their country" [translated]*
- *"I honestly love [the idea]. Growing up when I went to school, I was interested in poetry and literature... It's crazy that I didn't know what the classical education was but I very interested in that. That will probably allow my son to express himself"*
- *"Yes – because they are teaching him to be a good person" [translated]*
- *"Yes, that is great that is all the curriculum that I am looking for"*

- *"I would like it because now in schools they only teach you to take the exam and prepare for that exam and nothing else" [translated]*
- *"It's actually good because in college this is how it is taught"*
- *"If above all they teach him respect for other people" [translated]*

Many parents were attracted to the part specifically about reading books (although some had an opinion on what kind), as they saw it as the antidote to spending too much time on the computer or with technology:

- *"Yes, because most children do not want to read books, they just want a computer" [translated]*
- *"Reading dignifies a person" [translated]*
- *"I would love it for my daughter, she loves to read... and in these schools they give them tragic books and I speak with the teachers and ask them to give her non-depressing books" [translated]*
- *"If it is a good environment ... for me, when the person reads, he becomes wiser." [translated]*
- *"I believe that if technology has replaced many things... before they had to memorize... now they do not have a phone or a tablet. Children now only use technology" [translated]*

Subject- and discipline- specific feedback

Latin

Next, we asked parents to tell us how much they would value the opportunity for their child to learn a Classical language such as Latin, starting in sixth grade on a scale of 1-5 with 1 being "highly" and 5 being "not at all" and the majority said they would highly value this opportunity.

How much do you value your child learning a Classical language?

1 - Highly Value	232	77%
2 -	20	7%
3 - Somewhat Value	25	8%
4 -	9	3%
5 - Not At All Value	14	5%
	300	

When asked why they would value their child learning Latin, many said they believed that learning any other language is valuable, that Latin it was the basis for their own culture and language, that knowing multiple languages translated to increased opportunity. For those that said they did not value it much or at all, the majority said they wanted their child to learn Spanish or another current language like French or Chinese, or something that was more useful for a job.

Finally, asked parents if they would change their answer if we told them that studying Latin was proven to help students with vocabulary, spelling and on standardized tests. Only 20% (n=261) said they would change their answer but, as shown before, most parents already placed a positive value on Latin without this information.

Basic skills and phonics, moral virtue, and the classics

We asked parents if they were concerned with their child's progress on basic skills like reading at their current school and the majority – **57%** (n=301) – stated that they were. Next we asked if they agreed with the statement, "I am open to a school that teaches reading through phonics and grammar instruction, a proven method of language and reading learning" and found that virtually everyone was open to this method.

Open to phonics?

Agree	298	99%
Disagree	3	1%
	301	

We asked parents how much they would value moral virtue and respect for ones' self and others are part of the curriculum at a school, on a scale of 1-5 with 1 being "highly" and 5 being "not at all," and the majority said they would highly value this opportunity.

Importance of teaching moral virtue?

1 - Highly Value	291	97%
2 -	4	1%
3 - Somewhat Value	2	1%
4 -	0	0%
5 - Not At All Value	1	0%
	298	

We asked parents how much they would value their child being taught the classics such as Aesop's Fables, Jungle Book, Moby Dick, and The works of William Shakespeare and Charles Dickens, along with great philosophical ideas on a scale of 1-5 with 1 being "highly" and 5 being "not at all" and the majority said they would highly value this opportunity.

Importance of teaching classics?

1 - Highly Value	219	73%
2 -	11	4%
3 - Somewhat Value	52	17%
4 -	4	1%
5 - Not At All Value	10	3%
	296	

Priorities

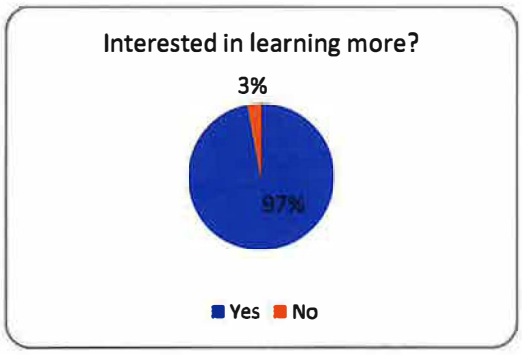
Our final question for parents was to ask them to rank which subjects or activities they are <u>most</u> interested in having their child exposed to at school. Most important were science, technology and

math, reading and writing, and character and moral virtue. Least important were sports and music and art.

	1	2	3	4	5	6	7
Reading and Writing	87	81	49	32	18	19	13
History	6	28	48	57	73	59	31
Literature and Foreign/Classical Languages	22	35	44	57	51	45	45
Science, Technology, Math	102	83	48	34	14	13	10
Music and Art	13	17	31	39	61	68	69
Sports	8	22	30	37	37	57	108
Character and Moral Virtue	63	35	51	45	46	40	24
	301	301	301	301	300	301	300

	Reading and Writing	History	Literature and Foreign or Classical Languages	Science, Technology, Math	Music and Art	Sports	Character and Moral Virtue
1 - Most	29%	2%	7%	34%	4%	3%	21%
2	27%	9%	12%	28%	6%	7%	12%
3	16%	16%	15%	16%	10%	10%	17%
4	11%	19%	19%	11%	13%	12%	15%
5	6%	24%	17%	5%	20%	12%	15%
6	6%	20%	15%	4%	23%	19%	13%
7 - Least	4%	10%	15%	3%	23%	36%	8%

Finally, we asked parents if they would be interested in learning about opportunities to apply to a tuition-free charter school that provides a classical education if it were to open near them in the next few years – almost everyone (n=299) said they would be interested in learning more.



Conclusions

These survey findings are from a random sample of parents in the target ZIP codes who have expressed interest to Families Empowered in exploring school options. Based on these findings, we believe there is evidence that there is high need for more school options (e.g. parents expressed to us that they don't feel they have many good options, as well as frustration with pursuing available options). We also believe there is evidence of demand for a high-quality tuition-free classical education model school like Heritage.

APPENDIX: Heritage Survey Script – English

Enter the call

"Hi, this is [Caller Name] with Families Empowered. Am I speaking with [Parent Name]? Excellent, I hope you're having a great day."

"As you know, Families Empowered is a non-profit parent service organization that provides free information to parents who are searching for great schools. We've reached out to you in the past because your child was / children were previously waitlisted ("placed on a waitlist") at [Application District]. (Repeat for multiple children)

"Is that correct?"

"We are in the process of updating our records, as well as reaching out to parents to better understand their family's needs."

Update Information

"May I update some contact information with you?"

- Is [read phone number] still the best phone number for you?
- Is [read email address] a good email address for you? / What is a good email address for you?
- And you live at [Address] - is that correct?

A1) "Since we last spoke, did your child change schools?" (Repeat for multiple children)

- YES
- NO

A1a) If YES:

a) Where is your child enrolled currently? Enter campus name (not district name) from Salesforce list. We should be able to look at the GreatSchools rating of this campus
b) Did you have to apply to attend this school, did you get accepted from a waitlist, did you move specifically to attend the school, or was it your normal neighborhood school? (Something you were automatically zoned for?)
    - YES, it was a deliberate choice
    - NO, I didn't have to take any action, it was my zoned school

A1b) If NO:

a) What is the primary reason why you did NOT enroll in another school based upon the following options:
    - My current school has made positive changes; we are willing to give it another shot.
    - We are content to sit on a waitlist for our first choice for as long as it takes.
    - We didn't get in anywhere we applied
    - We explored other options, but didn't find anything better than our current school.
    - We explored other options, and instead have decided to try making positive changes to our current school.
    - Other

Provide Service

"Do you have any other children, besides [Application Students] that you might be interested in exploring school options for – now or in the future?" (add additional students connected to parent record)

"You can call us or visit our website – FamiliesEmpowered.org – if you need help finding a school. Once you are ready to apply, please go to ApplyHouston.org, where you will have the opportunity to apply to over 60 schools with one application. Do you have any questions I can help you with right now?" (answer any specific questions they may have about applications/schools)

Conduct Survey

"Great. Thank you! While I have you on the phone, I have a few more questions that will help one of our school partners understand how they can better serve parents' needs in the community. This school partner is considering opening a new school and would like to get a better understanding of community needs and preferences. We know that there are still thousands of parents in Houston searching for schools, and we want make sure that any new schools that open are a right fit." (allow parents to opt out of additional questions)

B1) When looking ahead to the next application season, do you feel like you have good school options for your child – on a scale of 1-5, with 1 being "I feel like I have no good options" to 5 being "I feel like there are lots of great options out there"? (Scale 1-5, with all scale questions be sure you're verifying by repeating their answer e.g. if they say "1" say, "so you feel you have no good options?") Can you please explain your answer? (Record in B1a)

B2) When thinking about schools for your child, what kinds of things are most important to you?" **Can choose yes/no for each**

- Strong academics
- A particular program or course offerings (*Which one or ones are you looking for?* Record in **B2_Program**)
- Great teachers and administrators
- A warm, nurturing environment
- Effective disciplinary policies ensuring the safety of my child
- After and before school care (*Which type are you looking for?* Record in **B2_After and Before care**)
- Other (*Such as?* Record in **B2_Other**)

Of the above reasons, which is the *most important*? (Record in **B2_Primary**)

B3): Are you willing to *commute further* to send your child to a better school?

- Yes
- No
- Willing, but unable, the school would need to provide transportation

B4): What information do you use when trying to determine if a school is good for your child? *(multiple responses allowed)*

- Test scores
- Recommendations from other parents
- Programs the school offers
- Demographics about who attends the school
- Discipline or attendance information
- Conversations with Families Empowered
- Unsure
- Other (*Such as?*)

B5) What comes to mind when someone says "Classical education" if anything (open ended)?

B6) A classical education is a curriculum where students read entire books, memorize poetry, study great philosophical ideas, learn foundational math and science principles, study both ancient and American history, and develop a love for beauty and truth. What is your reaction to this? Do you think this is an environment that may be good for your child? Why or why not? **(**Record in **B6_Why)**

B7) On a scale of 1-5 with 1 being "highly" and 5 being "not at all" how much would you value having your child have the opportunity to learn a Classical language such as Latin, starting in sixth grade?

B8) What if I told you that studying Latin was proven to help students with vocabulary, spelling and on standardized tests? Would that change your answer?

If YES, then: On a scale of 1-5 with 1 being "highly" and 5 being "not at all" how much would you value having your child have the opportunity to learn a Classical language such as Latin?

B9) Do you agree or disagree with the following statements:

- I am concerned with my child's progress on basic skills like reading at his/her current school
- I am open to a school that teaches reading through phonics and grammar instruction, a proven method of language and reading learning

B10) On a scale of 1-5 with 1 being "highly" and 5 being "not at all" how important is it to you that moral virtue and respect for ones' self and others are part of the curriculum at a school?

B11) On a scale of 1-5 with 1 being "highly" and 5 being "not at all" how important is it to you that a school teaches the classics SUCH AS, Aesop's Fables, Jungle Book, Moby Dick, and The works of William Shakespeare and Charles Dickens, along with great philosophical ideas?

B12) Which subjects or activities are you most interested in your child having exposure to at school? (Forced rank 1-7, 1 = most important, 7 = least important, can we randomize the order so each time it is asked it is asked in a different order to prevent bias?)

- Reading and Writing
- History
- Literature and Foreign/Classical Languages
- Science, Technology, Math

- Music and Art
- Sports
- Character and Moral Virtue

If a parent asks, Character and Moral Virtue = Being a good person, not just a good student.

B13) In order for us and for school partners to better understand our families, we would like to know some basic demographic information about the families in our database. Your responses will be kept strictly confidential and are for research purposes only. We will never share your individual response. Can you please share which demographic group your child belongs to?

- Hispanic or Latino
- White
- Black or African American
- Asian
- Other or mix
- Prefer not to respond

B14) Can you please share your annual household income form this past year?

- Under $25,000/year
- $25,000 - $50,000
- $50,000 - $75,000
- $75,000 - $100,000
- More than $100,000
- Prefer not to respond

B15) If a tuition-free charter school that provides a classical education were to open near you in the next few years, would you be interested in hearing directly from them about opportunities to apply?

- YES
- NO

B16) If YES, what questions would you want answered about the school?

Heritage Survey Script – Spanish

Entra la llamada

"Hola, mi nombre es [Caller Name], le estoy hablando de Families Empowered. Hablo con [Parent Name]? Excelente, espero que esté teniendo un buen dia."

"Como Usted sabe, Families Empowered es una organización sin fines de lucro que provee información gratuita a los padres que están en busca de una mejor escuela. Nos hemos contactado con Usted en el pasado por que su hijo/a fue puesto previamente en la lista de espera en [Application District]. (Repeat for multiple children)

Es esto correcto?

"Estamos en el proceso de actualizar nuestros archivos, y contactando padres para entender mejor las necesidades de sus familias."

Información Actualizada

" Podría verificar algunos datos con Usted?"

- [Read phone number] sigue siendo el mejor numero de telefono para comunicarse con Usted?
- Es [read email address] un buen correo electrónico? / Cual seria un buen correo electrónico para Usted?
- Usted vive en [address], es esto correcto?

A1) " Desde la última vez que hablamos, ha cambiado su hijo/a de escuela?' (Repeat for multiple children)

- SI
- NO

A1a) Si si:

a) Dónde está su hijo/a inscrito actualmente? Enter campus name (not district name) from Salesforce list. We should be able to look at the GreatSchools rating of this campus.
b) Tuvo que aplicar para atender a esta escuela, fue aceptado de la lista de espera, se cambio de domicilio específicamente para poder ir a esa escuela, o es la escuela que corresponde a su vecindario? (Fue asignado automáticamente por la zona donde vive?)
   - SI, fue una decisión deliberada.
   - NO, no tuve que tomar ninguna acción, es la escuela de mi zona.

A1b) If NO:

a) Cual es la razón principal por la que no se inscribió en otra escuela basado en las siguientes opciones:
   - Mi escuela actual ha hecho cambios positivos; estamos dispuestos a darle otra oportunidad.
   - Estamos bien esperando cupo en la escuela que elegimos por el tiempo que sea necesario.

- No fuimos aceptados en ninguna de las escuelas a las que aplicamos.
- Exploramos otras opciones, pero no encontramos nada mejor que la escuela actual.
- Exploramos otras opciones, y decidimos hacer cambios positivos en la escuela actual.
- Otro

Proporcionar Servicio

"Tiene mas hijos/aparte de [Application Students] para los que quisiera explorar más opciones de escuelas – ahora o en el futuro?" (add additional students connected to parent record)

"Usted nos puede llamar o visitar nuestra página de internet – FamiliesEmpowered.org – si necesita ayuda para encontrar alguna escuela. Una vez que esté listo para aplicar, vaya por favor a Apply Houston.org, donde tendrá la oportunidad de aplicar a más de 60 escuelas con tan solo una aplicación. Tiene preguntas con las que le pueda ayudar? (answer any specific questions they may have about applications/schools)

Hacer Encuesta

Muy bien. Gracias! Mientras está en el teléfono, tengo algunas preguntas que ayudarán a una de nuestras escuelas asociadas a entender cómo pueden servirle mejor las necesidades de los padres en la comunidad. Esta escuela está considerando abrir una nueva escuela y quiere entender mejor las necesidades y preferencias de la comunidad. Sabemos que todavía hay miles de padres en Houston buscando escuelas, y queremos asegurarnos que cualquier escuela que esté abriendo sea adecuada. (allow parents to opt out of additional questions)

B1) Viendo hacia la próxima temporada de aplicaciones, siente que tiene buenas opciones para su hijo/a – en una escala del 1-5, con 1 siendo "siento que no tengo buenas opciones" y 5 siendo "siento que hay muchas buenas opciones"? (Scale 1-5, with all scale questions be sure you're verifying by repeating their answer e.g. if they say "1" say, "so you feel you have no good options?") Podría explicar su respuesta? (Record in B1a)

B2) Cuando piensa en escuelas para su hijo/a, que clase de cosas son las más importantes para Usted?" **Escoja si/no para cada una**

- Un Buen Programa Academico
- Programas o cursos en particular (cual o cuales está buscando)? (Record in B2_Program)
- Excelentes maestros y administradores
- Un ambiente agradable

- Pólizas disciplinarias efectivas que aseguren la seguridad de mi hijo/a
- Cuidado antes y después de escuela (Que tipo esta buscando)? (Record in B2_After and Before care)
- Otro (Como que? Record in B2_Other)

De las razones anteriores, cual es la más importante? (Record in B2_Primary)

B3) Está dispuesto a manejar más lejos para que su hijo/a atienda una escuela mejor?

- SI
- No
- Dispuesto, pero no puedo, la escuela tendría que proveer transporte.

B4) Qué información usa para determinar si una escuela es buena para su hijo/a? (multiple responses allowed)

- Resultados de las Exámenes
- Recomendaciones de otros padres
- Los programas que la escuela ofrece
- Estadistica de Poblacion que atiende las escuelas.
- Información de disciplina y asistencia
- Conversaciones con Families Empowered
- No estoy seguro/a
- Otro (Como que?)

B5) ¿Una "educación clásica" significa algo para Usted? Que le viene a su mente cuando alguien dice Educación Clásica? Si algo (open ended)?

B6) La educación clásica es un plan de estudios donde los estudiantes leen libros enteros, memorizan poesía, estudian grandes ideas filosóficas, aprenden principios básicos de matemáticas y ciencias, estudian historia antigua y estadounidense, y desarrollan un amor por la belleza y la verdad. ¿Cuál es su reacción a esto? ¿Cree que este es un ambiente que puede ser bueno para su hijo? ¿Por qué o por qué no? (Record in B6-Why)

B7) En una escala del 1-5 con 1 siendo "mucho" y 5 siendo "para nada", qué valor le daría a la oportunidad de su hijo/a de aprender un idioma clásico como el Latín a partir del sexto grado? Por que o por que no? (Reccord in B7_Why)

B8) Qué pasaría si le digo que ha sido probado que estudiar latín ayuda a los estudiantes con vocabulario, ortografía, y en las pruebas estandarizadas? ¿Cambiaría eso su respuesta?

Si es así, entonces: En una escala de 1 - 5, siendo 1 "altamente" y 5 siendo "nada" ¿cuánto valor tendria que su hijo/a tenga la oportunidad de aprender un idioma clasico como el latin?

B9) Está de acuerdo o desacuerdo con las siguientes declaraciones:

- Estoy preocupado/a por el progreso de mi hijo/a en habilidades básicas como leer en su escuela actual
- Estoy abierta a escuelas que enseñan a leer con Instrucción de fonética y gramática., un método probado para aprender lenguaje y lectura.

B10) En una escala de 1-5 con 1 siendo "mucho" y 5 siendo "para nada" que tan importante es para Usted que la virtud moral, el respeto por uno mismo y los demás sean parte de el curriculum de la escuela?

B11) En una escala de 1-5 con 1 siendo "mucho" y 5 siendo "para nada" que tan importante es para Usted que la escuela enseñe los clásicos como Aesop's Fables, Jungle Book, Moby Dick, y The Works de William Shakespeare y Charles Dickens, junto con magníficas ideas filosóficas?

B12) Qué materias o actividades está Usted más interesado que su hijo sea expuesto en la escuela? (forced rank 1-7, 1 = most important, 7 = least important, can we randomize the order so each time it is asked, it is asked in a different order to prevent bias?)

- Lectura y Escritura
- Historia
- Literatura y Idioma Clasico/Extrnajero
- Ciencias, Tecnologia, y Matemáticas
- Bellas Artes y Música
- Deportes
- Personalidad y Virtud Moral

Si un padre pregunta, Personalidad y Virtud Moral = Ser una buena persona, no solo un buen estudiante.

B13) Para que nosotros y nuestras escuelas puedan entender mejor a nuestras familias, nos gustaría saber información demográfica básica acerca de las familias en nuestro sistema de base. Sus respuestas se mantendrán estrictamente confidencial y son solo para propósito investigative. Nunca compartiremos sus respuestas. Nos puede compartir a qué grupo demográfico pertenece su hijo/a?

- Hispano o Latino
- Blanco

- Negro o Afro-Americano
- Asiatico
- Otro o Mixto
- Prefiere no contester

B14) Nos puede decir su annual household income del ultimo ano?

- Menos de $25,000/al ano
- $25,000 - $50,000
- $50,000 - $75,000
- $75,000 - $100,000
- Mas de $100,000
- Prefiere no contester

B15) SI una escuela charter gratis, que provee educación clásica y tradicional, fuese a abrir cerca de su casa en los próximos años, estaría Usted interesado en escuchar directamente de ellos acerca de oportunidades para aplicar?

- Si
- No

B16) Si es así, que preguntas le gustaría fueran respondidas acerca de la escuela?

Heritage Classical Academy (HCA)
Community Outreach Meeting Agenda
White Oak Center, December 3rd, 6:00 p.m.

Heritage Classical Academy provides a focused classical education to a diverse community of K-8 scholars by developing their knowledge to a state of wisdom (*sapientia*) and character to a state of virtue (*virtus*) and by preparing them to become well-educated self-governing citizens and leaders for the next generation of America.

1. Introduction
   - Brief introductions of Board Members
   - Depending on size of crowd, brief introductions of interested families
   - Essential elements of a charter school
   - Two Board members speak to why they are proposing HCA in northwest Houston

2. Power Point Presentation that covers the following elements:
   A. Core Academic Program
      1) Summary of Heritage Academy
      2) Program to ensure success in reading, writing, and speaking
      3) Mathematics curriculum and instruction
      4) Study of history and geography
      5) Science program
   B. Character education
   C. Language, fine arts, and physical education offerings
   D. Before, after school and co-curricular activities
   E. Plans for safety and security
   F. Parents as partners
   G. Evidence of success
   H. Next Steps

3. Community Input/Questions
   A. What questions do you have about the academic program we are planning to offer?
   B. Are there other things you would like for your child to learn that we have not covered?
   C. Are there other values that you think the school should be reinforcing than the ones in our CREW model?

D. What are we missing? What else is important to you as you select the best school for your child?
E. Do you like the idea of your child wearing a school uniform?
F. How important is it to you to have transportation to and from the school?
G. What do you like about the current school your child is attending?
H. What is the most important factor to you in choosing a school for your child?
I. How can we become more a part of your community? Whom should we reach out to? What events should we be attending?

NNMD
NEAR NORTHWEST
MANAGEMENT DISTRICT

December 16, 2019

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave.
Austin, TX. 78701

Re: Heritage Classical Academy – Charter Application

Dear Commissioner Morath,

As President of the Near Northwest Management District, we welcome the addition of Heritage classical Academy into Northwest Houston. As a Special Purpose District, we focus our efforts on Safety, Economic Redevelopment for existing businesses and new business throughout our community! Education plays a significant role in improving the quality of our businesses and success of our community. We strongly support Heritage Classical Academy, a proposed kindergarten through 8th grade charter school focused on classical education and civic virtue. Education is not a one-size-fits-all proposition. Every Houston family should be empowered with great choices: project-based learning, Montessori teaching, classical education, just to name a few. I am excited that Heritage Classical Academy seeks to offer a rigorous and proven phonics approach in early grades and to build a solid foundation for reading and future academic success. Nothing can change the trajectory of a child more than a strong ability to read.

I know a classical charter school in northwest Houston would be a welcome addition to our community and a great education option for families. I am eager to see more Houston families gain access to another high-quality school choice option. Thank you for your consideration of Heritage Classical Academy.

Sincerely,

Wayne L. Norden
President
Near Northwest Management District

Mail: 5740 W. Little York Rd, Box 391 • Houston, Texas 77091
Office: 7603 Antoine Dr., • Houston, Texas 77088
713-895-8021 • www.nnmd.org

GREATER HEIGHTS CHAMBER OF COMMERCE
2020 NORTH LOOP W STE 203
HOUSTON, TX 77018-8155

January 2, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave.
Austin, TX. 78701

Memorandum for: Heritage Classical Academy – Charter Application

Dear Commissioner Morath,

This letter is to express our support for the authorization of Heritage Classical Academy in Houston, Texas. As mentioned in a few letters you have received, currently there is not a public classical school option for the families in near northwest Houston. We believe that education is the most important thing a young adult will ever achieve in their entire lifetime and is perhaps the greatest thing that the local state and government agencies can provide.

I know that Heritage Classical intends to use a strong phonics-based teaching approach for their young students. It is my understanding that phonic-based teaching is proven to be one of the most effective method for children to develop a solid foundation for a lifetime of reading. In addition, I am excited to hear that Heritage Classical will teach the concepts of moral character and civic virtue, with the hopes of developing well rounded, self-governing citizens.

Nothing can change the life of a child more profoundly than education. I know a classical charter school in northwest Houston would be a welcome addition to our community and a great education option for families. We urge you to support Heritage Classical Academy.

Sincerely,



Louie Gill
President
Greater Heights Area Chamber of Commerce
president@heightschamber.org
cell-904-235-8635

January 15, 2020

Mt Canaan Missionary Baptist Church
7400 N Wayside Dr
Houston, Texas 77028

Re: Heritage Classical Academy – Charter Application

To Whom it may concern:

I am writing to express my strong support for Heritage Classical Academy, a proposed kindergarten through 8th grade charter school focused on classical education and civic virtue. Education is not a one-size-fits-all proposition. Every Houston family should be empowered with great choices: project-based learning, Montessori teaching, classical education, just to name a few. I am excited that Heritage Classical Academy seeks to employ a rigorous and proven phonics approach in early grades to build a solid foundation for reading and future academic success. Nothing can change the trajectory of a child more than a strong ability to read. I also am encouraged Heritage seeks to train young people in moral character and civic virtue – things that seem missing in our society today.

I know a classical charter school in northwest Houston would be a welcome addition to our community and a great education option for families. I am eager to see more Houston families gain access to another high-quality school choice option. Thank you for your consideration of Heritage Classical Academy.

Sincerely,

Rev. Paul M. Dirden
Associate Pastor
Mt. Canaan M.B.C.
7400 N. Wayside dr.
Houston, Texas 77028

Attachment 5: Certified Mail Receipt Cards

Provide certified mail return receipt cards (green cards) showing the dates the Statement of Impact forms and Application Coversheets were received by:

- **Each Superintendent and President of the Board of Trustees** of each traditional school district from which the proposed charter school intends to draw students;
- **Each member of the Texas Legislature** who represents the geographic area(s) to be served by the proposed charter school; and
- **Each Texas State Board of Education member** who represents the geographic area(s) to be served by the proposed charter school.

In the absence of signed certified mail return receipt cards (green cards), the certified mail receipt (white and green slip) 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.

Statement of Impact Forms are available on the Subchapter D application page. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any impact the proposed charter 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.

Certified Mail Return Receipt Card



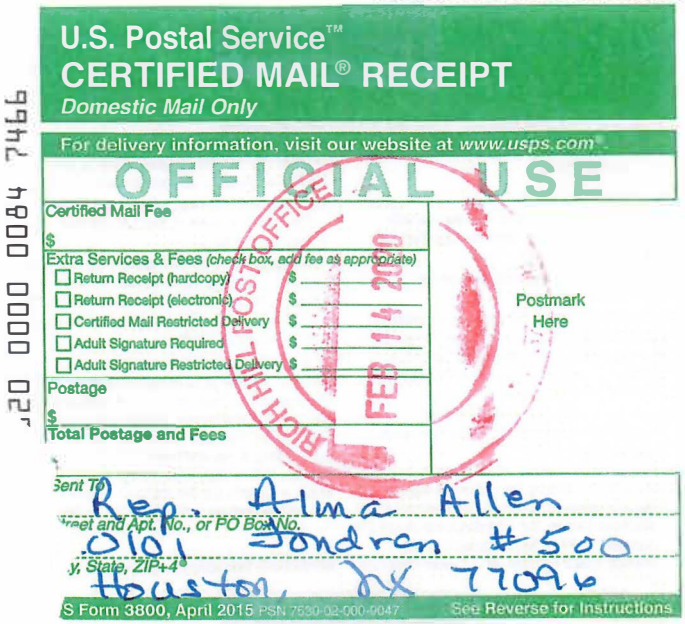
Certified Mail Receipt



Heritage Classical Academy

Cured During Remedy Period

Attachment 5: Certified Mail Receipt Cards



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

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

Postage
$

Total Postage and Fees
$

Postmark Here

RICH HILL POST OFFICE FEB 14 2020

Sent To: Rep. Alma Allen
Street and Apt. No., or PO Box No.: 0101 Jondran #500
City, State, ZIP+4®: Houston, TX 77094

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

7019 1640 0000 6263 6823



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OFFICIAL USE

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

Postage
$

Total Postage and Fees
$

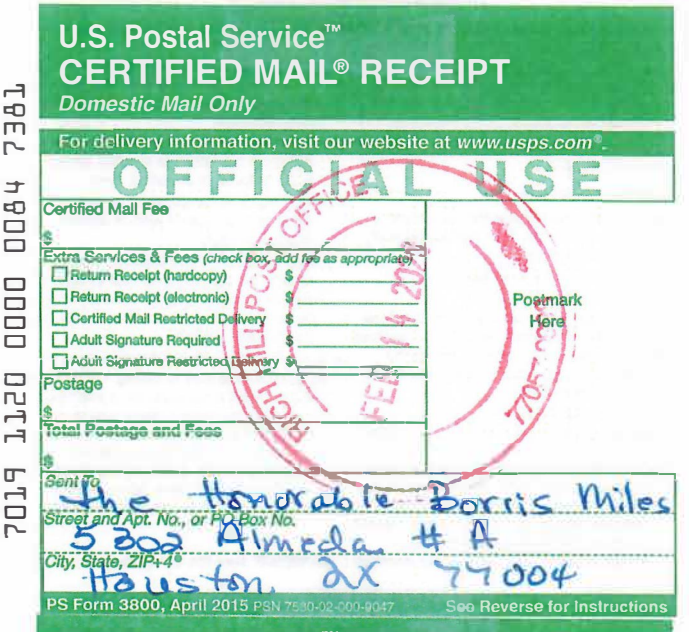
Postmark Here

RICH HILL POST OFFICE FEB 14 2020

Sent To: Rep. Ana Hernandez
Street and Apt. No., or PO Box No.: 1233 Mercury Drive
City, State, ZIP+4®: Ho. TX 770.9

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

7019 1120 0000 0084 7381



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

Postage
$

Total Postage and Fees
$

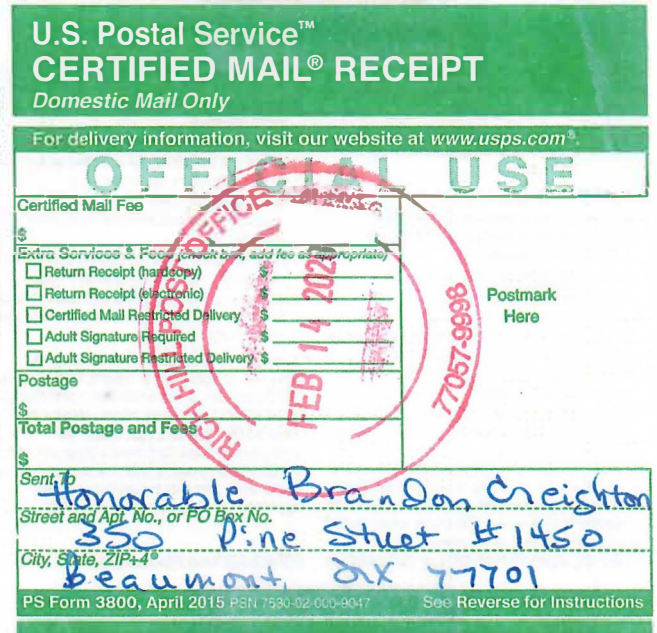
Postmark Here

RICH HILL POST OFFICE FEB 14 2020 77057

Sent To: the Honorable Borris Miles
Street and Apt. No., or PO Box No.: 5300 Almeda #A
City, State, ZIP+4®: Houston, TX 77004

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

7019 1640 0000 6263 6762



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OFFICIAL USE

Certified Mail Fee
$

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

Postage
$

Total Postage and Fees
$

Postmark Here

RICH HILL POST OFFICE FEB 14 2020 77057-9998

Sent To: Honorable Brandon Creighton
Street and Apt. No., or PO Box No.: 350 Pine Street #1450
City, State, ZIP+4®: Beaumont, TX 77701

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

7019 1640 0000 6263 6816



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

Postage
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Total Postage and Fees
$

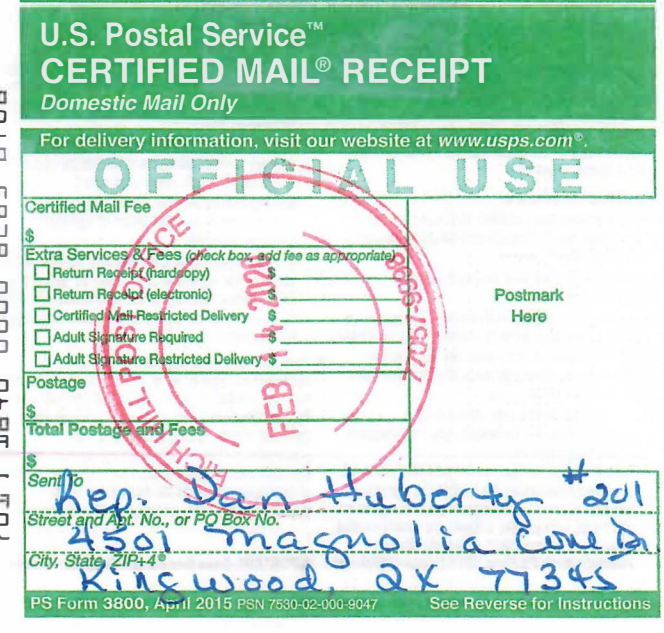
Postmark Here

RICH HILL POST OFFICE FEB 14 2020 77057-9998

Sent To: Rep. Christina Morales
Street and Apt. No., or PO Box No.: 6960 Rustic Street #107
City, State, ZIP+4®: Houston, TX 77087

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

7019 1640 0000 6263 6786



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

Postage
$

Total Postage and Fees
$

Postmark Here

RICH HILL POST OFFICE FEB 14 2020 77057-9998

Sent To: Rep. Dan Huberty #201
Street and Apt. No., or PO Box No.: 4501 Magnolia Cove Dr
City, State, ZIP+4®: Kingwood, TX 77345

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

Heritage
Classical
Academy

Attachment 5: Certified Mail Receipt Cards



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OFFICIAL USE

Certified Mail Fee
$

Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $
- Return Receipt (electronic) $
- Certified Mail Restricted Delivery $
- Adult Signature Required $
- Adult Signature Restricted Delivery $

Postage
$

Total Postage and Fees
$

Postmark Here

RICH HILL POST OFFICE FEB 14 2020 77057-9998

7019 1640 0000 6263 6847

Sent To Rep. Dwayne Bohac
Street and Apt. No., or PO Box No. 2600 Dessau #212
City, State, ZIP+4® Houston TX 77080

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

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OFFICIAL USE

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

Postage
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Total Postage and Fees
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Postmark Here

RICH HILL POST OFFICE FEB 14 2020 77057-9998

7019 1640 0000 6263 6809

Sent To Rep Garnet Coleman
Street and Apt. No., or PO Box No. 3445 Almeda #501
City, State, ZIP+4® Houston, TX 77004

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

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OFFICIAL USE

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

Postage
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Total Postage and Fees
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Postmark Here

RICH HILL POST OFFICE FEB 14 2020 77057-9998

7019 1120 0000 0084 7374

Sent To Rep Gene Wu
Street and Apt. No., or PO Box No. 6500 Rookin #C
City, State, ZIP+4® Houston, TX 77074

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OFFICIAL USE

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

Postage
$

Total Postage and Fees
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Postmark Here

RICH HILL POST OFFICE FEB 14 2020 77057-9998

7019 1120 0000 0084 7398

Sent To Rep. Nina Calanni
Street and Apt. No., or PO Box No. 1550 Fox Lake Drive #120
City, State, ZIP+4® Houston, TX 77084

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

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OFFICIAL USE

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

Postage
$

Total Postage and Fees
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Postmark Here

RICH HILL POST OFFICE FEB 14 2020 77057-9998

7019 1640 0000 6263 6830

Sent To Rep Harold Dutton, Jr.
Street and Apt. No., or PO Box No. 8799 N. Loop East
City, State, ZIP+4® Houston TX 77029 #200

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

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

Postage
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Total Postage and Fees
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Postmark Here

RICH HILL POST OFFICE FEB 14 2020 77057-9998

7019 1640 0000 6263 6779

Sent To Rep. Jessica Farrar
Street and Apt. No., or PO Box No. Room CAP 3N.6
City, State, ZIP+4® Austin, TX 78768

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

Heritage Classical Academy

Attachment 5: Certified Mail Receipt Cards

U.S. Postal Service™
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OFFICIAL USE

Certified Mail Fee
$

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

Postage
$

Total Postage and Fees
$

Postmark Here

FEB 14 2020

77057-9998

Sent To: Rep. Anna Eastman, CAP 3N.6
Street and Apt. No., or PO Box No.: P.O. Box 2910
City, State, ZIP+4®: Austin, TX 78768

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

7019 1120 0000 0089 1810

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OFFICIAL USE

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

Postage
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Total Postage and Fees
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Postmark Here

FEB 14 2020

77057-9998

Sent To: Rep. Jim Murphy
Street and Apt. No., or PO Box No.: 9525 Katy Freeway #215
City, State, ZIP+4®: Houston, TX 77024

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

7019 1640 0000 6263 6861

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OFFICIAL USE

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

Postage
$

Total Postage and Fees
$

Postmark Here

FEB 14 2020

77057-9998

Sent To: The Honorable Joan Huffman
Street and Apt. No., or PO Box No.: 2900 Weslayan Street #500
City, State, ZIP+4®: Houston, TX 77027

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

7019 1120 0000 0084 7404

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

Postage
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Total Postage and Fees
$

Postmark Here

FEB 14 2020

77057-9998

Sent To: The Honorable Lois Kolkhorst
Street and Apt. No., or PO Box No.: 22310 Grand Corner Dr. #120
City, State, ZIP+4®: Katy, TX 77494

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

7019 1120 0000 0084 7435

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OFFICIAL USE

Certified Mail Fee
$

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

Postage
$

Total Postage and Fees
$

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FEB 14 2020

77057-9998

Sent To: Rep. Mary Ann Perez
Street and Apt. No., or PO Box No.: 101 S. Richey #F
City, State, ZIP+4®: Pasadena, TX 77506

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

7019 1120 0000 0084 7411

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OFFICIAL USE

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

Postage
$

Total Postage and Fees
$

Postmark Here

FEB 14 2020

77057-9998

Sent To: Rep. Sarah Davis
Street and Apt. No., or PO Box No.: 6300 West Loop S. #140
City, State, ZIP+4®: Bellaire, TX 77401

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

7019 1640 0000 6263 6854

Attachment 5: Certified Mail Receipt Cards



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OFFICIAL USE

Certified Mail Fee
$

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

Postage
$

Total Postage and Fees
$

Postmark Here

FEB 14 2019

Sent To
Rep. Shawn Thierry

Street and Apt. No., or PO Box No.
2616 South Loop West

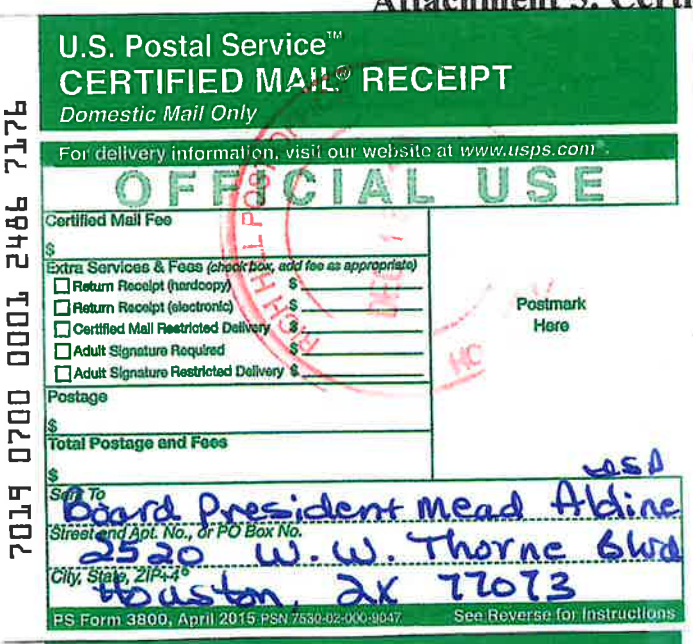
City, State, ZIP+4®
Houston, TX 77054

#635

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

7019 1120 0000 0084 7428

Attachment 5: Certified Mail Receipts



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OFFICIAL USE

Certified Mail Fee
$

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

Postage
$

Total Postage and Fees
$

Postmark Here

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

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

7019 0700 0001 2486 7176



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OFFICIAL USE

Certified Mail Fee
$

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

Postage
$

Total Postage and Fees
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Postmark Here

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

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

7019 0700 0001 2486 7169



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OFFICIAL USE

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

Postage
$

Total Postage and Fees
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Postmark Here

Sent To
Bd President D. John Oglesbee Fairbanks Cypress ISD
Street and Apt. No., or PO Box No.
10300 Jones Road
City, State, ZIP+4®
Houston, TX 77065

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

7019 0700 0001 2486 7152



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Certified Mail Fee
$

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

Postage
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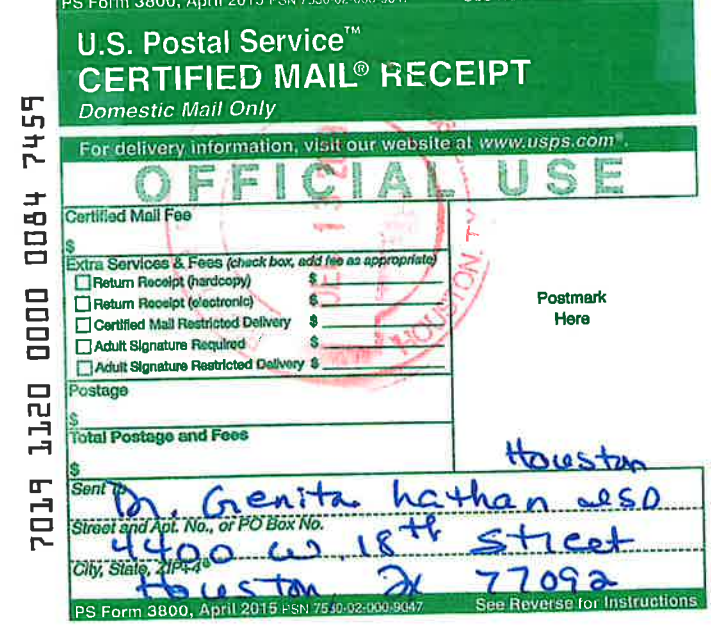
Total Postage and Fees
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Postmark Here

Sent To
Superintendent Dr. Mark Henry Cy-Fair ISD
Street and Apt. No., or PO Box No.
10300 Jones Rd
City, State, ZIP+4®
Houston, TX 77065

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

7019 0700 0001 2486 7299



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

Postage
$

Total Postage and Fees
$

Postmark Here

Sent To
Bd President Houston ISD
Dr. Grenita Lathan
Street and Apt. No., or PO Box No.
4400 W. 18th Street
City, State, ZIP+4®
Houston, TX 77092

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

7019 1120 0000 0084 7459



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OFFICIAL USE

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

Postage
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Total Postage and Fees
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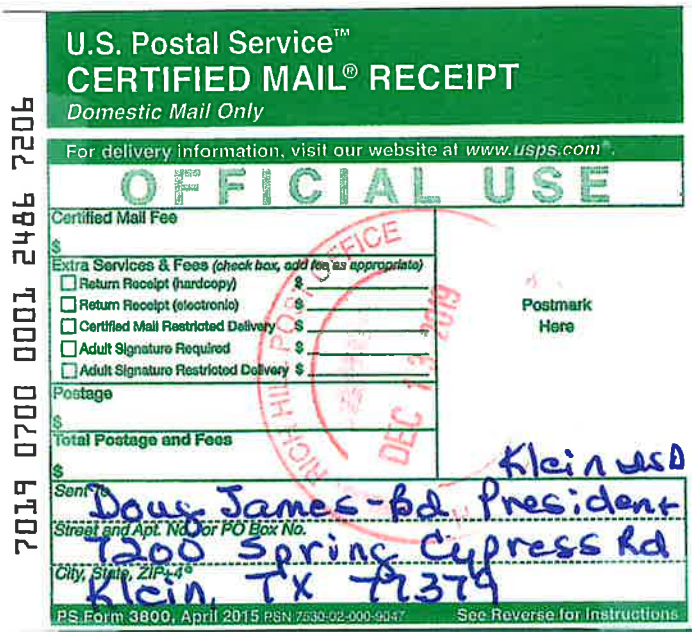
Postmark Here

Sent To
Bd President - Diana Davila ISD Houston
Street and Apt. No., or PO Box No.
4400 W. 18th Street
City, State, ZIP+4®
Houston, TX 77092

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

7019 0700 0001 2486 7282

Attachment 5: Certified Mail Receipts



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OFFICIAL USE

Certified Mail Fee
$

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

Postage
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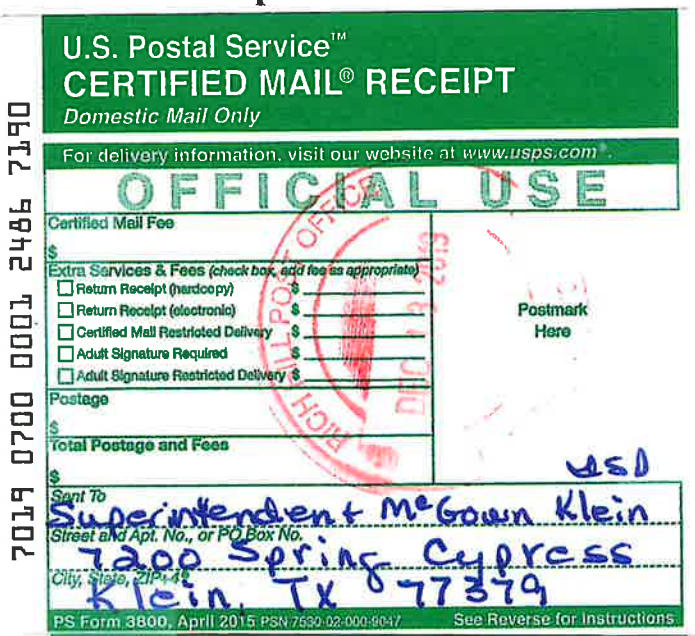
Total Postage and Fees
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Postmark Here

Sent To: Doug James-Bd President Klein ISD
Street and Apt. No., or PO Box No.: 7200 Spring Cypress Rd
City, State, ZIP+4®: Klein, TX 77379

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

7019 0700 0001 2486 7206



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OFFICIAL USE

Certified Mail Fee
$

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

Postage
$

Total Postage and Fees
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Postmark Here

Sent To: Superintendent McGowan Klein ISD
Street and Apt. No., or PO Box No.: 7200 Spring Cypress
City, State, ZIP+4®: Klein, TX 77379

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

7019 0700 0001 2486 7190



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OFFICIAL USE

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

Postage
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Total Postage and Fees
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Sent To: Bd President Rhonda Newhouse Spring ISD
Street and Apt. No., or PO Box No.: 16717 Ella Blvd.
City, State, ZIP+4®: Houston, TX 77090

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

7019 0700 0001 2486 7237



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OFFICIAL USE

Certified Mail Fee
$

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

Postage
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Total Postage and Fees
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Postmark Here

Sent To: Superintendent Watson Spring ISD
Street and Apt. No., or PO Box No.: 16717 Ella Blvd
City, State, ZIP+4®: Houston, TX 77090

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

7019 0700 0001 2486 7220



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OFFICIAL USE

Certified Mail Fee
$

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

Postage
$

Total Postage and Fees
$

Postmark Here

Sent To: Board President-Spring Branch Goodson ISD
Street and Apt. No., or PO Box No.: 955 Campbell Rd
City, State, ZIP+4®: Houston, TX 77024

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

7019 0700 0001 2486 7343



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OFFICIAL USE

Certified Mail Fee
$

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

Postage
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Total Postage and Fees
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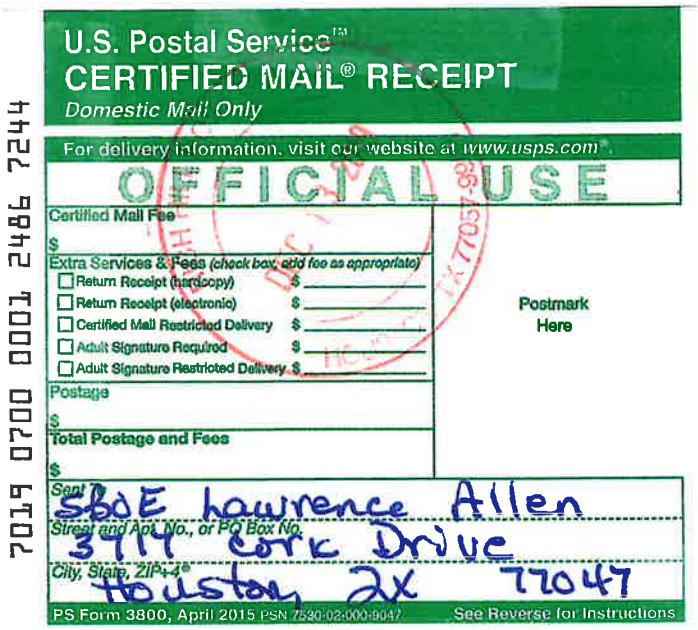
Postmark Here

Sent To: Superintendent Spring Branch Blaine ISD
Street and Apt. No., or PO Box No.: 955 Campbell Rd
City, State, ZIP+4®: Houston, TX 77024

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

7019 0700 0001 2486 7336

Attachment 5: Certified Mail Receipts



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Certified Mail Fee
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Extra Services & Fees (check box, add fee as appropriate)
- ☐ Return Receipt (hardcopy) $
- ☐ Return Receipt (electronic) $
- ☐ Certified Mail Restricted Delivery $
- ☐ Adult Signature Required $
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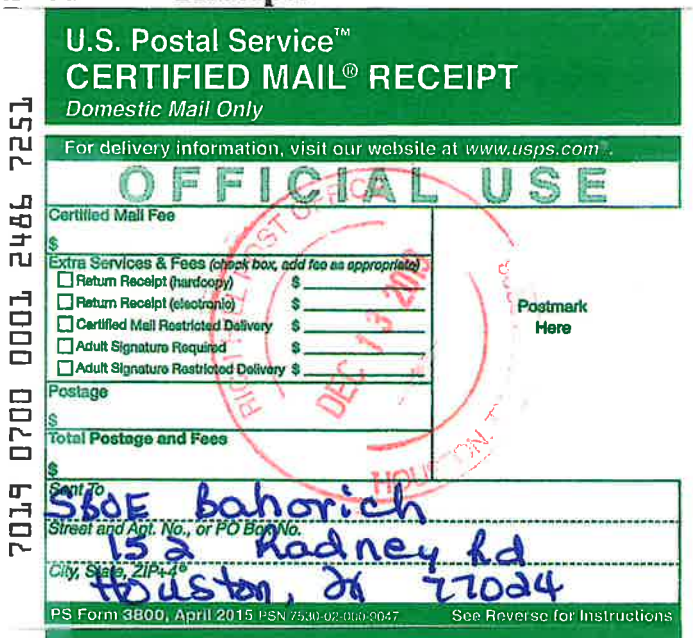
Total Postage and Fees
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Postmark Here

Sent To: SBOE lawrence Allen
Street and Apt. No., or PO Box No.: 3714 Cork Drive
City, State, ZIP+4®: Houston TX 77047

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

7019 0700 0001 2486 7244



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

Postage
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Total Postage and Fees
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Postmark Here

Sent To: SBOE bahorich
Street and Apt. No., or PO Box No.: 152 Rodney Rd
City, State, ZIP+4®: Houston, TX 77024

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

7019 0700 0001 2486 7251



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

Postage
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Total Postage and Fees
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Postmark Here

Sent To: SBOE barbara Carsill
Street and Apt. No., or PO Box No.: 15254 Runnymeade St
City, State, ZIP+4®: Conroe TX 77384

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

7019 0700 0001 2486 7268



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Extra Services & Fees (check box, add fee as appropriate)
- ☐ Return Receipt (hardcopy) $
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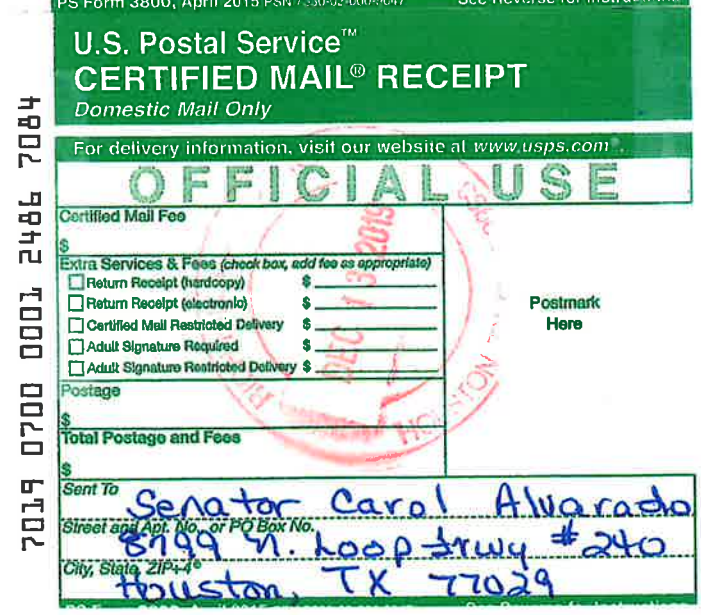
Total Postage and Fees
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Postmark Here

Sent To: SBOE Matt Robinson
Street and Apt. No., or PO Box No.: 313 FM 517 West
City, State, ZIP+4®: Dickinson, TX 77539

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

7019 0700 0001 2486 7183



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

Postage
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Total Postage and Fees
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Postmark Here

Sent To: Senator Carol Alvarado
Street and Apt. No., or PO Box No.: 8787 N. Loop Frwy #240
City, State, ZIP+4®: Houston, TX 77029

7019 0700 0001 2486 7084



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Extra Services & Fees (check box, add fee as appropriate)
- ☐ Return Receipt (hardcopy) $
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- ☐ Certified Mail Restricted Delivery $
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- ☐ Adult Signature Restricted Delivery $

Postage
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Total Postage and Fees
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Sent To: Senator John Whitmire
Street and Apt. No., or PO Box No.: 803 Gale Street
City, State, ZIP+4®: Houston TX 77007

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

7019 0700 0001 2486 7207

Attachment 5: Certified Mail Receipts

7019 0700 0001 2486 7138

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Extra Services & Fees *(check box, add fee as appropriate)*
- ☐ Return Receipt (hardcopy) $
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- ☐ Adult Signature Restricted Delivery $

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Sent To
Rep. Hon. Sam Harless
Street and Apt. No., or PO Box No.
6630 Cypresswood # 150
City, State, ZIP+4®
Spring, TX 77379

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

7019 0700 0001 2486 7114

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Extra Services & Fees *(check box, add fee as appropriate)*
- ☐ Return Receipt (hardcopy) $
- ☐ Return Receipt (electronic) $
- ☐ Certified Mail Restricted Delivery $
- ☐ Adult Signature Required $
- ☐ Adult Signature Restricted Delivery $

Postage
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Total Postage and Fees
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Postmark Here

Sent To
Rep Hon. Johnson Jarvis
Street and Apt. No., or PO Box No.
6112 Wheatley Street
City, State, ZIP+4®
Houston, Tx 77091

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

7019 1120 0000 0084 7442

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

Postage
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Total Postage and Fees
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Postmark Here

Sent To
Rep. Tom Oliverson
Street and Apt. No., or PO Box No.
12345 Jones Rd #221
City, State, ZIP+4®
Houston TX 77070

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

7019 0700 0001 2486 7121

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- ☐ Return Receipt (hardcopy) $
- ☐ Return Receipt (electronic) $
- ☐ Certified Mail Restricted Delivery $
- ☐ Adult Signature Required $
- ☐ Adult Signature Restricted Delivery $

Postage
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Total Postage and Fees
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Postmark Here

Sent To
Rep. Hon. Jon Rosenthal
Street and Apt. No., or PO Box No.
9601 Jones Road #215
City, State, ZIP+4®
Houston, TX 77065

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

7019 0700 0001 2486 7305

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Extra Services & Fees *(check box, add fee as appropriate)*
- ☐ Return Receipt (hardcopy) $
- ☐ Return Receipt (electronic) $
- ☐ Certified Mail Restricted Delivery $
- ☐ Adult Signature Required $
- ☐ Adult Signature Restricted Delivery $

Postage
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Total Postage and Fees
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Postmark Here

Sent To
Rep. Valoree Swanson
Street and Apt. No., or PO Box No.
23008 Northcrest Dr.
City, State, ZIP+4®
Spring TX 77389

7019 0700 0001 2486 7275

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OFFICIAL USE

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Extra Services & Fees *(check box, add fee as appropriate)*
- ☐ Return Receipt (hardcopy) $
- ☐ Return Receipt (electronic) $
- ☐ Certified Mail Restricted Delivery $
- ☐ Adult Signature Required $
- ☐ Adult Signature Restricted Delivery $

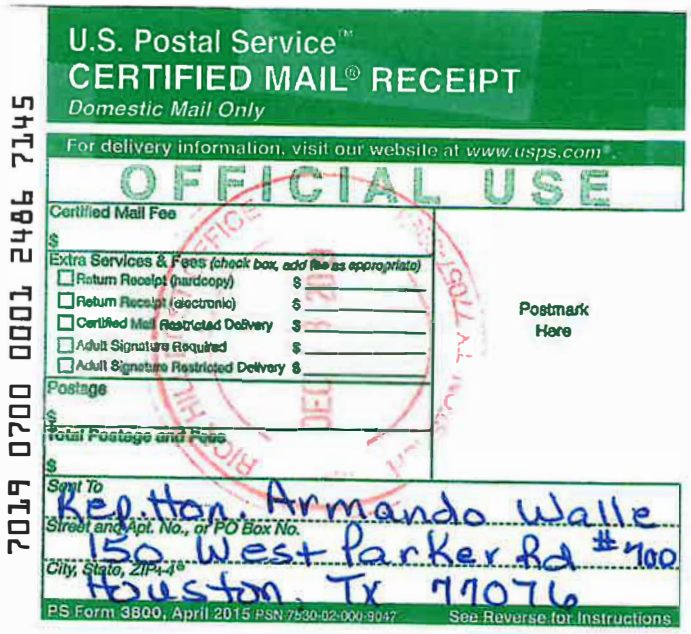
Postage
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Total Postage and Fees
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Postmark Here

Sent To
Rep Senfronia Thompson
Street and Apt. No., or PO Box No.
10529 Homestead Rd
City, State, ZIP+4®
Houston, TX 77016

Attachment 5: Certified Mail Receipts



U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
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OFFICIAL USE

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

Postage
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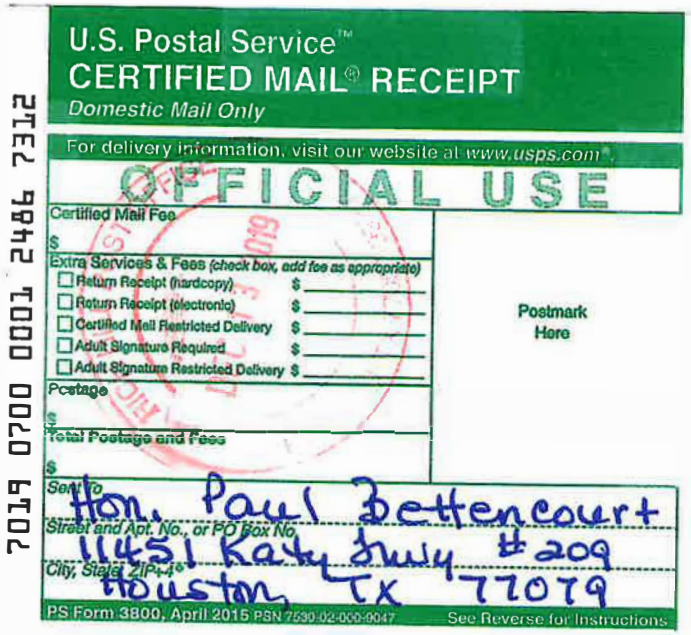
Total Postage and Fees
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Postmark Here

Sent To
Kelton, Armando Walle
Street and Apt. No., or PO Box No.
150 West Parker Rd #100
City, State, ZIP+4®
Houston, TX 77076

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

7019 0700 0001 2486 7145



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

Postage
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Total Postage and Fees
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Postmark Here

Sent To
Hon. Paul Bettencourt
Street and Apt. No., or PO Box No.
11451 Katy Fwy #209
City, State, ZIP+4®
Houston, TX 77079

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

7019 0700 0001 2486 7312

HERITAGE
CLASSICAL ACADEMY

[Date]

Address:

Dear XXX:

This letter is to inform you that **Heritage Classical Academy** intends to submit an application to the Texas Education Agency in response to the Generation Twenty-Five 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 designated geographic boundary overlaps with your district's boundary. The proposed charter school's designated geographic boundary will include the following districts: **Houston ISD, Spring Branch ISD, Aldine ISD, and Cy-Fair ISD.** In addition, the proposed charter school will have a transfer policy whereby it may admit students residing outside of the designated geographic boundary once all eligible applicants residing within the geographic boundary have submitted a timely application and been enrolled. The transfer boundary will include the following districts: **Spring ISD and Klein ISD.**

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: John Garland
1701 North Congress
Avenue Austin, Texas
78701

Forms must be received no later than **Friday, February 21, 2020,** 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) 463-3533 or visit http://tea.texas.gov/Texas_Schools/Charter_Schools/. Our application will be available on the Texas Education Agency Charter School webpage on (or around) February 21, 2020. If you would like a complete application prior to that date, please contact **Heritage Classical Academy** at (713) 914-9778.

HERITAGE
CLASSICAL ACADEMY

Thank you. We look forward to working with you to create another quality school option to serve our students in the Houston area.

Sincerely,

Chairman of the Board
Heritage Classical Academy

Enclosures: Statement of Impact Form
Application Coversheet

cc: Legislative Representatives in Proposed Geographic Boundaries
State Board of Education Members in Proposed Geographic Boundaries

GENERATION TWENTY-FIVE
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 and charter from which the proposed school intends to draw students, to each member of the legislature, and 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 or open-enrollment charter school, 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, February 21, 2020 to:

Texas Education Agency
Attention: John Garland
1701 North Congress Avenue
Austin, Texas 78701

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

Name of Proposed Charter School: Heritage Classical Academy

Physical Address or General Location of Proposed Charter School: We are seeking a facility in the zip codes 77018 77040, 77041, 77055, 77064, 77080, 77088, 77091, or 77092, most likley within Houston ISD.

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

Attachment 6: Published Notice(s) of Public Meetings

At a minimum, applicants must hold one public meeting within the charter school's proposed geographic boundary to discuss the application for the proposed Generation 25 open-enrollment charter school.

This meeting must take place no earlier than **18 months** before the charter application submission date. Consequently, any public meetings that were held before **July 21, 2018** are not eligible for consideration.

Anyone may attend and participate in the public meeting.

ATTENTION: All submitted notices must be dated prior to **January 21, 2020**.

Provide a scanned/photocopy of the official public notice/advertisement that was printed in the newspaper. The copy of the notice that is provided in this application **must** include the name of the publication and the publication date. Each public notice must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all Board members from the sponsoring entity.

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 format. Newspapers available only in digital format are not acceptable.

ADDITIONAL REQUIREMENT: Applicants must notify, via their government email, all members of the Texas State Board of Education (SBOE) and the Texas state legislature who represent the geographic area to be served by the proposed school. *Applicants must include charterapplication@tea.texas.gov in the CC line of the email.* Each email must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all Board members from the sponsoring entity.

HC MEDIA GROUP
HEARST corporation

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:

HERITAGE ED. 0000206458 HC091602324
RAN A LEGAL NOTICE
SIZE BEING: 2 x14 L

Product	Date	Class	Page
Houston Chronicle	Nov 25 2019	Legal Notices	B 28

Victoria Bond * IR Clerk
NEWSPAPER REPRESENTATIVE

Sworn and subscribed to before me, this 25th Day of November A.D. 2019

CHARLES E WALICHOWSKI
129823547
NOTARY PUBLIC
STATE OF TEXAS
EXPIRES
MAY 19, 2022

Charles E Walichowski
Notary Public in and for the State of Texas

ıity District No. 148
ıdvisor and bond counsel
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h the Texas Water
er State Revolving Fund.
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Houston, TX 77079-

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he Office of the
Houston, Texas.

.com/legals

hereby given. The caption of such ordinances is as follows:

2019-867 – AN ORDINANCE granting to BLACKWOOD PORTABLE RESTROOMS, LLC, a Texas limited liability company, the right, privilege, and franchise to collect, haul, and transport solid waste and industrial waste from commercial properties located within the City of Houston, Texas, pursuant to Chapter 39, Code of Ordinances, Houston, Texas; providing for related terms and conditions; and making certain findings related thereto. - **FIRST READING**

2019-868 – AN ORDINANCE granting to BLUE WATER GREASE SERVICES INC., a Texas corporation, the right, privilege, and franchise to collect, haul, and transport solid waste and industrial waste from commercial properties located within the City of Houston, Texas, pursuant to Chapter 39, Code of Ordinances, Houston, Texas; providing for related terms and conditions; and making certain findings related thereto - **FIRST READING**

2019-869 – AN ORDINANCE granting to ENVIRONMENTAL EARTH-WISE, INC ENVIRONMENTAL REMEDIATION & CONSTRUCTION, a Texas limited liability company, the right, privilege, and franchise to collect, haul, and transport solid waste and industrial waste from commercial properties located within the City of Houston, Texas, pursuant to Chapter 39, Code of Ordinances, Houston, Texas; providing for related terms and conditions; and making certain findings related thereto - **FIRST READING**

2019-870 – AN ORDINANCE granting to LEL ENVIRONMENTAL LTD., a Texas limited partnership, the right, privilege, and franchise to collect, haul, and transport solid waste and industrial waste from commercial properties located within the City of Houston, Texas, pursuant to Chapter 39, Code of Ordinances, Houston, Texas; providing for related terms and conditions; and making certain findings related thereto - **FIRST READING**

2019-871 – AN ORDINANCE granting to MILLENNIAL TRUCKING, LLC, a Texas limited liability company, the right, privilege, and franchise to collect, haul, and transport solid waste and industrial waste from commercial properties located within the City of Houston, Texas, pursuant to Chapter 39, Code of Ordinances, Houston, Texas; providing for related terms and conditions; and making certain findings related thereto - **FIRST READING**

The entire ordinance may be found and inspected in the Office of the Secretary, 900 Bagby, Room P-101, City Hall Annex, Houston, Texas.

Anna Russell

City Secretary

Publish: 11/25, 12/02

Heritage Classical Academy, a proposed tuition-free public charter school with plans to open in Houston in the fall of 2021, will hold public information meetings on Tuesday, December 3, 2019 from 6-7:30pm and Saturday, January 11, 2020 from 9:30-11am. The meetings will be held at White Oak Conference Center, 7603 Antoine Drive, Houston, TX 77088. The sponsoring entity is Heritage Ed., a Texas non-profit corporation. The board of directors for Heritage Ed. are as follows: Chelsea Collins, E.F. Mano DeAyala, Richard Hendee, Stuart D. Saunders, Debra Schindler and Kathryn van der Pol. For more information, call: 713.914.9778.

LEGAL NOTICE
Harris County Department of Education
Is seeking E-Rate services for E-Rate Funding Year 2020 (July 1, 2020 - June 30, 2021)
All interested vendors please visit:
https://portal.usac.org/suite/
Form 470 Application Number: 200003744
Please see RFP at https://erate.esc12.net/R12

PUBLIC NOTICE
Effective December 23, 2019, Dr. Stephanie Jacks will no longer be affiliated with Texas Children's Hospital and Baylor College of Medicine. Requests for medical records may be submitted by calling 936-267-5885.

LEGAL NOTICES
& ANNIVERSARIES

TWO THINGS YOU BETTER NOT FORGET ABOUT

Seriously, stay legal and get noticed by emailing our team at legals@chron.com or calling 713.224.6868

HOUSTON CHRONICLE
HoustonChronicle.com

IF YOU THINK LEGAL NOTICES ARE PAINFUL, WAIT UNTIL YOU PLACE ONE IN THE WRONG PAPER.

Stay legal and get noticed by emailing our team at legals@chron.com or calling 713.224.6868

HOUSTON CHRONICLE
HoustonChronicle.com

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HOUSTON CHRONICLE
HOUSTON COMMUNITY NEWSPAPERS & MEDIA GROUP
THE COURIER OF MONTGOMERY COUNTY

HOUSTON CHRONICLE
CREDIT SERVICE DEPARTMENT
4747 SOUTHWEST FREEWAY
HOUSTON, TX 77027

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Advertiser/Client Number:	091602324
Advertiser/Client Name:	HERITAGE ED.
Billed Account Number:	091602324
Billing Date:	01/01/20
Payment Terms:	DUE 15 DAYS
Current Net Amount:	$334.24
Total Amount Due:	**$334.24**
Amount Enclosed:	$ _____

Please make your checks payable to HOUSTON CHRONICLE.

HERITAGE ED.
ATTN: STUART SAUNDERS
602 SAWYER ST STE 720
HOUSTON TX 77007-7524

HOUSTON CHRONICLE
P.O. BOX 80085
PRESCOTT, AZ 86304-8085

[redacted]

HOUSTON CHRONICLE
HOUSTON COMMUNITY NEWSPAPERS & MEDIA GROUP
THE COURIER OF MONTGOMERY COUNTY

Please detach and return above portion with your payment

CLASSIFIED ADVERTISING INVOICE/STATEMENT

HOUSTON CHRONICLE
P.O. BOX 80085
PRESCOTT, AZ 86304-8085
TID #: 76-0556295

Advertiser/Client Name	Adv/Client Number	Billed Acct Number	Billing Period	Sales Rep.	Total Amount Due
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VERONICA M TYRONE 7163357 NOTARY PUBLIC STATE OF TEXAS EXPIRES FEB. 10, 2020

Veronica M Tyrone
Notary Public in and for the State of Texas

Heritage Classical Academy, a proposed tuition-free public charter school with plans to open in Houston in the fall of 2021, will hold a public information meeting on Saturday, January 11, 2020 from 9:30-11am. The meeting will be held at White Oak Conference Center, 7603 Antoine Drive, Houston, TX 77088. The sponsoring entity is Heritage Ed., a Texas non-profit corporation. The board of directors for Heritage Ed. are as follows: Chelsea Collins, E.F. Mano DeAyala, Richard Hendee, Stuart D. Saunders, Debra Schindler and Kathryn van der Pol. For more information, call: 713.914.9778.

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APPLICATION HAS BEEN MADE WITH THE TEXAS ALCOHOLIC BEVERAGE COMMISSION FOR A BEER RETAIL DEALER'S OFF-PREMISE LICENSE, A WINE ONLY PACKAGE STORE PERMIT AND A PACKAGE STORE TASTING PERMIT BY QUALITY LICENSING CORP. D/B/A QUALITY LICENSING CORP. (STORE #5094) LOCATED AT 9700 HILLCROFT ST, HOUSTON, HARRIS COUNTY, TEXAS 77096. OFFICERS OF SAID COMPANY ARE JOHN SCUDDER, PRESIDENT/CEO; MATTHEW W. ALLEN, VP; WAYNE HAMILTON, VP; ANDREA M. LAZENBY, ASSISTANT SECRETARY; DANIEL JOHN RICE, ASSISTANT SECRETARY.

Notice to Patients
Transfer of Medical Records
22 Texas Administrative Code 165.5
Effective January 31, 2020, Dr. Victor Fainstein will be retiring from Houston Methodist Academic Medicine Associates. For questions regarding transfer of medical records, please contact Rhonda Readeaux at (713) 799-9997.

Please be advised
Lynn Copeland, MD, FACP, FACG
Will be retireing from his gastroenterology medical practice effective 1/17/2019
Contact Digestive Specialists, PA at 936-321-0033
To transfer care to another GI physician within the practice or obtain a copy of medical records

Heritage Classical Academy, a proposed tuition-free public charter school with plans to open in Houston in the fall of 2021, will hold a public information meeting on Saturday, January 11, 2020 from 9:30-11am. The meeting will be held at White Oak Conference Center, 7603 Antoine Drive, Houston, TX 77088. The sponsoring entity is Heritage Ed., a Texas non-profit corporation. The board of directors for Heritage Ed. are as follows: Chelsea Collins, E.F. Mano DeAyala, Richard Hendee, Stuart D. Saunders, Debra Schindler and Kathryn van der Pol. For more information, call: 713.914.9778.

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Attachment 7: Sample Course Scope and Sequence

Provide a sample scope and sequence for one course in a core content area that will be taught during the school's first year.

Heritage Classical Academy Grade 1 ELAR
Scope and Sequence

1st 3 weeks: Foundational literacy skills (Review of Kindergarten Skills)

Literature Selection	Genre	Phon. Awareness	Phonics, Decoding, Spelling	Vocabulary	Fluency	Comprehension Skills, Response Skills, Genres, Author's Craft	Handwriting & Composition	Inquiry & Research
WEEK 1 The Frog Prince	Fairytale	2Ai, iii, v Listening Phoneme Isolate Onset-Rime Blend Syllable Segment Rhyme	2Bi, iii Decoding closed syllables 2Ci Spelling closed syllables 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words...	2B Build Fluency: Sound/ Spellings	6A, C: Establish purpose, predictions 7A: Personal connections 8B, 9A: Main characters, distinguishing characteristics of literature 10A: Author's purpose	2F Handwriting 11A-E Writing Process 12A Literary texts	13A Generate questions
WEEK 2 Hansel and Gretel Sing a Song of People	Fairytale Poetry	2Ai, iii, v Listening Phoneme Isolate Onset-Rime Blend Syllable Segment Rhyme	2Bi, iii Decoding closed syllables 2Ci Spelling closed syllables 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words...	2B Build Fluency: Sound/ Spellings	6A, C: Establish purpose, predictions 7A: Personal connections 8B, 9A: Main characters, distinguishing characteristics of literature 10D: How author uses words to visualize	2F Handwriting 11A-E Writing Process 12A Literary texts	13A Generate questions
WEEK 3 Thumbelina Little Finger of the Watermelon Patch	Fairytale Different Lands, Similar Stories	2Ai, v, vii Listening Phoneme Blend Phoneme Segment Rhyme	2Bi, iii Decoding closed syllables 2Ci Spelling closed syllables 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words...	2B Build Fluency: Sound/ Spellings	6A, C: Establish purpose, predictions 7A: Personal connections 8B, 9A: Main characters, distinguishing characteristics of literature 10A: Author's purpose	2F Handwriting 11A-E Writing Process 12A Literary texts	13A Generate questions

Grade 1 Unit 1

Literature Selection	Genre	Phon. Awareness	Phonics, Decoding, Spelling	Vocabulary	Fluency	Comprehension Skills, Response Skills, Genres, Author's Craft	Handwriting & Composition	Inquiry & Research
WEEK 1 Tom Thumb The Pasture	 Fairytale Poetry	2Ai, iii, v, vii Rhyme Phoneme Isolate Phoneme Blend Phoneme Segment	2Bi, iii Decoding closed syllables 2Ci Spelling closed syllables 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words...	4 Intonation	6D: Create mental images 7C: Use text evidence 8B, D: Main characters, setting 10D: How author uses words to visualize	2F Handwriting 11A-E Writing Process 12A Literary texts	13A Generate questions
WEEK 2 The Wolf in Sheep's Clothing I Know All the Sounds the Animals Make	 Fable Poetry	2Aii, iii, v, vii Alliteration Phoneme Categorize Phoneme Blend Phoneme Segment	2Bi, iii Decoding closed syllables 2Ci, Spelling closed syllables 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words...	4 Phrasing	6D: Create mental images 7C: Use text evidence 8B, D: Main characters, setting 10A: Author's purpose	2F Handwriting 11A-E Writing Process 12A Literary texts	13A Generate questions
WEEK 3 The Egyptian Cinderella The Korean Cinderella Yeh-Shen: A Cinderella Story from China	 Fairytale Different Lands, Similar Stories	2Aiii, v, iv, vi, vii Contrast Sounds Phoneme Substitute Phoneme Blend Phoneme Segment	2Bii Decoding words with blends 2Cii Spelling words with blends 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words...	4 Intonation	6E: Make connections 7C, D: Use text evidence, retell texts 8B, D: Main characters, setting 10E: First- and third-person texts	2F Handwriting 11A-E Writing Process 12A Literary texts	13A Generate questions
WEEK 4 Jack and the Beanstalk The Goose and the Golden Eggs	 Fairytale Fable	2Ai, iv, v, vi, vii Rhyme Phoneme Delete Phoneme Blend Phoneme Segment	2Bii Decoding words with blends 2Cii Spelling words with blends 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words...	4 Intonation	6E: Make connections 7C, D: Use text evidence, retell texts 9A: Distinguishing characteristics of literature 10B: Use of text structure	2F Handwriting 11A-E Writing Process 12A Literary texts	13A Generate questions
WEEK 5 Pied Piper Solomon Grundy	 Fairytale Poetry/ Nursery Rhyme	2Aiii, iv, v, vi, vii Phoneme Categorize Phoneme Delete Phoneme Blend Phoneme Segment	2Bi, iii Decoding closed syllables 2Ci Spelling closed syllables 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words...	4 Phrasing	6E: Make connections 7C, D: Use text evidence, retell texts 9A: Distinguishing characteristics of literature 10B: Use of text structure	2F Handwriting 11A-E Writing Process 12A Literary texts	13A Generate questions
WEEK 6: UNIT 1 REVIEW (AS NEEDED)								

Grade 1 Unit 2

Literature Selection	Genre	Phon. Awareness	Phonics, Decoding, Spelling	Vocabulary	Fluency	Comprehension Skills, Response Skills, Genres, Author's Craft	Handwriting & Composition	Inquiry & Research
WEEK 1 *Pinocchio*	Fiction	2Aiii, v, vii Phoneme Isolate Phoneme Blend Phoneme Segment	2Bi, iii Decoding closed syllables 2Ci Spelling closed syllables 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words... 3B Clarify word meanings	4 Phrasing	6G: Evaluate details to determine importance 7B, D: Write brief comments, retell texts 8C: Plot elements 10B: Use of text structure	2F Handwriting 11A-E Writing Process 12A, C Literary texts, correspondence	13A-E Inquiry and research
WEEK 2 *Pinocchio* The Purple Cow	Fiction Poetry	2Ai, iii, v, vii Rhyme Phoneme Identity Phoneme Blend Phoneme Segment	2Bii Decoding words with blends 2Cii Spelling words with blends 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words... 3B Clarify word meanings	4 Expression	6G: Evaluate details to determine importance 7B, D: Write brief comments, retell texts 8C: Plot elements 10B: Use of text structure	2F Handwriting 11A-E Writing Process 12A, C Literary texts, correspondence	13A-E Inquiry and research
WEEK 3 *Pinocchio*	Fiction	2Aiii, iv, v, vi, vii Phoneme Categorize Phoneme Blend Phoneme Segment Phoneme Substitute	2Bi, iii Decoding closed syllables 2Ci Spelling closed syllables 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words... 3B Clarify word meanings	4 Expression	6G: Evaluate details to determine importance 7B, D: Write brief comments, retell texts 8C: Plot elements 10C: Use of print and graphic features	2F Handwriting 11A-E Writing Process 12A, C Literary texts, correspondence	13A-E Inquiry and research
WEEK 4 *Pinocchio* Thanksgiving Day	Fiction Poetry	2Aiii, iv, v, vi, vii Phoneme Isolate Phoneme Categorize Phoneme Delete Phoneme Blend Phoneme Segment	2Bii Decoding words with digraphs 2Cii Spelling words with digraphs 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words... 3B Clarify word meanings	4 Phrasing	6G: Evaluate details to determine importance 7B, D: Write brief comments, retell texts 9B: Rhyme, rhythm, repetition, alliteration 10C: Use of print and graphic features	2F Handwriting 11A-E Writing Process 12A, C Literary texts, correspondence	13A-E Inquiry and research
WEEK 5 The Dog in the Manger Princess and the Pea	Fable Fairytale	2Aiv, v, vi, vii Phoneme Segment Phoneme Added Phoneme Blend	2Bii Decoding words with digraphs/trigraphs 2Cii Spelling words with digraphs/ trigraphs 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words... 3B Clarify word meanings	4 Expression	6G: Evaluate details to determine importance 7B, D: Write brief comments, retell texts 9A: Distinguishing characteristics of literature 10E: First- and third-person texts	2F Handwriting 11A-E Writing Process 12A, C Literary texts, correspondence	13A-E Inquiry and research
WEEK 6: UNIT 2 REVIEW (AS NEEDED)								

Grade 1 Unit 3

Literature Selection	Genre	Phon. Awareness	Phonics, Decoding, Spelling	Vocabulary	Fluency	Comprehension Skills, Response Skills, Genres, Author's Craft	Handwriting & Composition	Inquiry & Research
WEEK 1 Rapunzel Table Manners	Fairytale Poetry	2Aiii, iv, v, vi, vii Phoneme Identity Phoneme Added Phoneme Substitute Phoneme Blend Phoneme Segment	2Bi, iii Decoding VCe syllables 2Ci, iii Spelling VCe syllables 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words... 3B Clarify word meanings	4 Intonation	6B: Generate questions 7E: Interact with sources 9A: Distinguishing characteristics of literature 10A: Author's purpose	2F Handwriting 11A-E Writing Process 12A, C Literary texts, correspondence	13A-E Inquiry and research
WEEK 2 Peter Rabbit The Indian Cinderella	Fiction Fairytale	2Aii, iv, v, vi, vii Alliteration Phoneme Delete Phoneme Blend Phoneme Segment	2Bi, iii Decoding VCe syllables 2Ci, iii Spelling VCe syllables 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words... 3B Clarify word meanings	4 Expression	6B: Generate questions 7E: Interact with sources 9A: Distinguishing characteristics of literature 10E: First- and third-person texts	2F Handwriting 11A-E Writing Process 12A, C Literary texts, correspondence	13A-E Inquiry and research
WEEK 3 Aesop's Fables The Swing	Fable Poetry	2Ai, v, vii Rhyme Phoneme Blend Phoneme Segment	2Bi, iii Decoding VCe syllables 2Ci, iii Spelling VCe syllables 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words... 3B Clarify word meanings	4 Intonation	6B: Generate questions 7E: Interact with sources 9B: Rhyme, rhythm, repetition, alliteration 10B: Use of text structure	2F Handwriting 11A-E Writing Process 12A, C Literary texts, correspondence	13A-E Inquiry and research
WEEK 4 Puss-in-Boots	Fairytale	2Aiii, v, vii Phoneme Isolate Phoneme Blend Phoneme Segment	2Bii Decoding words with blends 2Cii Spelling words with blends 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words... 3B Clarify word meanings	4 Intonation	6B: Generate questions 7E: Interact with sources 8C: Plot elements 10D: How author uses words to visualize	2F Handwriting 11A-E Writing Process 12A, C Literary texts, correspondence	13A-E Inquiry and research
WEEK 5 Br'er Rabbit	Folktale	2Aiv, v, vi, vii Phoneme Segment Phoneme Blend Phoneme Delete	2Bi, iii Decoding vowel teams 2Ci, iii Spelling vowel teams 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words... 3B Clarify word meanings	4 Intonation	6B: Generate questions 7E: Interact with sources 8C: Plot elements 10A: Author's purpose	2F Handwriting 11A-E Writing Process 12A, C Literary texts, correspondence	13A-E Inquiry and research
WEEK 6: UNIT 3 REVIEW (AS NEEDED)								

Grade 1 Unit 4

Literature Selection	Genre	Phon. Awareness	Phonics, Decoding, Spelling	Vocabulary	Fluency	Comprehension Skills, Response Skills, Genres, Author's Craft	Handwriting & Composition	Inquiry & Research
WEEK 1 Rumpelstiltskin The Boy Who Cried Wolf	Fairytale Fable	2Ai, iii, v, vii Rhyme Phoneme Categorize Phoneme Blend Phoneme Segment	2Bi, iii Decoding vowel teams 2Ci, iii Spelling vowel teams 2Bvi, Civ Read/spell high-frequency words	3A Use a Dictionary: Multiple-Meaning Word	4 Intonation	6H: Synthesize information 7F: Respond using new vocabulary 8A: Topics and theme using text evidence 10C: Use of print and graphic features	2F Handwriting 11A-E Writing Process 12B Informational texts	13A-E Inquiry and research
WEEK 2 Sleeping Beauty	Fairytale	2Ai, iii, v, vii Phoneme Identity Phoneme Blend Phoneme Segment Rhyme	2Bi, iii Decoding vowel teams 2Ci, iii Spelling vowel teams 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words... 3B Clarify word meanings	4 Expression	6H: Synthesize information 7F: Respond using new vocabulary 8A: Topics and theme using text evidence 10D: How author uses words to visualize	2F Handwriting 11A-E Writing Process 12B Informational texts	13A-E Inquiry and research
WEEK 3 The Boy and the Dike Hope	Fable Poetry	2Aiii, iv, v, vi Phoneme Categorize Phoneme Blend Phoneme Substitute Contrast Sounds	2Bi, iii Decoding vowel teams 2Ci, iii Spelling vowel teams 2Bvi, Civ Read/spell high-frequency words	3A Use a Dictionary: Context Clues	4 Phrasing	6H: Synthesize information 7E: Interact with sources 8A: Topics and theme using text evidence 10D: How author uses words to visualize	2F Handwriting 11A-E Writing Process 12B Informational texts	13A-E Inquiry and research
WEEK 4 My Shadow	Poetry	2Aiii, iv, vi, vii Phoneme Categorize Phoneme Identity Phoneme Segment Phoneme Substitute	2Bi, iii Decoding open/closed syllables 2Ci, iii Spelling open/closed syllables 2Bvi, Civ Read/spell high-frequency words	3C Word Parts: Inflectional Endings -s, *-ing* and *-ed*	4 Expression	6H: Synthesize information 7C: Use text evidence 9B: Rhyme, rhythm, repetition, alliteration 10C: Use of print and graphic features	2F Handwriting 11A-E Writing Process 12B Informational texts	13A-E Inquiry and research
WEEK 5 *House at Pooh Corner*	Fiction	2Aiii, iv, v, vi Phoneme Categorize Phoneme Delete Phoneme Added Phoneme Blend	2Bi, iii Decoding open/closed syllables 2Ci, iii Spelling open/closed syllables 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words... 3B Clarify word meanings	4 Intonation	6H: Synthesize information 7F: Respond using new vocabulary 8C: Plot elements 10B: Use of text structure	2F Handwriting 11A-E Writing Process 12B Informational texts	13A-E Inquiry and research
WEEK 6: UNIT 4 REVIEW (AS NEEDED)								

Grade 1 Unit 5

Literature Selection	Genre	Phon. Awareness	Phonics, Decoding, Spelling	Vocabulary	Fluency	Comprehension Skills, Response Skills, Genres, Author's Craft	Composition	Inquiry & Research
WEEK 1 *House at Pooh Corner* Rope Rhyme	Fiction Poetry	2Aiii, v, vii Contrast Sounds Phoneme Categorize Phoneme Blend Phoneme Segment	2Bi, iii Decoding r-controlled syllables 2Ci, iii Spelling r-controlled syllables 2Bvi, Civ Read/spell high-frequency words	3A Use a Dictionary: Unfamiliar Words	4 Expression	6F: Make inferences 7C: Use text evidence 9B: Rhyme, rhythm, repetition, alliteration 10A: Author's purpose	2F Handwriting 11A-E Writing Process 12B Informational texts	13A-E Inquiry and research
WEEK 2 *House at Pooh Corner*	Fiction	2Ai, iv, v, vi Rhyme Phoneme Blend Phoneme Substitute Phoneme Delete	2Bi, iii Decoding r-controlled syllables 2Ci, iii Spelling r-controlled syllables 2Bvi, Civ Read/spell high-frequency words	3C Word Parts: Inflectional Endings -s, *-ed,* and *-ing*	4 Intonation	6F: Make inferences 7C: Use text evidence 8C: Plot elements 10D: How author uses words to visualize	2F Handwriting 11A-E Writing Process 12B Informational texts	13A-E Inquiry and research
WEEK 3 *House at Pooh Corner*	Fiction	2Aiii, iv, v, vi, vii Phoneme Categorize Phoneme Substitute Phoneme Added Phoneme Blend Phoneme Segment	2Bi, iii Decoding diphthongs 2Ci, iii Spelling r-diphthongs 2Bvi, Civ Read/spell high-frequency words	3A Use a Dictionary	4 Phrasing	6F: Make inferences 7B: Write brief comments 8C: Plot elements 10E First- and third-person texts	2F Handwriting 11A-E Writing Process 12B Informational texts	13A-E Inquiry and research
WEEK 4 Issun Boshi The Knee-High Man	Fairytale Fairytale	2Aiii, iv, v, vi Phoneme Substitute Phoneme Isolate Phoneme Blend Phoneme Substitute	2Bi, iii Decoding diphthongs 2Ci, iii Spelling r-diphthongs 2Bvi, Civ Read/spell high-frequency words	3C Word Parts: Inflectional Endings -s, *-ed,* and *-ing*	4 Intonation	6F: Make inferences 7C: Use text evidence 9A: Distinguishing characteristics of literature 10A: Author's purpose	2F Handwriting 11A-E Writing Process 12B Informational texts	13A-E Inquiry and research
WEEK 5 Why the Owl Has Big Eyes Child	Legend Poetry	2Aiii, v, vii Phoneme Segment Phoneme Blend Phoneme Categorize	2Bi, iii Decoding vowel teams 2Ci, iii Spelling vowel teams 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words... 3B Clarify word meanings	4 Phrasing	6F: Make inferences 7F: Respond using new vocabulary 9B: Rhyme, rhythm, repetition, alliteration 10A: Author's purpose	2F Handwriting 11A-E Writing Process 12B Informational texts	13A-E Inquiry and research
WEEK 6: UNIT 5 REVIEW (AS NEEDED)								

Grade 1 Unit 6

Literature Selection	Genre	Phon. Awareness	Phonics, Decoding, Spelling	Vocabulary	Fluency	Comprehension Skills, Response Skills, Genres, Author's Craft	Handwriting & Composition	Inquiry & Research
WEEK 1 Lon Po Po/ Little Red Riding Hood Washington	Fairytale Poetry	2Ai, iii, vi, vii Phoneme Identity Phoneme Segment Phoneme Substitute Rhyme Syllable Delete	2Bi, iii Decoding vowel teams 2Ci, iii Spelling vowel teams 2Bvi, Civ Read/spell high-frequency words	3A Use a Dictionary/ Other Sources	4 Phrasing	6I: Monitor comprehension and make adjustments 7F: Respond using new vocabulary 9B: Rhyme, rhythm, repetition, alliteration 10B: Use of text structure	2F Handwriting 11A-E Writing Process 12B Informational texts	13A-E Inquiry and research
WEEK 2 Medio Pollito	Fairytale	2Aiii, iv, v, vi, vii Phoneme Categorize Phoneme Reversal Phoneme Blend Phoneme Segment Phoneme Substitute	2Bi, iv Decoding compounds and contractions 2Ci Spelling compounds and contractions 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words... 3B Clarify word meanings	4 Phrasing	6I: Monitor comprehension and make adjustments 7C: Text evidence 9A: Distinguishing characteristics of literature 10C: Use of print and graphic features	2F Handwriting 11A-E Writing Process 12B Informational texts	13A-E Inquiry and research
WEEK 3 How Anansi Got Stories	Folktale	2Aiii, iv, vi, vii Phoneme Categorize Phoneme Segment Phoneme Substitute	2Bi, iv Decoding compounds and contractions 2Ci Spelling compounds and contractions 2Bvi, Civ Read/spell high-frequency words	3A Use a Dictionary: Antonyms	4 Intonation	6I: Monitor comprehension and make adjustments 7E: Interact with sources 8A: Topics and theme using text evidence 10E: First- and third-person texts	2F Handwriting 11A-E Writing Process 12B Informational texts	13A-E Inquiry and research
WEEK 4 It Could Always Be Worse	Folktale	2Aiv, v, vi, vii Syllable Added Phoneme Segment Phoneme Blend Phoneme Substitute	2Bi, v Decoding words with inflectional endings 2Ci Spelling words with inflectional endings 2Bvi, Civ Read/spell high-frequency words	3C Word Parts: Inflectional Endings -s, -*ed,* and -*ing*	4 Phrasing	6I: Monitor comprehension and make adjustments 7A: Personal connections 8A: Topics and theme using text evidence 10A: Author's purpose	2F Handwriting 11A-E Writing Process 12B Informational texts	13A-E Inquiry and research
WEEK 5 Wynken, Blynken, and Nod	Poetry	2Aiv, v, vi, vii Phoneme Reversal Phoneme Blend Phoneme Delete Phoneme Added Syllable Delete Syllable Added	2Bi, v Decoding words with inflectional endings 2Ci Spelling words with inflectional endings 2Bvi, Civ Read/spell high-frequency words	3D Identify and use words... 3B Clarify word meanings	4 Phrasing	6I: Monitor comprehension and make adjustments 7B: Write brief comments 9B: Rhyme, rhythm, repetition, alliteration 10D: How author uses words to visualize	2F Handwriting 11A-E Writing Process 12B Informational texts	13A-E Inquiry and research
WEEK 6: UNIT 6 REVIEW (AS NEEDED)								

NOTE: Informational texts in science and history/geography will be aligned with the units outlined in this scope and sequence

Attachment 8: Proposed Discipline Policy

Provide the school's proposed discipline policy.

HERITAGE
CLASSICAL ACADEMY

Discipline Policy

(adapted with permission from the Atlanta Classical Academy Handbook and the Anna Julia Cooper Public Charter School Charter Application pp 48-53, one of the schools in the BCSI network)

Philosophy

HCA will create a positive, virtues-based school culture that is essential in supporting students' academic and moral excellence. Our mission is to foster moral character and civic virtue that will inspire students to become good and self-governing citizens. This virtues-based culture requires substantial planning, constant support, and commitment from the entire school community. HCA believes that students learn best in a safe and structured environment, and therefore it is the intent of the HCA Discipline Policy to affirm positive behavior and eliminate classroom, school event, and field lesson distractions caused by misbehavior. The expectations for student behavior are presented to families during the initial home visits, the first Back to School night in September, Parent/Teacher Conferences and in the Student and Family Handbook. Translation services are available as needed for families.

Alignment with Research Based Practices

Students who are engaged in learning tend not to misbehave. All HCA teachers will receive training from BCSI in effective classroom management and instruction that leads to high student engagement. Because 50% of our students will come from low income communities and many of these will be at risk, HCA will learn about trauma informed communities and Adverse Childhood Experiences (ACE) (https://www.cdc.gov/violenceprevention/pdf/preventingACES-508.pdf). In addition, our staff will receive training in Restorative Justice practices (http://larryferlazzo.edublogs.org/2015/05/02/the-best-resources-for-learning-about-restorative-practices-help-me-find-more/) that they will use in Class Forums in Lower School and during Advisory Periods. Since HCA will use Second Steps SEL curriculum for SPED students and initially the Panorama SEL survey until HCA can create its own assessment measurement of its core virtues, the staff will also understand the 5 SEL core competencies outlined by CASEL (https://casel.org/core-competencies/O. The crosswalk on the following page shows the relationships between HCA virtues, SEL, Trauma informed community and Restorative Justice.

Virtue	Social Emotional	Trauma-Informed	Restorative Justice
Moderation	Self-management and impulse control	Use of calming language in discussions	Build and maintain healthy relationships
Courage	Perseverance and self-confidence	Ensure the student feels safe	Use mistakes as learning opportunities
Responsibility	Responsible decision-making	Maintain high expectations	Admit to wrong actions and think about what you can do moving forward
Citizenship	Relationship skills and social engagement	Be trustworthy and transparent	Team building; cooperation; civil discourse
Justice	Problem-solving skills; respect of others	Consider cultural, historical and gender issues	Empathy; fairness
Wisdom	Ethical responsibility	Be conscious of your actions and its impact on others	Reflective listening

Behavior Support Practices

Behavior management problems take critical time away from teaching and learning; therefore, HCA will implement curriculum activities that teach social, emotional, and behavioral competencies. Self-discipline is seen as socially and morally responsible behavior that is motivated primarily by intrinsic factors, not solely by the anticipation of external rewards or fear of punishment. To ensure that a restorative response is promoted across the school campus, we will provide multiple opportunities for students to apply skills of social and moral problem-solving. A well-disciplined student will understand what is socially and personally healthy and productive, training the mind, and can correct his or her own behavior when straying from that ideal. HCA will enact the following strategies:

- **Reflection and Connection:** Students will be provided with a supervised space to reflect on their behavior so that they are able to have meaningful connections with teachers, administrators, school counselors, and peers to resolve any conflicts.
- **Character Building:** At HCA, students will be engaged in activities focused on character development through schoolwide assemblies, in-class advisory periods, volunteer

opportunities in the community, and student dialogue resolutions. Moral character will be developed by demonstrated student actions that merits recognition for good behavior.

- **Student-Parent-Teacher Conferences:** Parents will always be informed about student behavior issues. Students will be guided and encouraged to self-correct any disruptive behavior; however, interventions that required a parent conference will take place if student behavior does not improve.
- **Restorative Practices:** The expectation for meetings and problem-solving will be based on school-talk and restorative practices, nonviolent communication, and virtue-based conversation.

HCA Behavior Policies aim to prevent behavior problems by implementing targeted and intensive strategies to:

- Develop social problem-solving and decision-making skills among students;
- Establish and maintain close communication with each student's parents or caregivers, and to garner community support;
- Remediate and respond to chronic and serious behavior problems;
- Provide academic instruction and activities that motivate learning;
- Create a physical environment that is conducive to teaching and learning; and
- Establish predictable procedures and routines and implement additional effective schoolwide policies.

Behavior Expectations

All policies regarding student conduct and discipline flow from this general principle: students must fully engage themselves in the education HCA offers them. Therefore, HCA expects students to:

- Be polite and attentive both in and outside of class.
- Attend school consistently, be punctual, and take responsibility for making up any work promptly when absent.
- Be prepared for class and follow directions.
- Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others, and property.
- Cooperate with and demonstrate respect for the faculty and staff, including administrators, teachers, secretaries, custodians, and any other people working at the school.
- Communicate in an acceptable tone of voice using an acceptable choice of words.
- Follow lunchroom, playground, field lessons, lab, and individual classroom rules.
- Follow school rules when participating in school-related events.
- Adhere to the uniform policy.
- Not use threats or intimidation against any other person.
- Respect the health and safety of others, safety rules, and not bring tobacco, electronic cigarettes, alcohol, or any illegal substances to school or school-related events.
- Be dismissed by the teacher, not the bell or the clock.
- Not leave the school premises without signing out in the main office
- Not bring CD players, radios, pagers, gaming devices, etc. to school.
- Not bring anything to school that could be used to harm another or that is illegal.
- Abide by the HCA Honor Code once it is established in middle school

HCA was founded to develop students in both mind and character. The school's virtues are the guiding

principles used to cultivate and nurture character. Students are expected to conduct themselves honorably in word and deed, to strive to live by the HCA virtues, and to encourage others to do so as well.

Affirming Positive Behavior

First and foremost, HCA seeks to affirm positive student behavior. Faculty and staff will be equipped with Virtue Cards, each card representing a different core virtue including a picture of a person whose life reflected that virtue, such as Nelson Mandela and Thomas Edison with Courage, thereby reinforcing the academic program through the discipline system. Virtue Cards will be given to students when faculty or staff members observe virtuous behavior or acknowledge exceptional academic effort. When students are acknowledged, it is important to directly associate the specific act of excellence with receipt of the Virtue Card. Classroom teachers will record Virtue Cards received in their gradebooks and families will be notified each week in the weekly Friday packet of any accolades. Students will be recognized in school assemblies for their virtuous behavior. Many students will begin to seek out opportunities to exhibit virtue and academic pursuit for the Virtue Card itself. Over time, virtuous habits are formed, and the students cease the extrinsic motivation, understanding that doing the right thing for the right reason provides enough motivation on its own.

Multi-Tiered System of Supports (MTSS) for Improving Behavior

Consistent with our approach in our education plan and support for special populations, HCA will use a Multi-tiered system of consequences for its Discipline Policy (several ideas taken from Houston Classical Academy application page 47):

First Tier: a) Student receives a Needs Improvement Card with the specific area needing improvement; b) Teacher and student discuss the violation, teacher redirects student behavior in the classroom setting; c) Student completes a Plan for Improvement aligned with Restorative Justice Practices.

Second Tier: a) Student receives a Needs Improvement Card; b) student is removed from class and meets with the Lower School Head for discussion; c) Student completes a Plan for Improvement; d) student apologizes to the class in Class Forum or Advisory time using Restorative Justice practices; e) Family is notified.

Third Tier: a) Student receives a Needs Improvement Card; b) student meets with the CEO/Superintendent; c) student receives in-school suspension; d) Family meeting is required; e) Student completes a Plan for Improvement; f) Student apologizes to the school community using Restorative Justice practices.

Fourth Tier: a) Student receives a Needs Improvement Card; b) student meets with the CEO/Superintendent, and CEO/Superintendent conducts a thorough documented investigation to ensure the report is accurate and the appropriate length of suspension; c) student receives out of school suspension; d) Family meeting is required; e) Student completes a Plan for Improvement; f) Student apologizes to the school community using Restorative Justice practices.

Fifth Tier: Student behavior, such as bringing a firearm to school and some bullying offenses under TEC Sec. 37.0072 such as bullying that encourages suicide or the release of intimate visual material, qualifies for immediate expulsion based on TEC Section 37.005 classroom and school removal.

Suspension and Expulsion
The CEO/Superintendent has the authority to suspend students or expel students as appropriate.

Short-term and in-school suspensions
Suspensions last from one to ten days depending on the severity of the infraction. All suspensions will require a conference between the parent(s), CEO/Superintendent, and Principal. A student discipline plan for improvement will be created during this conference, with the student participating in developing the plan. The conference will occur before the student is re-admitted to class. *The CEO/Superintendent may require the parent to observe the student in class upon the student's return.*

Long-term suspensions and expulsion
For especially serious violations of school order and safety or for habitually disruptive behavior, HCA will pursue long-term suspensions (greater than 10 days) or expulsion.

Serious violations include, at minimum, the following:

- Bringing or using a dangerous weapon;
- Sale or distribution of a drug or controlled substance;
- The commission of an act which, if committed by an adult, would be robbery or assault other than third- degree assault.

Students with Special Needs and EL Students
Nothing in the HCA Code of Conduct or Discipline Policy will be permitted to infringe upon any rights provided pursuant to the Individuals with Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, or TEC 37.004 and 20 U.S.C Section 1415 (k)(4) and subsequent amendments. Any student who is receiving special education services or has been identified as a student with a disability under the Individuals with Disabilities Act (IDEA) and whose acts are determined by the CEO/Superintendent or board of directors to have violated any rules, regulations or laws as alleged, shall be referred to an IEP committee. The IEP committee will be responsible for determining if the student's conduct is a manifestation of his/her disability and whether such conduct warrants a change in placement, amendments to the IEP, and/or disciplinary actions. If the IEP committee determines that the student's conduct is not a manifestation of the student's disability, it shall determine what, if any, disciplinary actions shall be taken regarding offenses that the student has been found to have committed. The IEP committee shall also have the authority to consider, recommend, and implement any changes in a student's IEP or educational placement. Nothing in these rules shall alter or adversely affect the rights of students with disabilities under applicable federal and state laws

HCA will also work closely with families of EL students to make sure expectations are clear and consequences are understood.

Bullying Policy
HCA will have a zero-tolerance for bullying, harassment, intimidation, and/or bodily harm that adhere to the definitions established in the Texas Code Chapter 37. HCA's bullying policy is as follows:

The term "bullying" means an act that is:

1. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
2. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
3. Any intentional written, verbal, or physical act which a reasonable person would perceive as being intended to threaten, harass, or intimidate that:
    a) Causes another person substantial physical visible bodily harm as such term is defined;
    b) Has the effect of substantially interfering with a student's education;
    c) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
    d) Has the effect of substantially disrupting the orderly operation of the school.

The term applies to acts which occur on school property, on school vehicles, at designated school bus stops, or at school related functions or activities or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system. The term also applies to acts of cyberbullying which occur through the use of electronic communication, whether or not such electronic act originated on school property or with school equipment, if the electronic communication (1) is directed specifically at students or school personnel, (2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and (3) creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose. Electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

Bullying Policy

As a school with a zero-tolerance policy for bullying, harassment, intimidation, and physical bodily harm, HCA will clearly communicate its policies and procedures to all students and families through orientation, the parent/student handbook, in periodic school-wide assemblies, posting of the policy and resources throughout the school in places easily visible to students and families, and through the adoption of anti-bullying programs. All staff will be trained to spot these forms of intimidation and will be required to report suspected bullying immediately to the assistant principal immediately.

Bullying/Intimidation/Harassment Protocols Report

1. Report: Students, families, and staff are expected to immediately report any suspected bullying, as defined above, to a staff member who must document the report and provide

such documentation immediately to the CEO/Superintendent.

2. *Investigate:* The CEO/Superintendent will investigate the allegation, involving other appropriate staff as appropriate (and making the principal aware of the investigation). The investigation should begin no later than the following school day and shall include interviewing the alleged perpetrator(s) and victim(s), identified witnesses, teacher(s) and staff members and reviewing video surveillance if available.

3. *Notify:* At an appropriate time during or after the investigation, parents/guardians of the accused and the victim must be notified. The CEO/Superintendent will be involved in the notification of the guardians of both the accused and the victim.

4. *Discipline:* Upon confirming that bullying has occurred, the accused student will be charged with bullying and given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances. Students in grades six through eight found to have committed the offense of bullying for the third time in a school year shall be referred for appropriate due process by disciplinary hearing officers, panels, or tribunals, and or placement in another, more appropriate setting.

5. *Follow-Up:* HCA administrators will work with the counselors and social workers to craft a follow-up plan and timeline for all involved parties to provide after-care and follow up after the disciplinary proceedings. Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is prohibited and such retaliation shall be considered a serious violation of the policy and independent of whether a complaint is substantiated. The CEO/Superintendent will review bullying records at the end of each semester as part of a formal review of discipline and culture and may choose to implement school-wide programming and/or more stringent disciplinary measures to address ongoing or frequent bullying incidents and/or reports.

6. *Record-Keeping:* All bullying allegations, whether proven and disproven through investigation, will be maintained in written record by the Lower of Middle School Principal. Records will not be made a part of the student's cumulative file unless the discipline assigned warrants such action; however, counseling and administrative staff will have access to bullying records throughout a student's tenure at the school.

Cell phone Usage at HCA

Cell phones or smart watches will be turned off and stored in the students' lockers or other appropriate places. Any such device used during the school day will be confiscated and held by the CEO/Superintendent until the end of the day, at which time a parent/guardian may pick up the device. A second offense will result in the device being held at school for three days, after which a parent/guardian may pick up the device. A third offense will result in the device being held for a week; a parent may pick up the device after that point, and the device may not be brought on campus again.

Cell phones may be used by middle school students after 3:30 pm. These students must use their phones in an appropriate and responsible manner. The faculty and staff do maintain the ability to confiscate a student's phone if he or she is using it in an inappropriate way.

School employees (usually administrators) may conduct searches of property or persons when they have reason to suspect that the health, safety, or welfare of students or staff may be endangered.

HCA is not responsible for loss, theft, or breakage of items brought to school. Fines will be levied on parents for vandalism or theft committed by their students. Fines will also be levied for lost or damaged school property. Students may also be required to be involved in the maintenance or repair of damaged property.

Uniform Policy

HCA students will be expected to be in uniform during school hours, on field lesson trips, except when a special non-uniform day is designated. Students who do not come to class in uniform will be sent to the office to change into appropriate attire from the office stock if available. The Lower School principal will notify the parents of the uniform violation. The student will receive an appropriate consequence such as silent lunch or lost recess for minor infractions. Repeated infractions will be address by the Lower School principal. The School will not allow financial need to limit access to HCA, and this includes access to uniforms. At minimum, the School will fund one complete uniform set for children whose families qualify for financial assistance.

Attachment 9: Evidence of Community Support

Provide evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

HBU
HOUSTON BAPTIST
UNIVERSITY

December 18, 2019

Stuart D. Saunders
Chairman
Heritage Ed.
602 Sawyer Street, Suite 720
Houston, TX. 77007

Re: Heritage Ed., a Texas non-profit corporation
Heritage Classical Academy

Dear Mr. Saunders,

Houston Baptist University is supportive of your plans to create a charter classical school with the goal of serving less fortunate students in Houston. In addition, we are pleased to initiate collaboration with Heritage Classical Academy specifically for the purposes of:

1. Developing internship and student-teaching opportunities for HBU students seeking degrees in education and/or teacher certification; and
2. Developing specific teacher training around the classical education model leading to a classical education certification.

We look forward to the coming months and years of working together to achieve our common education goals.

Blessings,

Michael J. Rosato
Provost and Vice President, Academic Affairs

Families Empowered

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

December 17, 2019

Dear Commissioner Morath,

Re: Charter Application – Heritage Classical Academy

I am writing to strongly support the charter application for Heritage Classical Academy, a proposed K-8 classical school. Heritage will educate students in northwest Houston, a community that would benefit deeply from a new high-quality neighborhood school option.

As the Founder and CEO of Families Empowered, I am acutely aware of the need and demand for more quality school options. Families Empowered has a network of over 70,000 families across Texas who are looking for schools that work FOR THEM. Last year alone we had over 36,000 families apply via ApplyHouston.org for just 5,000 charter school seats. Clearly, the supply of quality charter school choices is not keeping up with demand.

Heritage Classical Academy's board Chair, Stuart Saunders, is a third-generation native Houstonian and a highly regarded business leader in our community. Stuart and I have worked together this past year and I believe he and his team have the skills and capacity necessary to create a truly outstanding school. They have engaged the community by surveying parents, listening to what parents say they want, and by doing national research to respond to the community need.

I enthusiastically support the approval of Heritage Classical Academy as a high-quality school option, and I hope you will do the same. Please feel free to contact me should you need anything further. Thank you for your consideration.

Sincerely,

Colleen Dippel
Founder and CEO
Families Empowered

January 16, 2020

Stuart D. Saunders
Chairman, Heritage Ed
602 Sawyer St, Ste 720
Houston, TX 77007

Dear Mr. Saunders,

We are pleased to support your efforts to establish Heritage Classical Academy (HCA), a classical charter school proposed for the northwest Houston area. In demonstration of that support, we at the Barney Charter School Initiative (BCSI) of Hillsdale College offer this letter describing our organization, the history of our support to HCA, and the basic terms for the support we expect to provide HCA in the future.

BCSI is an outreach program of Hillsdale College devoted to the revitalization of public education through the launch and support of classical charter schools. Our initiative began in 2010 and our first affiliated schools opened in 2012. Since that time, we have assisted in opening more than twenty schools in eleven states by offering curriculum, training, and consultation to school founders, teachers, and leaders. Thanks to the generous donations of our friends and supporters, we are able to offer these services as a gift to our school affiliates.

Affiliation with BCSI begins through a rigorous, semi-annual application process. We selected Heritage Classical Academy in our summer 2019 application process from among seven applicants. While our application process looks at multiple criteria, we were particularly impressed by the composition, mission, and dedication of the HCA board. We think that you are strongly situated for success as you seek to create an excellent school with fidelity to our curriculum and vision.

Subsequent to our application process, we have supported HCA by providing various resources and consultation, including, but not limited to, the following:

- Marketing support, including the creation of HCA logo materials
- Weekly support calls discussing various aspects of school startup
- Models for curriculum, school schedules, school policies, and board governance processes
- Two days of intensive charter school board training at Hillsdale College
- Feedback on multiple drafts of HCA's Generation 25 Charter School Application

Pending HCA's continued progress towards a strong opening that is consistent with our expectations and program, BCSI will continue to support your efforts and will offer HCA the opportunity to become a formal BCSI Affiliate and receive our certification marks. The benefits of this status include, but are not limited to, the following:

- License to use the BCSI Curriculum and online library of resources
- Regular online and in-person training and consultation for teachers, administrators, and board members
- Regular evaluation of the school against established criteria for excellence in the areas of governance, leadership, curriculum, instruction, and school culture
- Marketing and public relations resources and consultations
- Opportunity to participate in affiliate-school programs and competitions

We look forward to working together as you complete the steps to start a school in the Houston area.

Best Regards,

Kathy O'Toole

Dr. Kathleen O'Toole
Assistant Provost for K-12 Education

UTHealth
The University of Texas
Health Science Center at Houston

Children's Learning Institute

Susan H. Landry, Ph.D.
Albert & Margaret Alkek Distinguished
Chair in Early Childhood
Michael Matthew Knight Professor of Pediatrics
Director, Children's Learning Institute
& State Center for Early Childhood

December 11, 2019

Stuart Saunders
Heritage Classical Academy
602 Sawyer Street
Houston, TX 77007

Dear Stuart:

We are pleased to provide a letter of support for Heritage Classical Academy and your efforts to start a school for a diverse group of students to provide them with an outstanding liberal arts education with a strong emphasis on reading. Your focus on scientifically based reading instruction including the use of Riggs phonics instruction is noteworthy.

The Children's Learning Institute was part of the state's Reading First Initiative and subsequent state and federal reading initiatives, and as a result, we have trained thousands of teachers in the components of scientifically based reading instruction. We would be delighted to train your teachers as needed in phonics, phonemic awareness, vocabulary development, comprehension, and fluency. Also, we are happy to support your team in the use of the reading diagnostic assessments such as the Texas Primary Reading Inventory (TPRI) and DIBELS.

It is impressive that your board is taking on the challenge of developing a charter school and we applaud you for creating one where the school will have well trained teachers to ensure that every child will read on grade level by the end of third grade.

Sincerely,

Susan H. Landry, Ph.D.
Albert and Margaret Alkek Distinguished Chair in Early Childhood
Michael Matthew Knight Professor of Pediatrics
Director, Children's Learning Institute

713-500-3709 **713-500-3705 fax**
7000 Fannin, Suite 2318 **Houston, TX 77030**
www.childrenslearninginstitute.org

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Facsimile +01-713-681-8578
www.apqc.org

December 18, 2019

Stuart Saunders
Heritage Classical Academy
602 Sawyer Street, Suite 720
Houston, TX 77007

Dear Stuart:

We are pleased to provide a letter of support for Heritage Classical Academy and your efforts to start a school for a diverse group of students to provide them with an outstanding liberal arts education with an equal emphasis on character education. We are impressed that you are committed to creating an organization that is high performing and embraces continuous improvement and quality tools.

For more than forty years, APQC has been the world's most foremost authority in benchmarking, best practices and process improvement. We are conveniently located in Houston, not far from the proposed area where your new school will be located. We would be honored to serve as your partner and provide your leaders and teachers with the tools they need to ensure that Heritage Classical Academy is efficient, effective, and continuously improving to provide the best education possible for student success in college, career, and life.

Congratulations on moving your vision -- a new, classical education charter school to serve students in the Houston area – to reality.

Sincerely,

Lisa Higgins
President & CEO
APQC

neuhaus
EDUCATION CENTER

4433 Bissonnet
Bellaire, Texas 77401
neuhaus.org

T 713.664.7676
F 713.664.4744

December 16, 2019

Stuart Saunders
Heritage Classical Academy
602 Sawyer Street, Suite 720
Houston, TX. 77007

Dear Stuart,

We are pleased to provide a letter of support for Heritage Classical Academy and your efforts to start a school for a diverse group of students to provide them with an outstanding liberal arts education with a strong emphasis on reading. Your focus on scientifically based reading instruction is noteworthy. We are impressed that you want one teacher at each grade level trained to detect and remedy early reading difficulties such as dyslexia. Know that Neuhaus is prepared to support the vision of developing practitioners who are diagnostic and prescriptive in their practice.

The Neuhaus Education Center is pleased to contribute our expertise, recognized nationally, to support your mission of literacy success for all your students. We would be honored to serve as your partner to provide your teachers with the tools they need to ensure that every student at Heritage Classical Academy is fully literate in preparation for success in college, career, and life.

Congratulations on moving your vision forward. Every child deserves the opportunity to read at and above the grade level by the end of third grade in preparation for college and workforce readiness. May your vision become a reality through this new classical education charter school model to serve students well in the Houston area.

Sincerely,

Tracy Weeden

Tracy Weeden Ed.D.
President & CEO
Neuhaus Education Center

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FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

January 14, 2020

Stuart Saunders
Heritage Classical Academy
602 Sawyer Street, Suite 720
Houston, TX 77007

Dear Stuart:

We thank you for selecting the YMCA as your potential partner to provide after school care for Heritage Classical Academy, a classical education charter school for a diverse group of students in the Northwest Houston area. Your curriculum that focuses on academics as well as character education is a perfect match for the Y values.

The Y is launching a new program with its education partners that integrates our education program with family health. We would be able to provide an excellent after school program for your students that would include academics, physical activities, and character education; membership discounts to the Y for staff and families at the school; and a digital app that tracks fitness and health metrics as part of the new Y membership packages. We are very excited about this comprehensive new offering and are confident it would meet the needs of your school community

Congratulations on taking the bold next step to file a charter school application in January. Keep us posted on your progress. Again, we would be honored to serve as your partner to ensure that the Heritage Classical Academy has access to great after school care for its students and health and fitness services for its school community.

Sincerely,

Stephen Ives
President & CEO
YMCA of Greater Houston

BUCKEYE PARTNERS, L.P.

One Greenway Plaza
Suite 600
Houston, TX 77046

Mr. Stuart D. Saunders

Chairman, Heritage Classical Academy

602 Sawyer Street, Suite 720

Houston, TX 77007

Dear Mr. Saunders:

Buckeye Partners would like to express its support for your initiative to establish Heritage Classical Academy. Our organization applauds your efforts to bring a classical educational background and option to students in the greater Houston area. Improving educational options for a broad and diverse pool of students a noble and appropriate goal that raises community pride and skill levels.

As your efforts evolve and the school is established, we look forward to discussing ways in which our support can continue to assist you as you implement the plan.

Congratulations and thank you for working in the best efforts of this community's youth.

Kind Regards,

Jonathan Novitsky

Vice President, Global Marine Terminals

Attachment 10: Bylaws

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.

AMENDED AND RESTATED BYLAWS

OF

HERITAGE ED

a Texas Nonprofit Corporation

501(c)(3) Public Charity

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ARTICLE I
Purposes and Limitations

Heritage Ed (the "Corporation") is organized and will be operated exclusively for charitable, educational, and scientific purposes within the meaning of Sections 501(c)(3), 170(c)(2)(B), 2055(a)(2) and 2522(a)(2) of the Internal Revenue Code of 1986, as amended or the corresponding section of any future United States Internal Revenue Law (the "Code"), including, for such purposes, the making of distributions to organizations that qualify as exempt organizations described in Section 501(c)(3) and 170(c)(2) of the Code. The Corporation's purposes include, but are not limited to, any purposes set forth specifically in its Certificate of Formation, as may from time to time be amended (the "Certificate").

To further the Corporation's purposes and mission, the Corporation will have and exercise all of the powers conferred by the provisions of the Texas Business Organizations Code, as may from time to time be amended (the "TBOC"), not outside the scope of the Certificate.

No part of the net earnings of the Corporation may inure to the benefit of, or be distributable to its Directors, trustees, officers, or other private persons, except that the Corporation will be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Certificate.

No substantial part of the activities of the Corporation may be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation will not participate in or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE II
Members

The Corporation shall have no members.

ARTICLE III
Board of Directors

Section 3.1 General Powers. The affairs of the Corporation will be managed by the Corporation's Board of Directors ("Board"). The Board accepts and will not delegate ultimate responsibility for the governance and operation of any charter school, including academic performance and financial and operational viability, or for the oversight of any management company, if any, providing management services for any such school.

Section 3.2 Number; Qualifications. The number of directors on the Board ("Directors") is initially three (3). The number of Directors may be changed from time to time by resolution of the Board, provided that the number of Directors will be set at not less than three (3). No decrease in the number of Directors will have the effect of decreasing the term of any incumbent Director. No family members of a Director within the third degree of consanguinity or second degree of affinity shall serve as a Director concurrently. Directors need not be residents of the State of Texas. No person who receives compensation or remuneration from the Corporation shall serve as a Director.

Section 3.3Election, Class, and Term. The Directors will be elected at the annual meeting of the Directors. Directors will serve two-year terms, provided that the outgoing Directors will remain in office until their successors have been elected and qualified. The Directors whose terms are due to expire at any annual meeting will have voting rights to elect the Directors whose terms begin with the adjournment of such meeting, and such Directors, as electors, will have the full power and authority to re-elect any, several or all of the Directors whose terms are due to expire to succeed themselves in office.

Section 3.4Annual and Regular Meetings. The Board will hold an annual meeting in June at a time and place determined by the Board, which meeting will be held for the purpose of electing Directors and the transaction of other such business as may come before the meeting. The Board may provide, by resolution, the time and place, either within or without the State of Texas for the holding of regular meetings, other than the annual meeting, without notice other than such resolution. In addition to the annual meeting, the Board will hold three regular quarterly meetings, either within or without the State of Texas. If the election of Directors is for any reason not held on the day designated herein for any annual meeting, or at an adjournment thereof, the Board will cause the election to be held at a special meeting as soon thereafter as conveniently possible.

Section 3.5Special Meetings. Special meetings of the Board may be called by the Chairman of the Board (if one has been appointed or elected), the President, or by any two Directors. The person or persons calling a special meeting of the Board may fix any place in the United States, either within or without the State of Texas, as the place for holding the special meeting of the Board called by them.

Section 3.6Notice; Waiver of Notice. Notice to the Directors of a special meeting of the Board will be given at least three (3) days prior to the meeting and may be delivered personally, by mail, by facsimile transmission, or by e-mail to the address, facsimile number, or e-mail address for each Director as it appears on the records of the Corporation. If mailed, such notice will be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. If sent by facsimile or e-mail, such notice will be deemed to be delivered when transmitted, with reasonable evidence of successful transmission. A Director may waive any notice required by these Bylaws, before or after the date and time stated in the notice, by written waiver signed by such Director, which waiver will be included in the minutes or filing with the corporate records. A Director's attendance at a meeting waives objection to lack of notice or defective notice of the meeting, unless the Director at the beginning of the meeting objects to holding the meeting or transacting business at the meeting because the meeting is not lawfully called or convened.

Section 3.7Quorum and Voting. A majority of the Directors serving on the Board will constitute a quorum for the transaction of business at any meetings of the Board; provided that if less than a majority of the Directors are present at said meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice. Each Director present will be entitled to one (1) vote upon each matter submitted to a vote at any such meeting.

Section 3.8Manner of Acting. The act of the majority of the Directors present at a meeting of the Directors at which a quorum is present will be the act of the Board, except with

respect to any action of the Board requiring a higher level of approval under the TBOC or the Certificate.

Section 3.9 Meeting by Remote Communications Technology. A meeting of the Board or any committee designated by the Board may be held by means of a remote electronic communications system, including videoconferencing technology or the Internet, only if each person entitled to participate in the meeting consents to the meeting being held by means of that system; and the system provides access to the meeting in a manner or using a method by which each person participating in the meeting can communicate concurrently with each other participant. A Director's participation in a meeting held in a manner provided for in this section constitutes that Director's presence at the meeting.

Section 3.10 Action by Unanimous Consent. Any action, which is required to be or may be taken at a meeting of the Directors, may be taken without a meeting if consents in writing, setting forth the action so taken, are signed by all of the Directors. The consents will have the same force and effect as a unanimous vote at a meeting duly held.

Section 3.11 Removal; Vacancies A Director elected by the Board may be removed with or without cause at any meeting of the Directors by a vote of a majority of the other Directors then in office, provided notice of intention to act upon such matter shall have been given in the notice calling such meeting. A vacancy on the Board shall be filled by the affirmative vote of the majority of the remaining directors, regardless of whether that majority is less than a quorum. Any Director elected to fill a vacancy on the Board will serve a term expiring as of the scheduled expiration date of the term of his or her predecessor. A vacancy on the Board occasioned by a resolution of the Board to increase the number of Directors may be filled at a special meeting of the Board called for such purpose. Any Director elected to fill a vacancy created by an increase in the number of Directors shall serve until the next annual election of Directors or until his or her successor is elected and qualified.

Section 3.12 Compensation. Directors will not receive any compensation for their services, but by resolution of the Board may be reimbursed for their expenses of attendance at meetings of the Board. In furtherance of the foregoing, no family members of a Director within the third degree of consanguinity or second degree of affinity shall receive compensation in any form from the Corporation.

Section 3.13 Texas Open Meeting Act. The Corporation will comply with the Texas Open Meetings Act (Texas Government Code, Chapter 551) and will appropriately respond to requests pursuant to the Texas Public Information Act (Texas Government Code, Chapter 552).

ARTICLE IV
Committees of the Board

Section 4.1 Committees Generally. The Board, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more committees of the Board, each of which will consist of two or more Directors (and no non-Directors), which committees, to the extent provided in such resolution, will have and exercise the authority of the Board in the management of the Corporation. Other non-Director committees not having and exercising the authority of the Board in the management of the Corporation may be designated and appointed

by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present; provided that such committee must have at least one (1) Director as a member and may have non-Directors as members. The delegation of authority to any committee will not operate to relieve the Board or any member of the Board from any responsibility imposed by law.

Section 4.2Absence. The Board may designate one or more Directors as alternate members of any committee, who may replace any absent or disqualified member at any meeting of the committee. In the absence or disqualification of a member of a committee member, the other committee members present at any meeting and not disqualified from voting, whether or not such members constitute a quorum, may unanimously appoint another member of the Board to act at the meeting in the place of any such absent or disqualified member. A disqualified member is a committee member who has been removed pursuant to the provisions of this Article or who no longer meets the qualifications required to serve on the committee.

Section 4.3Notice; Waiver of Notice. Notices or Waivers of Notice for all regular or special meetings of any committee will be given in accordance with requirements for regular or special meetings, as applicable, of the entire Board.

Section 4.4Recordkeeping. All committees will, unless otherwise directed by the Board, keep regular minutes of the transactions at their meetings and will cause them to be recorded in books kept for that purpose in the office of the Corporation and will report the same to the Board at its next meeting. The Secretary or an Assistant Secretary of the Corporation may act as Secretary of the committee if the committee or the Board so requests.

Section 4.5Committee Action Without a Meeting. Any action which is required to be or may be taken at a meeting of any committee may be taken without a meeting if consents in writing, setting forth the action so taken, are signed by all of the members of the committee. The consents will have the same force and effect as a unanimous vote at a meeting duly held.

Section 4.6Term of Office. Each committee member will continue to serve in such capacity for so long as he or she continues to meet the qualifications for membership on the committee (including, if applicable, membership on the Board), unless such committee member is sooner terminated, resigns, or is removed from such committee by the Board.

Section 4.7Chairman. One member of each committee will be appointed chairman of the committee as designated by the Board.

Section 4.8Removal; Vacancies. A member of a committee may be removed with or without cause by action of the Board (excluding such committee member for purposes of such action, if applicable). A vacancy on a committee occasioned by the death, incapacity, resignation, or removal of a committee member will be filled in accordance with the procedures for regular election or appointment of a committee member. Any committee member elected or appointed to fill a vacancy on a committee will serve a term expiring as of the scheduled expiration date of the term of his or her predecessor.

Section 4.9Quorum. Unless otherwise provided in the resolution of the Board designating a committee, a majority of the whole committee will constitute a quorum and the act

of a majority of the members present at a meeting at which a quorum is present will be the act of the committee.

Section 4.10 Participation by Non-Directors. Although a committee may permit a non-Director or other person who is not a member of the committee to participate in a committee meeting, no person who is not a member of the committee will have any right to vote on any action taken by the committee (except in the case of a non-Director committee).

Section 4.11 Rules. Each committee may adopt rules for its own governance not inconsistent with these Bylaws or with rules adopted by the Board.

ARTICLE V
Officers

Section 5.1Elected Officers. The elected officers of the Corporation will be a President, a Secretary, and a Treasurer. The Corporation may also have a Chairman of the Board and/or a Vice-President and such other officers, both active and honorary, as the Board may from time to time deem advisable. Such officers will be elected by the Board at its annual meeting, and they will hold office until their successors are elected at the second succeeding annual meeting of the Board and are elected and qualified, unless they earlier die, resign, or are removed from office. Any person may simultaneously hold more than one office, except that the President and the Secretary cannot be the same person.

Section 5.2Appointed Officers. The President may appoint, with the approval of the Board, such assistant secretaries and assistant treasurers as he may deem necessary or advisable.

Section 5.3Duties of President. The President will be the chief executive officer of the Corporation and, if a Chairman of the Board has not been elected, will preside at all meetings of the Board. The President may execute all contracts, deeds and other instruments for and on behalf of the Corporation and will do and perform all other things for and on behalf of the Corporation as the Board will authorize and direct. The President will enjoy and discharge generally such other and further rights, powers, privileges, and duties as customarily relate and pertain to the office of President.

Section 5.4Duties of Secretary. The Secretary will cause to be kept complete and correct minutes of all meetings of the Board. The Secretary will cause to be issued notices of all meetings in accordance with these Bylaws or as required by law.

When authorized and directed by the Board, the Secretary will execute with the President all contracts, deeds, and other instruments for and on behalf of the Corporation. The Secretary will be the legal custodian of all books, deeds, instruments, papers, and records of the Corporation, the inspection of which will be permitted at all reasonable times by any Director or executive officer of the Corporation.

The Secretary will attend to such correspondence as may be incidental to his office, and will perform all other duties and discharge all other responsibilities which customarily relate and pertain to the office of Secretary.

Section 5.5Duties of Treasurer. The Treasurer will cause to be kept accurate and complete books and records of all receipts, disbursements, assets, liabilities, and financial transactions of the Corporation.

The Treasurer will cause to be deposited all monies, securities, and other valuable effects of the Corporation in such depositories as the Board will authorize and direct and, whenever requested to do so by the President or the Board, will prepare and submit written statements, reports, and accounts fully and accurately reflecting the assets, liabilities, and financial transactions and condition of the Corporation.

The Treasurer will perform such other and further duties as the Board may from time to time direct, and he will perform all other duties and discharge all other responsibilities that customarily relate and pertain to the office of Treasurer.

The Treasurer will be released and discharged of all liabilities and responsibility for any monies, securities, and other assets of value committed by the Board to the custody of any person over whom he will have no direction or control.

Section 5.6Resignation and Removal. Any officer of the Corporation may resign by delivering a written resignation to the Corporation at its principal office or to the Chairman of the Board, the President, or the Secretary. Such resignation will be effective upon receipt unless it is specified to be effective at some other time or upon the happening of some other event. If a resignation is made effective at a future date and the Corporation accepts the future effective date, the Board may fill the pending vacancy before the effective date if the Board provides that the successor does not take office until the effective date. Any officer of the Corporation may be removed from office by the Board with or without cause, but such removal will be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer does not in itself create contract rights.

Section 5.7Vacancies. Vacancies in any elected office occasioned by the death, resignation, or removal of any elected officer will be filled by the Board, and such person or persons elected to fill such vacancy or vacancies will serve for the unexpired term of his predecessor and until a successor is elected and qualified, or until such officer's earlier death, resignation or removal. Vacancies in any appointed office occasioned by the death, resignation, or removal of any appointed officer may be filled by the President, and such person or persons appointed to fill such vacancy or vacancies will serve for the unexpired term of his predecessor and until a successor is elected and qualified, or until such officer's earlier death, resignation, or removal.

Section 5.8Compensation. The compensation, if any, of the officers will be fixed from time to time by the Board; provided, however, that such compensation will include only reasonable compensation for personal services actually rendered.

ARTICLE VI
General Provisions

Section 6.1Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of

the Corporation, and such authority may be general or confined to specific instances. Notwithstanding the foregoing, unless otherwise limited by the Board, the President of the Corporation will have the power and authority to execute on behalf of and bind the Corporation with respect to contracts in the ordinary course of the Corporation's business and activities.

Section 6.2Loans. No loans may be contracted on behalf of the Corporation and no evidences of indebtedness may be issued in its name unless authorized by the Board. Such authority may be general or confined to specific instances. The Corporation is prohibited from making loans to its Directors or officers under any circumstances.

Section 6.3Checks, Drafts, and Similar Instruments. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation will be signed by such officer or officers, agent or agents of the Corporation and in such manner as may from time to time be determined by the Board.

Section 6.4Deposits. All funds of the Corporation will be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

Section 6.5Custodians. The Board may from time to time designate a bank, trust company, or depository as custodian of the funds and properties of the Corporation, which custodian will maintain a record of all receipts, expenditures, income, and expenses of the Corporation and/or perform such ministerial duties as the Board by written direction may instruct. The custodian may receive fees for its services as may from time to time be agreed upon by the Board and the custodian.

Section 6.6Agents and Attorneys. The Board may appoint such agents, attorneys, and attorneys-in-fact of the Corporation as it may deem proper, and may, by written power of attorney, authorize such agents, attorneys or attorneys-in-fact to represent it and for it and in its name, place, and stead, and for its use and benefit to transact any and all business which said Corporation is authorized to transact or do by the Certificate, and in its name, place, and stead, and as its corporate act and deed, to sign, acknowledge, and execute any and all contracts and instruments, in writing necessary or convenient in the transaction of such business as fully to all intents and purposes as said Corporation might or could do if it acted by and through its regularly elected and qualified officers.

Section 6.7Fiscal Year. The Board will have the power to fix and from time to time change the fiscal year of the Corporation. In the absence of contrary action by the Board, the fiscal year of the Corporation will begin on the first day of July in each year and end on the last day of June in each year.

Section 6.8Interpretation. The terms "include," "including" and similar terms shall be construed as if followed by the phrase "without being limited to." The term "or" has, except where otherwise indicated, the inclusive meaning represented by the phrase "and/or." The words "hereof," "herein," "hereby," "hereunder," and similar terms in these Bylaws refer to these Bylaws as a whole and not to any particular provision or section of these Bylaws. The masculine gender, when used throughout these Bylaws, will be deemed to include the feminine.

Section 6.9 Electronic Communications and Signatures. Electronic communications, records and signatures may be used in connection with all matters contemplated by these Bylaws except to the extent prohibited by applicable law. Except as may be specifically set forth herein, the parties may use and rely upon electronic communications, records and signatures for all notices, waivers, consents, undertakings and other documents, communications, or information of any type sent or received in connection with the matters contemplated by these Bylaws. An electronically transmitted (but not oral) document will be deemed to satisfy any requirement under these Bylaws or applicable law that such document be "written," "in writing" or the like. An electronic signature or electronically transmitted signature by any person on any document (properly authenticated) will be deemed to satisfy any requirement under these Bylaws or applicable law that such document be "signed" or "or executed" by such person. An electronic transmittal or communication (but not oral) of a document will constitute delivery of such document. Neither the Corporation nor any Director may contest the authorization for, or validity or enforceability of, electronic records and electronic signatures, or the admissibility of copies thereof, under any applicable law relating to whether certain agreements, files, or electronic records are to be in writing or signed by the party to be bound thereby.

Section 6.10 Conflicts of Interest Policy. The Board will adopt a Conflicts of Interest Policy that shall comply with Texas Local Government Code, Chapter 171, in the manner provided by the conflict of interest provisions described in §§100.1131-100.1135 of the Texas Administrative Code to govern conflicts of interest situations that may arise from time to time among the Corporation, Directors, and Corporation employees, officers, and agents.

ARTICLE VII
Indemnification of Officers and Directors

The Corporation will indemnify and protect any director, officer, employee, or agent of the Corporation, or any person who serves at the request of the Corporation as a director, officer, employee, member, manager, or agent of another corporation, partnership, limited liability company, joint venture, trust, employee benefit plan, or other enterprise, to the fullest extent permitted by the laws of the State of Texas.

ARTICLE VIII
Property Devoted to Corporate Purposes

All income and properties of the Corporation will be devoted exclusively to the purposes as provided in the Certificate and these Bylaws. The Board may adopt such policies, regulations and procedures governing the management and/or disbursement of funds for such purposes as in its opinion are reasonably calculated to carry out such purposes as set forth in the Certificate and these Bylaws.

ARTICLE IX
Amendments

These Bylaws may be altered, amended or repealed, and new Bylaws may be adopted, by the affirmative vote of a majority of all Directors then in office at a meeting of the Board called for that purpose.

CERTIFICATION

The undersigned, being the Secretary of Heritage Ed, a Texas nonprofit corporation, hereby certifies that the foregoing Amended and Restated Bylaws are the duly adopted Bylaws of the Corporation.

Effective Date: NOVEMBER 30 2018

Kathryn van der Pol

Name: Kathryn van der Pol
Title: Secretary

Attachment 11: Code of Ethics and Conflict of Interest Policy

Provide the following:

- Governing board's proposed Code of Ethics
- Governing board's proposed Conflict of Interest policy
- Identify any existing relationships that could pose actual or perceived conflicts if the application is approved.
- Outline specific steps the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

HERITAGE ED
CODE OF ETHICS AND PROFESSIONAL CONDUCT

I. SCOPE.

Heritage Ed ("Organization") has adopted this Code of Ethics and Professional Conduct ("Code"), which applies to all directors, officers, and employees of the Organization (collectively, the "Covered Persons").

II. PURPOSE.

The Organization has a clearly stated mission and purpose, approved by the Organization's Board of Directors ("Board of Directors"), in pursuit of the public good. All of the Organization's programs support that mission and all who work for or on behalf of the Organization understand and are loyal to that mission and purpose. The Organization is proud of the values with which it conducts business. It has and will continue to uphold the highest levels of ethics and personal integrity in all of its actions and relationships. The Organization promotes a working environment that values respect, fairness, and integrity. All officers, directors, and employees of the Organization are to act with honesty, integrity and openness in all their dealings as representatives of the Organization. In furtherance of these values, and to ensure that the Organization, and each of its Covered Persons, conducts all Organization transactions and dealings with integrity and honesty, each Covered Person will annually review and acknowledge (by signing) the Code, which acknowledgement will be kept on file in the Organization's records.

The Code cannot, nor is it intended to, cover all activities or resolve all ethical or legal questions engaged in or encountered by Covered Persons. The Code will be updated and revised from time to time as appropriate to provide guidance and current information to Covered Persons. If you are not sure whether your actions comply with the Code, or if you are aware of a suspected or known Code violation, you should consult with your supervisor, the Compliance Officer, or the Board of Directors, as described below.

III. ETHICAL CONDUCT.

Each Covered Person will always do the following in connection with the performance of his or her duties for the Organization:

1. Recognize that the chief function of the Organization at all times is to further its charitable mission, as set forth in its mission statement.

2. Respect the structure and responsibilities of the Board of Directors; provide them with facts and advice as a basis for their policy-making decisions, and uphold and implement policies adopted by the Board of Directors.

3. Conduct organizational and operational duties with positive leadership exemplified by open communication, creativity, dedication, and compassion.

4. Exercise whatever discretionary authority they have under the law to carry out the Organization's mission.

5. Serve with respect, concern, courtesy, and responsiveness in carrying out the Organization's mission.

6. Demonstrate the highest standards of personal integrity, truthfulness, honesty, and fortitude in all activities in order to inspire confidence and trust in [name of entity's] activities.

7. Avoid any interest or activity that is in conflict with the conduct of his or her official duties.

8. Respect and maintain the confidentiality of confidential information entrusted to the Organization and its Covered Persons. Confidential information includes all non-public information that might be harmful to the Organization or its customers if disclosed. The obligation to preserve confidential information continues even after employment ends.

9. Strive for personal and professional excellence and encourage the professional development of others.

10. Use his or her best efforts to perform the Covered Person's duties to the highest possible standards.

No Covered Person will do any of the following in connection with the performance of his or her duties for the Organization:

1. Deceive, defraud, or mislead the Organization's Board of Directors, officers, staff members, managers, supervisors, other associates, or those with whom the Organization has business or other relationships.

2. Misrepresent the Organization in any negotiations, dealings, contracts, or agreements.

3. Obtain a personal advantage or benefit due to relationships established by any Organization officer, senior staff member, or member of the Board of Directors by use of the Organization's name.

4. Accept individual gifts of any kind with value in excess of $25 in connection with the Covered Person's relationship with the Organization or its clients or supported businesses, other than in-kind gifts or contributions made to the Organization and/or its entire Board of Directors. Any individual gifts received are to be reported to the Organization's Chief Financial Officer, or to the Chair of the Board of Directors if received by a director, who will report gifts received during the calendar year to the Board of Directors.

5. Engage in unethical business practices of any type.

6. Use the Organization's property, financial resources, or services of the Organization's personnel for personal benefit.

7. Knowingly violate any applicable law or ordinance.

IV. REPORTING RESPONSIBILITY.

It is the responsibility of all Covered Persons to comply with this Code of Ethics and Professional Conduct and to report violations or suspected violations to the reporting person's supervisor, the Head of School, or the Board of Directors, in accordance with the **Organization**'s Ethics and Whistleblower Policy. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

The remainder of this page is left intentionally blank.

I have read, understand, and agree to be bound by and comply with this Code of Ethics and Professional Conduct.

By:_____
Date:_____

Adopted by the Board of Directors
effective November 17, 2014
Revised January 6, 2020

HERITAGE ED
CONFLICTS OF INTEREST AND DOCUMENTATION POLICY

Scope

This Conflicts of Interest and Documentation Policy ("Policy") applies to all directors and officers of Heritage Ed ("Corporation") and any other person who is in a position to exercise substantial influence over the decisions and affairs of the Corporation (collectively, "Covered Persons").

Purpose

The purpose of this Policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Covered Person or might result in a possible excess benefit transaction ("Proposed Transaction"). This Policy provides procedures for identifying situations that represent potential conflicts of interest, determining whether a conflict of interest exists and if present, addressing such conflict of interest. Procedures are also provided for periodic reviews to ensure that the Corporation is being operated in a manner consistent with its tax-exempt status. This Policy supplements (but cannot replace) any applicable laws governing conflicts of interest applicable to nonprofit organizations.

Policy

The terms in this Policy with initial letters capitalized have the meaning set forth in the section entitled "Definitions" or the meaning as designated in places throughout this Policy.

Duty to Disclose

If an Interested Person has a Position or Financial Interest in any business or other entity with which the Corporation is considering entering into an arrangement or transaction, the Interested Person must disclose the existence of his or her Position or Financial Interest and all material facts related thereto to the Corporation's Board of Directors ("Board") or Executive Committee as soon as the Interested Person has knowledge of the potential arrangement or transaction, and whenever requested by the Board or the Executive Committee.

Determining Whether a Conflict of Interest Exists

After disclosure of a Position or a Financial Interest by an Interested Person, and after any discussion with the Interested Person, the Interested Person (including those Interested Persons who are members of the Board or the Executive Committee) will leave the Board or Executive Committee meeting while the determination of whether a conflict of interest exists in connection with the Proposed Transaction is discussed by the Board or the Executive Committee and voted upon. A Position or a Financial Interest will be considered a conflict of interest only if the Board or the Executive Committee makes such determination. An Interested Person is considered to have a conflict of interest with respect to his or her Compensation if the person receives Compensation from the Corporation and the person's Compensation is being discussed or reviewed by the Board or any committee thereof.

Procedures for Addressing the Conflict of Interest

- Before any discussion and vote on whether a conflict of interest exists, an Interested Person may make a presentation to the Board or the Executive Committee regarding the Interested Person's Position or Financial Interest. After such presentation, the Interested Person will leave the meeting during the discussion of, and the vote on, the Proposed Transaction.

- The Board or the Executive Committee will undertake appropriate due diligence and inform itself of all material information reasonably available to it and explore all reasonable alternatives to the Proposed Transaction that would not involve the conflict of interest.

- If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or the Executive Committee will determine by a majority vote of the Disinterested Directors whether the Proposed Transaction is (i) in the Corporation's best interest, (ii) for the Corporation's own benefit, and (iii) fair and reasonable to the Corporation. In conformity with this determination, the Board or the Executive Committee will make its decision as to whether the Corporation may enter into the Proposed Transaction.

Quorum for Board or Executive Committee Action

For purposes of the Board or the Executive Committee actions to be taken under these procedures, including the determination whether a conflict of interest exists, a majority of the Disinterested Directors on the Board or the Executive Committee will constitute a quorum. However, in no case will a single Disinterested Director take any such action.

Violations of the Conflicts of Interest Policy

If the Board or the Executive Committee has reasonable cause to believe that a Covered Person has failed to disclose a Position or a Financial Interest, it will inform the Covered Person of the basis for such belief and afford the Covered Person an opportunity to explain the alleged failure to disclose.

If, after hearing the response of the Covered Person and making such further investigation as may be warranted under the circumstances, the Board or the Executive Committee determines that the Covered Person has in fact failed to disclose a Position or a Financial Interest, the Board or the Executive Committee will take appropriate disciplinary and corrective action.

Documentation in Minutes

The minutes of the Board or the Executive Committee will contain:

- With respect to the determination of whether a conflict of interest exists, the name of the Interested Person who disclosed or was otherwise found to have a Position or Financial Interest in connection with an actual or potential conflict of interest; the nature of the Position or Financial Interest; any action taken to determine whether a conflict of interest was present; and the Board or the Executive Committee's decision as to whether a conflict of interest in fact existed.

- With respect to whether or not the conflict of interest transaction is approved, the names of the persons present for the discussions and vote related to the Proposed Transaction; the

content of the discussion; whether alternatives were discussed that did not involve a conflict of interest; the basis for the determination that the Proposed Transaction was (i) in the Corporation's best interest, (ii) for the Corporation's own benefit, and (iii) fair and reasonable to the Corporation; and the record of the vote taken in connection with the proceedings.

Annual Statements

Each Covered Person will annually sign a statement that affirms such person:

- has received a copy of this Policy;
- has read and understands the Policy;
- has agreed to comply with the Policy; and
- understands the Corporation is exempt from federal income tax and to maintain its federal tax exemption the Corporation must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

In addition, each Covered Person will annually complete, sign and promptly return to the Board or the Executive Committee a Questionnaire and Disclosure Statement substantially in the form attached hereto. A Covered Person need not disclose Compensation paid to the Covered Person by Corporation pursuant to a resolution of the Board.

Periodic Reviews

To ensure that the Corporation operates in a manner consistent with its tax-exempt purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Board or the Executive Committee will conduct periodic reviews. The periodic reviews will, at a minimum, include the following subjects:

- whether the Corporation Compensation arrangements are reasonable, based on competent survey information, and are the result of arm's-length bargaining; and
- whether transactions and arrangements with other entities and individuals conform to the Corporation's policies, are properly recorded, reflect reasonable payments for goods and services, further the Corporation's tax-exempt purposes and do not result in private inurement, impermissible private benefit, or in an excess benefit transaction.

Use of Outside Experts

When conducting the periodic reviews provided for above, the Board or the Executive Committee should rely on appropriate outside experts such as attorneys, appraisers, or compensation or other consultants.

Definitions

Business Transaction: business transactions include, but are not limited to, contracts of sale, lease, license, and performance of services whether initiated during the year or ongoing from a prior year. Business transactions also include joint ventures (new or ongoing) in which either the profits or capital interest of the Corporation and you (and/or a Related Person) each exceed 10%.

Business transactions also include a transaction between the Corporation and a management company if you are a direct or indirect 35% owner, or an officer, director, trustee, or key employee.

Compensation: wages, commissions, fringe benefits, royalties, honoraria, fees, and any and all other direct or indirect remuneration, as well as gifts or favors that are substantial in nature.

Debt Interest: ownership of debt or debt securities owed or issued by an entity or individual, whether secured or unsecured, including without limitation:

- loans, notes, bonds, and debentures, and any other evidence of indebtedness or liability for borrowed money; and
- any rights, warrants or options, or other securities that are exercisable, exchangeable or convertible for or into any of the foregoing.

Disinterested Director: a director of the Corporation who is not an Interested Person.

Equity Interest: ownership of equity securities issued by an entity, including without limitation:

- in the case of a corporation, capital stock;
- in the case of an association or business entity, any and all shares, interests, participations, rights or other equivalents (however designated) of capital stock;
- in the case of a partnership or limited liability company, partnership or membership interests (whether general or limited);
- any other interest or participation that confers the right to receive a share of the profits and losses of, or distributions of assets of, the issuing entity; and
- any rights, warrants or options, or other securities that are exercisable, exchangeable or convertible for or into any of the foregoing.

Financial Interest: a Covered Person has a Financial Interest with respect to a potential arrangement or transaction if the Covered Person, directly or indirectly, through business, investment or a member of his or her Immediate Family:

- has or anticipates acquiring a Debt Interest or Equity Interest with respect to any entity or individual that provides goods or services to, or has any other transaction or arrangement with the Corporation, or is negotiating such a transaction or arrangement, if such interest exceeds the lesser of (i) $100,000 in fair market value, or (ii) 5% of the outstanding debt/debt securities owed/issued by the entity or individual, or equity securities issued by the entity, as applicable; or
- receives or anticipates receiving Compensation from the Corporation or from any entity or individual that provides goods or services to, or has any other transaction or arrangement with, the Corporation or is negotiating such a transaction or arrangement, and such Compensation, transaction or arrangement is being considered by the Board or a committee thereof.

Immediate Family: a Covered Person's spouse, ancestors (including parents, grandparents and great-grandparents), brothers and sisters (whether whole or half blood) and the children (natural or adopted), and grandchildren of the Covered Person, and the spouse's brothers, sisters, children and grandchildren.

Interested Person: a Covered Person who holds a Position or a Financial Interest. If a Covered Person is an Interested Person with respect to any of the Corporation's affiliates, he or she is an Interested Person with respect to the Corporation and all of such affiliates.

Position: a Covered Person holds a Position if the Covered Person or a member of his or her Immediate Family is or anticipates becoming a director, trustee, officer, employee, or agent of, a consultant or advisor to, or the holder of any other position with, any entity or individual that provides goods or services to, or has any other transaction or arrangement with the Corporation or is negotiating such a transaction or arrangement.

Related Person: a Family Member or an entity that is 35% controlled by you and your Family Members. A Related Person also includes an entity (other than a tax-exempt entity under Section 501(c)) of which you were serving, at the time of the transaction, as an officer, director, trustee, key employee, partner/member with an ownership interest of more than 5% if the entity is taxable as an partnership, or a shareholder with an ownership interest of more than 5% if the entity is a professional corporation.

Related Organization: a Related Organization means an organization that is a parent entity, subsidiary, commonly controlled, supporting organization, or supported organization of the Corporation.

Adopted by the Board of Directors
effective November 17, 2014
Revised January 6, 2020

ANNUAL DISCLOSURE STATEMENT

PERSONAL AND CONFIDENTIAL

Instructions: In connection with completing this disclosure statement, please review the Conflicts of Interest and Documentation Policy ("Policy") of Heritage Ed ("Corporation"). Terms used in this form with initial letters capitalized and not otherwise defined will have the meaning given to them in the Policy. When providing answers, if there is insufficient space, please complete your answer on a separate sheet of paper and attach to this form. Please submit the completed form to _____.

COVERED PERSON:

Name: _____

Position with the Corporation (Check all that apply):

☐ Director ☐ Officer ☐ Key Employee ☐ Other: _____

Section I: POSITIONS AND FINANCIAL INTERESTS:

☐ Yes ☐ No Did you or any member of your Immediate Family during the past year engage in, or do you anticipate that you or any member of your family will engage in, a transaction or arrangement with the Corporation?

☐ Yes ☐ No Do you or member of your Immediate Family hold, or anticipate holding, a Position (*e.g.*, director, trustee, officer, employee, agent, consultant, advisor, etc.) with any entity that to the best of your knowledge and belief provides goods or services to, or has any other transaction or arrangement with, the Corporation or is negotiating such a transaction or arrangement? If yes, please answer Section VIII.

☐ Yes ☐ No Do you or any member of your Immediate Family directly or indirectly, have, or anticipate receiving or acquiring, a Financial Interest or receive any compensation (wages, commissions, fringe benefits, royalties, honoraria, fees, gifts, etc.) with respect to any entity that provides goods or services to, or during the past year or current year has had any other transaction or arrangement with, the Corporation or is negotiating such a transaction or arrangement?

IF YOU ANSWERED "YES" TO ANY OF THE ABOVE QUESTIONS, PLEASE COMPLETE SECTION VIII OF THIS FORM. PLEASE FILL OUT A SEPARATE SECTION VIII FOR EACH IMMEDIATE FAMILY MEMBER FOR WHICH YOU ARE REPORTING.

Section II: EMPLOYER INFORMATION (IMMEDIATE FAMILY):

☐ Yes ☐ No Does any Member of your Immediate Family hold a Position (*e.g.*, director, officer, employee, agent, consultant, advisor, etc.) with the Corporation? If yes, please state his or her name, Position and relationship to you:

(1) _____

(2) _____

(3) _____

Section III: OTHER INTERESTS:

Describe any other relationship, activity or situation which could be construed as placing you in a position where there is a conflict between your personal interests (or those of any Immediate Family) and the interests of the Corporation:

_____

_____

_____

Section IV: INDEPENDENCE OF BOARD MEMBER (TO BE ANSWERED BY DIRECTORS ONLY)

☐ Yes ☐ No Are you an independent board member? A member of the board is considered independent only if all three of these circumstances applied at all times during the preceding tax year of the Corporation:

1. The board member was not compensated as an officer or other employee of the Corporation or of a Related Organization, except for the religious exception discussed below.

2. The board member did not receive total compensation or other payments exceeding $10,000 for the year from the Corporation or from related organizations as an independent contractor, other than reimbursement of expenses or reasonable compensation for services provided in the capacity as a member of the governing body. For example, a person who receives reasonable expense reimbursements and reasonable compensation as a director of the organization does not cease to be independent merely because he or she also receives payments of $7,500 from the Corporation for other arrangements.

3. Neither the director, nor any Immediate Family of the director, was involved in a transaction with the Corporation, directly or indirectly through affiliation with another organization, that is a loan, a grant described in Section VI or a Business Transaction described in Section VIII for the Corporation's preceding tax year or a loan, grant or Business Transaction with a Related Organization for the preceding year.

A member of the governing body is not considered to lack independence merely because of any of the following circumstances:

1. The member is a major donor to the Corporation, regardless of the amount of the contribution.

2. The member has taken a bona fide vow of poverty and either (a) receives compensation as an agent of a religious order or of a religious and apostolic organization, but only under circumstances in which the individual does not receive taxable income or (b) belongs to a religious order that receives sponsorship or payments from the organization that do not constitute taxable income to the member.

3. The member receives financial benefits from the Corporation solely in the capacity of being a member of the charitable or other class served by the Corporation in the exercise of its exempt function, such as being a member

of a trade association, so long as the financial benefits comply with the Corporation's terms of membership.

Section V: RELATIONSHIPS WITH OTHER OFFICERS, DIRECTORS, OR KEY EMPLOYEES

☐ Yes ☐ No Is any other director, officer or key employee a member of your Immediate Family?

If yes, please identify the person(s) with whom you have a family relationship. _____

☐ Yes ☐ No Do you have a business relationship (see below) with any other director, officer or key employee?

Business relationships between two persons include the following:

1. One person is employed by the other in a sole proprietorship or by an organization with which the other is associated as a trustee, director, officer, key employee, or greater-than-35 percent owner.

2. One person is transacting business with the other (other than in the ordinary course of either party's business on the same terms as are generally offered to the public), directly or indirectly, in one or more contracts of sale, lease, license, loan, performance of services, or other transaction involving transfers of cash or property valued in excess of $10,000 in the aggregate during the tax year. Indirect transactions are transactions with an organization with which the one person is associated as a trustee, director, officer, key employee, or greater-than-35 percent owner.

3. The two persons are each a director, trustee, officer, or greater than 10 percent owner in the same business or investment entity.

Ownership is measured by stock ownership (either voting power or value) of a corporation, profits or capital interest in a partnership or limited liability company, membership interest in a nonprofit organization, or beneficial interest in a trust. Ownership includes indirect ownership (*e.g.*, ownership in an entity that has ownership in the entity in question); there may be ownership through multiple tiers of entities. A business relationship does not include, for these purposes, the following privileged relationships: (1) attorney-client; (2) medical professional (including psychologist) and patient; and (3) priest/clergy and penitent/communicant.

If yes, please identify the person(s) with whom you have a business relationship and the type of relationship. _____

_____

Section VI: GRANTS FROM CORPORATION:

☐ Yes ☐ No Did you or a Related Person receive a grant or assistance from the Corporation in the past year? Examples of grants are scholarships, fellowships, internships, prizes and awards.

If yes, please describe the grant and the relationship, if the grant was made to a Related Person. _____

_____

_____

_____

Section VII: COMPENSATION FROM A RELATED ORGANIZATION

☐ Yes ☐ No Do you, or did you in the past year, receive Compensation from a Related Organization? If so, please describe the amount of compensation and the Related Organization.

_____

_____

_____

_____

Section VIII: DISCLOSURE OF POSITIONS AND FINANCIAL INTERESTS

THIS SECTION SHOULD BE COMPLETED ONLY IF YOU ANSWERED "YES" TO ONE OR BOTH OF THE QUESTIONS IN THE DISCLOSURE STATEMENT SECTION ENTITLED "Section I: POSITIONS AND FINANCIAL INTERESTS". If you are disclosing multiple interests, please make the appropriate number of copies of this page before completing.

PERSON HOLDING POSITION OR FINANCIAL INTEREST:

The disclosures made in this Section relate to a Position or Financial Interest held by:

☐ You ☐ Immediate Family

If for an Immediate Family member, indicate his or her name and relationship to you:

Name: _____ Relationship: _____

ENTITY OR INDIVIDUAL WITH RESPECT TO WHICH POSITION OR FINANCIAL INTEREST HELD:

Information regarding the entity with respect to which the Position or Financial Interest is held:

Name: _____

Address: _____

_____

Type of Entity in which Interest is held:

☐ Individual/Sole Proprietorship ☐ Corporation ☐ Partnership
☐ Limited Liability Company ☐ Trust ☐ Association
☐ Government (or agency or political subdivision thereof) ☐ Other: _____

POSITION OR FINANCIAL INTEREST HELD:

☐ Yes ☐ No Is a Position held with the entity or individual? If yes, please check all that apply:

☐ Director ☐ Trustee ☐ Officer ☐ Employee ☐ Agent ☐ Consultant ☐ Advisor

☐ Other: _____

Describe duties: _____

_____

☐ Yes ☐ No Is a Financial Interest held with respect to the entity or individual? If yes, please check all that apply:

☐ Wages ☐ Commissions ☐ Bonuses ☐ Fringe Benefits ☐ Fees

☐ Partner ☐ Shareholder ☐ Member ☐ Other Equity/Debt Ownership/Options

☐ Other: _____

If Financial Interest, state percentage ownership interest held: _____

☐ Yes ☐ No Has the Position and/or the Financial Interest been affected by the provision of goods or services to, or other transaction or arrangement with, the Corporation or, to the best of your knowledge and belief, will such Position and/or Financial Interest be affected by such provision or other transaction or arrangement in the future? If yes, please explain:

_____

_____

BUSINESS TRANSACTIONS:

☐ Yes ☐ No Does or will the entity or individual have a Business Transaction with the Corporation or is it negotiating or will it negotiate a Business Transaction with the Corporation? If so, describe the Business Transaction or proposed Business Transaction and the amount involved: _____

_____

_____

Section IX: SIGNATURE AND AFFIRMATION STATEMENT

By signing below, I am affirming that the foregoing answers on this disclosure statement are, to the best of my knowledge, true, accurate and correct, and that I have received a copy of the Corporation's Conflicts of Interest and Documentation Policy ("Policy"), that I have read and understand the Policy, that I agree to comply with the Policy, and that I understand the Corporation is an entity that is exempt from federal income tax and must engage primarily in activities that accomplish one or more of its exempt purposes to maintain its tax exemption.

_____

Signature

Printed Name and Title: _____

Date: _____

Attachment 12: Board Members' Résumés and Biographical Affidavits

For each member of the proposed school's governing board, provide a résumé AND a notarized Board Member Biographical Affidavit, a template for which is available on the Subchapter D application page.

All prompts and response boxes must be completed on the affidavit. If a prompt does not apply to the board 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 school 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 her/his own personal response.**

Debra Schindler Boultinghouse
2855 Mangum Rd. B 211
Houston, Texas 77092
Telephone: (713) 865-7633 Email: debra@genesisbcs.com

Professional Experience

Genesis BCS – (1984-present) Founder, President

- Provides voice & data knowledge, solutions, and choices to businesses and organizations nationally and internationally emphasizing Texas. Provide solutions to all sectors of business including legal, medical, manufacturing and government.

Criterion Telephone (1980-1984)

- Sales Associate-received top volume sales award 1981 & 1982
- General Manager-opened new office and promoted to General Manager 1983 & 1984

Allied Department Store (1973-1979)

- Buyer trainee, promoted to Junior Buyer then Senior Buyer. Responsible for Financial Analysis of $24 million multiple store department revenue, P&L, vendor performance, marketing plan and product selection.

Education

Ohio State University – (1968-1972)
Bachelor of Business Administration – Business Communications

- Chi Omega Sorority, Recruiting Director 1971
- Women's Panhellenic Board 1971
- Theatre productions of Lysistrata and Hamlet-actor, 1970, 1971

Central Catholic High School – (1964-1968) Norwalk, Connecticut

- Track Varsity Letterman - 2 year
- Honors recognition – 3 year

Professional Licenses, Memberships and Acknowledgments

Genesis BCS- HUB Certified
Genesis BCS- WBEA certified
BBB awards for Excellence - 2015
Shoretel Customer Satisfaction Award – 2010, 2011, 2012, 2013, 2014
"Fast 100" award for the fastest 100 growing woman owned company - 2014
"Fastest Growing Technology Company" - Houston 2014
"Top 25 fastest-growing women-owned Business" – Houston 2014
"Fast Tech 50-13th place - 2010
"Woman Business Owner of the Year Top 10 - 2009
Ernst & Young, Entrepreneur of the Year Finalist Award – 2009
Goldman Sachs Graduate with Honors-Cohort 4 – 2012 various charities supporting & benefitting Houston area UMDF affected children & their families.

Philanthropic and Community Activities

United Mitochondrial Disease Foundation, UMDF – local chapter (2000 – 2010)
President of the Board, supported affected children and their families with multiple fundraisers per year: 5K walk and Fun Run, Cocktail reception, Children Art Auction, Assorted private dinners with national board; Camp for All, Psychological support for families and children by age and gender, Social events, Grand Rounds for families and doctors,

UMDF- national board (2008-2011)

- Planned and implemented International database of symptoms and diagnosis to assist all physicians nationwide with identifying mito disease
- Planned fund raising efforts and schedule
- Planned national conference and scientific event coordinated with family event

Houston Livestock Show & Rodeo

- Steer Committee Fund Raising (1997-2002)

The Professional Group
Professional organization of women in leadership, Houston
Treasurer 2007
President 2008

PROW Women
Active women's networking and support women's business forum
Founder 1990
President 1990, 1991

PWEG
Women's business referral organization
President 2014
Member since 1993

HBN
Houston Business Network
Board 2017, 2018, 2019, 2020

Second Baptist Church



Debra Schindler Boultinghouse, President and Founder of Genesis Business Communication Solutions (BCS), has more than 30 years leading this company by providing their customers proven world-class technology installations and support. Before starting Genesis BCS as a Texas corporation in 1984, Debra was responsible for 100% + growth sales increases for another technology organization by developing new sales team, processes, and territories.

She believes in people and processes working together to create the best customer experience possible for technology planning, installation, training, and service. Her company provides these services for wireless, video, cabling, telephone systems, security cameras, and LED lighting. Genesis has been recognized from 2009 – 2014 by the lead VoIP, Cloud, and equipment provider, Shoretel, and is ranked in the top 3% in customer satisfaction of all their industry providers.

.Genesis Business Communication Solutions has been recognized with multiple awards including:

- Ernst & Young's Entrepreneur of the Year Finalist
- Texas Governor's Small Business of the Year
- FAST 100 Fastest Growing Private Company
- 50 Fast Tech Company
- 25 Fastest Growing Women owned Business

Debra holds a degree from Ohio State University in Business Communications and has graduated from the Goldman Sachs Entrepreneur program with Honors. She started the Houston chapter of the United Mitochondria Disease Foundation in 2004 to raise awareness in the community, raise money for research, and create support events for patients and their families. She worked on and served as President of that chapter for 10 years. She is on the National Board for United Mitochondria Disease Foundation. She is a certified Stephens Minister, President of PWEG - Professional Women Exchange Group, Founder of PROW Houston-Professional Referral Organization for Women, member of the Goldman Sachs Alumnae Association, a former Advisory Board member of the Houston BBB for 10 years, and a Houston Woman of Excellence.

[redacted]

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage ed, dba Heritage Classical Academy

BACKGROUND

Full Legal Name: Debra S. Boultinghouse

Home Mailing Address: 1721-1 Nantucket Drive

Phone Number: 713-542-0507

E-mail Address: debra@genesisbcs.com

Business Name: Genesis Telecom In., dba Genesis BCS

Business Mailing Address: 2855 Mangum Drive, Houston, Tx. 77092

Business Phone Number: 713-865-7633

E-Mail Address: debra@genesisbcs.com

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

(•) Yes

( ) No, does not apply to me

If Yes, state the name of the entity: United Mitochondria Disease Foundation

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

4 Motivations:
1. My aunt taught K-12 in a one-room school house for 10 years. Those student had life success because of their ability to read, write, analyze and make logical decisions. She was a dedicated, highly organized and dedicated professional who was passionate about teaching children.
2. My sister is a superintendent of schools and has created a legacy of great teaching, training excellent teachers and administrators & most importantly taking great efforts to ensure her students get a good education. She also mentors other superintendents.
3. I attended classical school for most of my K-12 years and in doing that studied Latin, French, History, Science, Literature, Phonics, etc. It was a wonderful education and I enjoyed learning to make decisions, and to acquire knowledge. As a result, I read constantly and still do to this day.
4. Today when I visit with young people in an interview format or in the different business groups I belong to, I am aware that they often are missing facts and data that I know this kind of classical education that our school will deliver, provides them.

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

Work with commercial real estate companies who can provide us the ideal space /property for our school & ensure that space is designed for everyone's maximum safety.
Work together closely as a board to understand all we can as a team for the best outcome of our combined and separate efforts.
Hire our CEO/Superintendent per our job description and hold him/her to that document in a formal evaluation schedule. Set policies for the board and the school as well.
Operate per all state and federal laws for charter schools.
Attend all board trainings including BCSI to ensure all laws are followed.
Manage any financial aspect of the school to maintain the financial sustainability of the school. This would include the knowledge of and managing all vendor contracts.

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.

Local-In my efforts to grow the awareness of Mitochondria disease, I started a board and active chapter in Houston that served a few hundred families. We developed a support group for children and families with the disease as well as an adult support group in Houston and San Antonio and other areas. We started 2 annual fund raisers- a fun run and an evening with Genetics cocktail party. We had educational sessions for the patient population as well as Grand Rounds for the doctors in the medical community to learn more about this disease. We started an annual camp for mito kids and their families around our state as well as others. National-we worked on a grand software that was eventually released world-wide that allowed any approved doctor to register all of the gathered info on each patient, keeping all names private, so all doctors around the world could share this resource. It proved to be helpful in easier diagnoses and faster research results. All of this effort was to help children.

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

As a business owner for 36 years and a non profit board member for 10 years, I have acquired many contacts and experiences that allow me to understand an issue, analyze the needs, determine the priorities and move forward with knowledge to complete the task or resolve the issue.

SCHOOL MISSION AND PROGRAM

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

Heritage Classical Academy will provide a focused classical education to a diverse community of primary and secondary scholars by developing their knowledge to a state of wisdom (sapienta) and character to a state of virtue (virtus) and by preparing them to make the best life possible for one's self and others. Our goal is to train a person to be a thinker and a doer; to be a person whose senses are well-developed; to be a person who adjusts well to a changing world and can be innovative and creative, but knows there are timeless principles worth preserving; to be a person who is self-governing, self-directed and self-disciplined. We want to shape young people who are thoughtful, kind and empathetic, but decisive and pro-active. We want our students to be moral, courageous, faithful to one's principles and to be seekers of the good and the

true. We believe that this person will be a wise, virtuous,confident, and productive American, well-positioned to lead a happy life and contribute to his or her community.

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

Classical approach to education :
Phonics K-2 (Riggs)
Core Knowledge Sequence-geography, history and science.
Reading in every subject stressed.
History will include use of original texts .
Problem-based Math(Singapore)
Latin-grades 4-8
Great family involvement opportunities stressed
Consistent virtue and character development
PE, health, fine arts are all part of a great total education and will be covered well.
Help students be successful with training in study skills-note taking, organization, time management
Encouraging our students to understand the classical content that encourages their heart and mind to explore truths that continue to ring true to mankind and have an ongoing dialogue that addresses the ageless questions of us all.

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

Our partnership with BCSI's classical education approach with their 21 schools is the foundation of our success. Heritage Classical Academy has developed its program by combining the BCSI model with the TEA Effective Schools framework that creates:
*Strong instructional leadership to the school community-teachers, students, parents.
*Excellent teachers & students who know they are supported to attain high expectations via continuous improvement.
*Stress sufficient time on task so all students learn the material.
*A safety-driven environment that is calm, orderly and positive.
*Daily promoting of critical thinking,appreciation of discussion with respect, and love of learning.
*A proven classical liberal arts curriculum.
*Parent engagement in school mission, vision and core values.
*Ongoing moral character development.

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

Grade and test results high compared to local, regional and national levels; meeting our academic achievement goals for all student groups
Great love of learning & reading.
Transition to successful adults
Low staff turnover
High family & community involvement via surveys
Growth of student & family population

GOVERNANCE

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

Making wise financial decisions for the short and long term.
Hiring CEO/Superintendent and being involved in her or his reviews.
Policy-making
Know the laws regarding charter schools and ensure that they are emforced.
Be involved in all things legal-contracts.

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

Excellent student achievements results for all groups.
Great morale with low staff turnover and high % of students returning with new students coming in.
Great satisfaction survey results.
Operating in the black.
Meeting all TEA requirements.

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

All of the above plus:
Waiting lists for each grade
Operating budget is healthy with small surplus in revenue
Positive reputation in the community
'A' rating by TEA

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

Remain an active disciplined board with:
*regular documented monthly meetings
*review academic progress of students via CEO/Superintendent on a quarterly basis
*review monthly financial statements including student data
*review security status of school and campus on a quarterly basis
*review any matter of concern to school or individual quickly for best decision and outcome.
*continuing education on being a good member and do a board evaluation process once a year
*taking Hillsdale classes - history, ethics, logic, etc for each board member to stay current with our brand.

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

Discuss with Board Chair, or vice chair or secretary if it involves the Board Chair. Review Conflict of Interest policy Meet with outside Counsel Discuss reported issue with board member If criminal behavior, report to the correct legal group If any unethical or illegal action has occurred or anything countering the stated conflict of interest policy, the board member involved must be asked to resign.

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 one who asked me to consider being onthe boad. We are both in a business group together.

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.

Genesis BCS

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 10.) 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, provide information relating to the matter(s).

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?

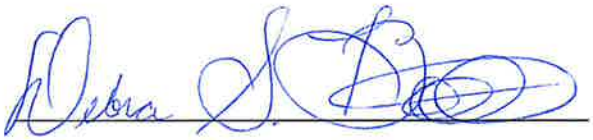
○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Debra S. Boultinghouse, 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 1/14/2020

State of Texas

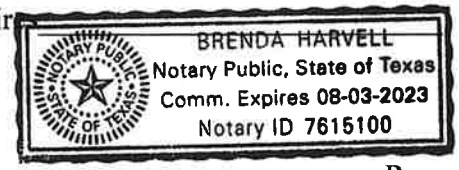
County of Harris

On this day, Debra S. Boultinghouse (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 16th day of January, 2020

(Notary Public)  (Seal)

My commission expir



CHELSEA POPE COLLINS

CAREER PROFILE

- Twenty-two years of experience as an administrator and teacher in private, public, and charter school systems.
- Five years of administrative experience as Division Head providing leadership and support for a faculty of 50 and guidance and a student body of more than 400.
- Skilled problem-solver, decision-maker, collaborator, communicator, and life-long learner.

EDUCATION

Doctorate of Education and Administrative Leadership – May 2020
Texas A & M University – College Station, TX

Master of Arts (Organizational Leadership) – 2007
Teachers College, Columbia University – New York City, NY

Bachelor of Science in Chemistry – 1997
Fisk University – Nashville, TN

PROFESSIONAL EXPERIENCE

The Kinkaid School, Houston, TX **August 2003 – Present**
Independent School, Co-ed, PK-12th grade, day school, 1600 students | www.kinkaid.org

Middle School Division Head (Principal) **July 2013 – Present**
Faculty: 50+
Student Body: 440+

- Planned and implemented new master learning schedule
- Planned and implemented one-to-one laptop program
- Implemented on-line grade reporting system
- Oversaw middle school curriculum alignment
- Conduct classroom observations and evaluation of faculty
- Advise and plan whole school initiatives as a member of the Senior Administrative Team
- Host parent education series and events (Parents Council, Peer Parenting, Parent Forums)
- Coordinate divisional professional development
- Manage approximately $400K budget

Middle School Assistant Principal **August 2010 – June 2013**
(and Grade 8 Math Teacher)
Scope of position included:

- Supported the principal, faculty, staff, and student body in daily functions and routines.
- Devised and coordinated faculty and student scheduling, standardized testing, and student discipline.
- Implemented a revised advisory and student leadership program.

Additional Responsibilities Included:

- Co-sponsored of 8th Grade Peer Mentor Program.
- Co-facilitated parent meetings for students with learning accommodations.
- Served as mentor for incoming faculty/staff members.

Middle School Coordinator of New Student Support **July 2011 – 2013**

Scope of position included:

- Provided academic and social guidance and support to newly enrolled students.
- Hosted program activities for new families and students; coordinated New Family and New Student Socials.
- Proficiently developed and maintained strategic alliances with educators, counselors, and alumni to effectively optimize transition efforts.

Assistant Director of Admission **August 2007 – 2010**

(and Grade 5 Study Skills Teacher)

Scope of position included:

- Lead middle school and upper school admission committees.
- Thoroughly and accurately presented information to prospective families regarding the school's admission requirements, academic programs, policies, and procedures.
- Reviewed students' files and assigned advocate placement.
- Served as school representative at recruitment fairs and school previews.
- Worked with diverse groups within the Greater Houston Area to efficiently increase awareness of the programs offered by the school.

Additional Responsibilities Included:

- Served as a representative on the All-School Task Force to review all-community survey data for recommendations to the Board of Trustees.
- Served as a Diversity Coordinator (Admission Liaison).

Summer Program Director **January 2005 – 2010**

(The Kinkaid/HISD Engineering Math & Science Summer Institute)

Scope of position included:

- Provided support and leadership for a faculty of 15 and student body of 100+.
- Managed a $100K budget
- Developed and published an Annual Report for the Board of Trustees and program sponsors.
- Assisted in the solicitation of sponsorship and funding.

Grade 5 Science Teacher and Advisor **August 2003 – May 2006**

Scope of position included:

- Planned specific program of study and directed the student learning process to achieve curriculum goals.
- Applied individualized teaching techniques and varied instructional strategies to meet the needs of all students.
- Appropriately held students accountable for their own learning.
- Created traditional and non-traditional assessments of students.
- Documented academic, social, and emotional student performance through formative and summative assessments.
- Contributed expertise, ideas, and academic goals for interdisciplinary themes.
- Appropriately integrated the use of technology to facilitate student learning.

Additional Duties Included:

- Facilitated faculty in-service workshops—*Schools Attuned.*
- Served as Interim Grade Level Dean.
- MS Cheerleading Sponsor.
- Houston Area Independent School Diversity Coalition Representative.

KIPP: 3D Academy, Houston, TX **August 2002 – June 2003**
Charter School, co-ed, grades 5-8, day school, 280 students | www.kipphouston.org
Grade 5 & 6 Science Teacher/ Title I Coordinator
Scope of position included:

- Served as a team leader and science coordinator.
- Established school-wide parent involvement policies.
- Budgeted and allocated appropriate funding for federal program as Title I Coordinator.
- Actively recruited and facilitated presentations for prospective students and parents.
- Coordinated TAKS testing and scheduling; disaggregated TAKS data for strategic planning

Southwest High School, Houston, TX **August 1999 – June 2002**
Charter School, co-ed, grades 9-12, 200+ students |www.swschools.org
Chemistry/Algebra Teacher/Testing Coordinator
Scope of position included:

- Taught students in grades 9-12 in the areas of math and science.
- Developed individualized discipline management plans that were sensitive to At-Risk students.
- Sponsored National Honor Society.

DATABASE SYSTEM PROFICIENCIES

- Veracross
- PowerSchool Learning (formerly Haiku) Management System
- FOLIO Collaborative System
- DiLL Language Lab Software
- DyKnow Student Device Monitoring System
- Google for Education Programs

CAMPUS COMMITTEE MEMBERSHIPS

- Senior Administrative Team
- Curriculum Committee
- Community Service Search Committee Member (2012)
- Athletic Director Search Committee Member (2011)
- Appointed to the Diversity Steering Committee (2008)
- Admissions Committee for grades 5 and 6 (2003 – 2006)

PROFESSIONAL RECOGNITIONS and CERTIFICATIONS

Independent School Association of the Southwest (ISAS) Beginning Teacher Institute Faculty Member – Fall 2018 & Fall 2019
Carney, Sandoe, & Associates Women's Institute Faculty Honoree – Summer 2017
Independent School Association of the Southwest (ISAS) Division Head Conference Planning Committee – 2015
Independent School Association of the Southwest (ISAS) Division Head Conference Presenter – Summer 2015

National Association of Independent Schools; Aspiring Heads Program Fellow – 2012
National Association of Independent Schools; People of Color Conference Co-Chair – 2012
Columbia University, Teachers College, Joseph Klingenstein Fellow – 2006
Teacher of the Year (Southwest High School) – 2002
National Association of Independent Schools – People of Color Conference Presenter (2007)
SEED (Seeking Educational Equity and Diversity) Certified
Schools Attuned Certification
SummerCore Certification

PROFESSIONAL ORGANIZATIONS

Association of Supervision and Curriculum Development (ASCD)
National Association of Independent Schools (NAIS)
Association of Middle Level Education (AMLE)
Independent School Association of the Southwest (ISAS)
Houston Area of Independent Schools (HAIS)

SERVICE ORGANIZATIONS

Alpha Kappa Alpha Sorority, Inc.
Making It Better Guild

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed., a Texas non-profit corporation

BACKGROUND

Full Legal Name: Chelsea Pope Collins

Home Mailing Address: 1710 Lakeside Enclave Drive, Houston, TX 77077

Phone Number: 713-417-8888

E-mail Address: chelseapcollins75@gmail.com

Business Name: The Kinkaid School

Business Mailing Address: 201 Kinkaid School Drive

Business Phone Number: 713-243-6400

E-Mail Address: chelsea.collins@kinkaid.org

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

○ Yes

◉ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

As an educator of over 20 years in public, charter, and private schools, I have thoroughly enjoyed the privilege to both teach and grow alongside of my students. I am the product of the Houston public school system and a first generation college graduate whose passion for education stretches far beyond the classroom. When approached by Stuart Saunders, and after thorough research of the classical program model, I felt that my philosophy and skillsets were well aligned to serve students, who potentially looked like me and grew up in my neighborhood, in a new capacity. I am excited about the opportunity to offer an educational choice to families who seek something different.

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

It is my understanding that "The purpose of a charter school board is to ensure the school accomplishes the student outcomes which it was chartered to produce, within all of the required parameters." The role of our board is to establish goals, mission and vision, determine policies, set budgets, hire and provide oversight of the Head of School, and to advocate for the best interests of the school while serving as a liaison to the community.

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

While I have not previously served as a board member, my extensive experience in school and other non-profit leadership positions have given me access to several (functional and dysfunctional) boards and provided me with a distinct understanding of operations and governance.

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

I have served as a teacher and administrator in public, private, and charter schools for almost 25 years. I received a BS degree in Chemistry from Fisk University, a Masters Degree in Educational Leadership from Teachers College Columbia University, and currently pursuing a doctorate degree from Texas A& M in Educational Administrative Leadership. I have a solid knowledge base of educational practices and policies, curriculum and instruction, and professional development and growth. Additionally, I have great experience analyzing data and developing strategies to increase student achievement. I feel confident that my cumulative experiences will serve as a asset to our board by ensuring that we are fulfilling our mission and making educationally sound decisions that is in the best interest of the school.

SCHOOL MISSION AND PROGRAM

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

Heritage Classical Academy will provide a focused classical education to a diverse community of K-8 scholars by developing their knowledge to a state of wisdom (sapientia) and character to a state of virtue (virtus) and by preparing them to become well-educated, self-governing citizens and leaders for the next generation of America.

Mission statements defines the purpose, educational goals, and community priorities of our school, indicates where our school is going, and drives how decisions are made, accordingly. Most mission statements are similar in that serve as a proclamation for the school's commitment to their student body. True to its purpose, I understand the HCA's mission to be the Board's professional and personal steadfast promise of educational excellence for our students' and their families. Our mission is our promise, and it serves as the commitment for student achievement.
We believe that unlike most educational programs offered to students today, a classical educational program will train students' minds with the required academic skills and their hearts with the necessary values for a successful journey ahead. We affirm that during the course of receiving a classical education, our students will learn to be thinkers and doers, leaders and teammates, practioners and listeners, and individuals who are well equipped to adjust to changing roles or positions.

HCA's mission extends beyond the basics of academic achievement. It encompasses a comprehensive set of school practices of timeless principles worth preserving that help to shape students who are self-governing, self-directed, and self-disciplined. We strive to have students who are scholars in the classroom and moral, courageous, virtuous, confident, and proactive in the community. Our goal is to have the core values of creativity, respect, excellence and wisdom boldly interwoven into a classical education.

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

The classical content of HCA's curriculum refers to those traditional works of literature, history, and philosophy that embody perennial truths of the human soul and which remain compelling because they present these truths in memorable, or beautiful, ways. These classics are admired not because they are old; rather they are admired because they have continued to ring true with people of many eras, cultures, and languages. The classics provide the most thoughtful reflections on the meaning and potential of human life. They introduce students into a conversation which spans millennia and seeks to address the ageless questions of the human heart and mind.

HCA's educational program teaches classical content and skills with a strong emphasis on scientifically-based reading instruction and the Singapore math curriculum. Students will explore and be exposed to classical literature using primary sources and classical languages such as Latin. Our program will teach, reinforce, and model values through a commitment to character education to support the development of virtues. The time-honored liberal arts curriculum and pedagogy position students toward mastery of the fundamentals in the basic academic skills, exploration of the arts and sciences, and understanding of the foundational tenets of our Western heritage. The curriculum by purpose and design is a survey of the most regarded intellectual and cultural traditions of the West as they have been developed and refined over many generations.

HCA recognizes the difference between knowledge and wisdom. It is not the intent of HCA to simply provide intellectually competent students. We believe that through experiences (observation and application) our students will gain wisdom to appreciate the learning process, understand the value of knowledge, and apply those skills to become positively contributing citizens and leaders within and beyond their community. At the conclusion of their HCA journey, is our commitment that students will be well-positioned academically, socially, and emotionally to compete and excel among students from all backgrounds.

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

Serving as an educator for over two decades, I believe that each school has unique characteristics that delicately contribute to the specific culture and success of its campus. In that vein, I have learned that there are several school practices and community conditions that a successful learning environment. Most essential is strong school leadership that promotes continuous improvement through reflection, accountability, and growth. The professional capacity of the administrators, teachers, and staff is also a key factor for maintaining successful schools. The professionals need to be both well-trained and well-supported and hold all students to the highest standards. Additionally, parent-community relationships are important as these ties foster the necessary partnership to improve student achievement. Perhaps just as important as the community partnerships is to create a safe learning climate that promotes critical thinking, the ability to discourse in a civil manner, and a love of learning. Last, but not least is creating time to allow for effective data-driven instruction which offers longitudinal evidence that students are learning the necessary skills and possess the tools required to meet and/or exceed expectations.

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

It will become evident that HCA has achieved its mission and is successful when our graduates are accepted into and enrolled in excellent public and private schools, and then matriculate to college or career-oriented work force. This success goal will be predicated by HCA's relentless efforts to create a learning culture that engages and challenges students, in which students have excellent reading and mathematics skills and character development. HCA will also use a rating of "A" on state accountability by obtaining high-percentages of proficiency on state (and national) assessments. The school sustaining its operating budget and growth projections, including low teacher and student attrition rates (producing a wait list) will also serve as indicators of success. While these indicators will provide tangible quantitative data, qualitative data such as positive testimonies and increased community engagement will also serve as a measure of success.

GOVERNANCE

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

Of the many responsibilities of the board is tasked, school operations is not an area in which the board should be involved.

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

There are four primary metrics that will serve as indicators of success.
- Student Achievement: the students will meet (or exceed) the basic expectations of standardized testing and state mandated assessments
- Learning Environment: the school has created a learning challenging, safe and positive learning for both students and faculty/staff
- Finances: the school will operate within its budget
- Compliance: the school will operate and abide by all statutory, regulatory, and contractual policies, guidelines and mandates

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

In addition to the metrics noted above, the school will continue to thrive by achieving increased student performance outcomes (state accountability rating of "A"); growth in enrollment and community engagement; low teacher and student attrition rates; financial surplus; and an upstanding and positive reputation within the community.

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

In my experience, strong leadership has proven to be one of the greatest predictors of success. I think the board will need first need to ensure that it employs the "right" Head of School and holds her/him accountable. It will be this person's responsibility to then ensure that the school is comprised of the "right" people who will promote the mission and vision of the school. Beyond employing and supporting our sole employee, th Board will need to hold itself accountable for learning and implementing best practices in the area of governance.

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?

In an effort to preserve the integrity of the board and its work, it would be necessary to conduct a review of the facts to determine any violations of Code of Ethics and Conflicts of Interest policies or By-Laws. If needed, legal counsel should be consulted, and the necessary and appropriate response should be quickly rendered.

DISCLOSURES

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

◉ Yes

○ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship. I have known one of the board members, Stuart Saunders, prior to the conception of the board. Both he and his wife, Farrell Sauders are the current parents of 4 children at the school in which I am an administrator.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

○ Yes

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

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

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

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

If yes, describe the precise nature of your relationship.

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

N/A

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

KIPP 3D Academy
2002-2003
Houston, TX
Classroom Teacher; Science Department Chairperson

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 10.) 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, provide information relating to the matter(s).

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?

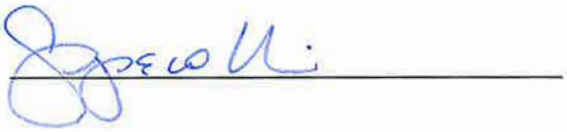
○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Chelsea Pope Collins, 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 1/14/2020

State of TEXAS

County of HARRIS

On this day, CHELSEA POPE COLLINS (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 14th day of JANUARY, 2020.

(Notary Public) Shelia Washington (Seal)

My commission expires SEPTEMBER 5, 2023

SHELIA WASHINGTON
Notary Public, State of Texas
Comm. Expires 09-05-2023
Notary ID 126243861

E. F. Mano DeAyala
2229 San Felipe, Suite 1000
Houston, Texas 77019
Telephone: (713) 225-4500 Email: deayala@buckkeenan.com

Professional Experience

Buck Keenan LLP. (2010- present). Partner
- Serves as counsel to individuals and companies in various industries.
- Represents clients in domestic and international commercial, real estate, energy, construction, and corporate governance matters.

Thompson & Knight, LLP. (1994-2010) Associate – 1994-1999; Partner – 1999-2010
- Served as counsel to individuals and companies in various industries.
- Represented clients in domestic and international commercial, real estate, energy, construction, and corporate governance matters.

McFall & Sartwelle, PC. (1992-1994) Associate
- Served as defense counsel for clients primarily in matters involving products liability, medical malpractice, legal malpractice and other professional liability.

Oryx Energy, Inc. (formerly, Sun Oil Company) (1989) Financial Analyst
- Performed financial analysis of domestic and international business units.

Education

Southern Methodist University Dedman School of Law - Juris Doctor 1992
- Student Senator 1991

University of Texas at Austin – Bachelor of Business Administration – Finance 1998
- Deans Honor List, Fall 1985
- Sigma Phi Epsilon Fraternity - Recruiting Director 1986; Chaplain 1986-87; Vice President 1987-88
- Texas Cowboys Service Organization - 1987-88

Memorial High School - 1985
- Class President - 3 years
- Football Varsity Letterman - 2 years

Professional Licenses, Memberships and Acknowledgments

Licensed State Bar of Texas; 1992 – present.
Licensed Solicitor England and Wales; 2010 – present.
AV Preeminent by Martindale-Hubbell, a ranking at the highest level of professional excellence by his peers; 2002 - present.
Recognized in Best Lawyers® in America (Real Estate Litigation); 2011 – present.
Texas Super Lawyers® (Business Litigation); 2011 – present.
Texas Super Lawyers® Rising Star.
Best Lawyers in Houston.
Life Fellow Houston Bar Foundation.
Life Fellow Texas Bar Foundation.

Philanthropic and Community Activities

Childrens Fund (2000-2005)

- Fundraising organization supporting various charities benefitting Houston area children

Spring Branch Memorial Sports Association (Board Member 2012-present)

- Vice President; 2014-2017.
- Capital Campaign Co-Chair; 2019 – present.
- Youth Football Coach; 2002-2018.

Hispanic Leadership Alliance (Board Member 2012-present; Chair 2018-present)

Spring Branch Independent School District

- Finance Committee; 2014
- Long Range Facilities Committee; 2016-17
- Budget Committee; 2017

Texas Board of Criminal Justice (2017 – present)

- Chair, Business and Financial Operations Committee, 2020
- Chair, Community Corrections Committee; 2017-2019

Windham School District (Trustee 2017-present)

- Served on the Strategic Planning Committee and as part of a three-member committee to recruit and hire senior leadership including a nationwide Superintendent search.

C Club of Houston (2012-present)

- Executive committee (Treasurer 2015; Vice President 2016; President 2017)

Engage Texas (Chair 2019 – present)

- Organization primarily focused on voter registration in Texas.

Memorial Drive Presbyterian Church

Mano DeAyala

E. F. Mano DeAyala is a partner at Buck Keenan LLP, a Houston law firm, and serves as counsel to individuals and companies in various industries. He represents clients in domestic and international commercial matters. He received his law degree from the Dedman School of Law at Southern Methodist University in 1992 and a bachelor's degree in business from The University of Texas at Austin in 1988. He is a licensed attorney in Texas, Federal Court of Claims and as a Solicitor in England and Wales.

Since 2002, he has been rated AV Preeminent by Martindale-Hubbell, a ranking at the highest level of professional excellence by his peers. Since 2011 he has been recognized in Best Lawyers® in America (Real Estate Litigation); Texas Super Lawyers® (Business Litigation); and Best Lawyers in Houston. He is a Fellow of the Houston and Texas Bar Foundations.

Mr. DeAyala has served on the Finance Committee, Budget Committee and Long Range Facilities Committee for the Spring Branch Independent School District. Mr. DeAyala was appointed Governor Abbott to the Texas Board of Criminal Justice and Trustee of the Windham School District, where he has served since 2017. At Windham, he served on the Strategic Planning Committee and as part of a three-member committee to recruit and hire senior leadership including a nationwide Superintendent search. He has served on the Board of the Spring Branch Memorial Sports Association since 2012 where he served as vice president (2014-17) and as a youth head football coach for more than 15 years. He currently serves on the West Houston Young Life Committee, a Christian ministry serving middle and high school students.

Mr. DeAyala is a member of the "C" Club of Houston having served on the executive committee since 2012 serving as Treasurer in 2015, Vice President in 2016 and President in 2017. He has served on the Board of the Hispanic Leadership Alliance since 2012 and as Chairman since 2018. Mr. DeAyala currently serves as Chair of Engage Texas, an organization primarily focused on voter registration in Texas.



GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed, a Texas non-profit corporation

BACKGROUND

Full Legal Name: E. F. Mano DeAyala

Home Mailing Address: 162 Haversham, Houston, Texas 77024

Phone Number: 7132254500

E-mail Address: deayala@buckkeenan.com

Business Name: Buck Keenan LLP

Business Mailing Address: 2229 San Felipe, Suite 1000, Houston, Texas 77019

Business Phone Number: 7132254500

E-Mail Address: deayala@buckkeenan.com

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

(•) Yes

( ) No, does not apply to me

If Yes, state the name of the entity: Windham School District

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

[redacted] I have been involved with our local school district in various committees (finance, budget and bond). I have also coached youth football for 17 years and mentored students from various schools throughout Houston. Most recently, I have been a Trustee of the Windham School District serving offenders in the state prison system. At Windham, I was very involved in the 2019 selection of the Superintendent and in 2018 the Director for Instruction. Last year, I participated in the Windham's conference where their 5-year plan was established. I have learned that more opportunities for quality education is a good thing and my experience is additive to such an effort, especially in northwest Houston.

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

The board member role is to make sure the mission and vision of the school is pursued and achieved. The board selects the CEO/Superintendent and assists in his/her work to achieve those goals. The board has oversight of the implementation of the education curriculum, facilities, budget and finance. The board ensures that monies are spent efficiently and effectively.

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.

See #1. In addition to my direct school experience, my law practice is diverse and I have handled many real estate and commercial transactions as well as employment matters and other disputes including those involving school law. Over the past 9 years, I have served on the executive committee and Vice President (4 years) of the Spring Branch Memorial Sports Association which serves over 8,000 youths participating in 6 sports programs.

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

See #1 and #3. I have extensive experience recruiting, interviewing and selecting educators, coaches and administrators. I have served on several boards, some of which I have chaired, and I am familiar with the roles of board members, executive staff and employees.

SCHOOL MISSION AND PROGRAM

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

Heritage Classical Academy will provide a focused classical education to a diverse community of primary and secondary scholars by developing their knowledge to a state of wisdom and character to a state of virtue and by preparing them as well-educated, self-governing citizens and leaders for the next generation of America.

A school/academic setting is ideal to train the mind and heart to make the best life possible for one's self and others.

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

HCA will offer a classical education with an emphasis on reading, language, phonics, math, history, science and Latin based on the Hillsdale College classical curriculum.

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

There are several characteristics of a successful school. Some are:
- outstanding leadership;

- competent and dedicated educators;
- providing a welcoming and supportive environment that encourages the students' effort to succeed in the curriculum
- students are eager to learn and all students achieve at high levels;
- the school accomplishes its student outcomes which the school was chartered to produce; and
- the school operates within its budget.

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

The school will be succeeding in its mission if student participation, enthusiasm and ultimate outcomes, including testing, are achieved. Success will also be seen through graduating students who are confident, virtuous, independent and concerned for others.

GOVERNANCE

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

First is to do no harm. The board is to hire CEO/Superintendent, set policy and provide support and oversight. The board will not be involved in the day to day education efforts which will be left to the CEO/ Superintendent of School and staff who will operate the school within the policy guidelines set by the board.

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

HCA will have retained a qualified and inspiring CEO/Superintendent and educators. We will have displayed financial prudence and accountability and operated within our policy objectives. Success will be apparent if students achieve their educational goals and return the following year.

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

In addition to #2 above, HCA will see increased demand from the community. Also, the school will receive and "A" rating from the State due to excellent academic performance by all subgroups.

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

Set policies consistent with educational curriculum established by the board. HCA retains the right CEO/ Superintendent and holds him/her accountable to HCA's policy objectives, as established by the board. Financially, HCA should operate prudently and within established budgets.

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 seek legal advice and see that the facts were investigated and if the beliefs were substantiated, take action to remove the member from the board. I would seek legal advice as to the conduct, especially if criminal, and report the action as required.

DISCLOSURES

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

○ Yes

◉ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

○ Yes

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

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

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

Buck Keenan LLP
E F Mano DeAyala PC
EFD Investments, I, GP
EFD EC Fund XI LLC
1629 HWY 35 Rockport, LLC

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 10.) 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, provide information relating to the matter(s).

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, describe the precise nature of your relationship.

CERTIFICATION

I, E. F. Mano DeAyala, 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 Mano DeAyala Date 1/17/2020

State of Texas

County of Harris

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

Subscribed and sworn to before 17th day of January, 2020.

(Notary Public) Elizabeth Myers (Seal)

My commission expires 3/14/20

ELIZABETH MYERS
3578391
NOTARY PUBLIC, STATE OF TEXAS
MY COMMISSION EXPIRES
MARCH 14, 2020

Cured During Remedy Period

Richard T. Hendee
24703 Mather Drive, Katy, Texas 77494
Home: 281.392.0324
Cell: 281.217.4231
E-MAIL: rhendee1@mindspring.com

~FINANCIAL SERVICES PROFESSIONAL~

Self-motivated, analytical, detailed, proven leader, Senior Level Executive with over twenty-five years of diverse experience in the financial services industry. Experienced in commercial, high net worth individual, work-out and restructure and consumer lending, product development and roll-out, marketing and sales, budgeting, administration and asset/liability management for leading financial institutions such as Bankers Trust, First-City Texas, Texas Commerce-Chase, as well as Community Banks. Have utilized analytical skills to identify and assess situations to develop innovative solutions which resulted in accelerated growth and profitability. Possess the ability to see the big picture and also develop the infrastructure to expand or increase market presence. Use management style expertise to achieve the respect of supervisors, peers and staff, which has afforded the opportunity to maximize resources and build a team environment. Actively involved in the community and take leadership roles in organizations.

CORE COMPETENCIES

- Effective Negotiator
- Skilled Decision-Maker
- Strong Analytical Skills
- Self-Motivated
- Relationship-Builder
- Proven Leadership Skills
- Strategic Thinking Skills
- Excellent Organizational Abilities
- Logical and Ethical
- Extensive Financial Service Industry Knowledge
- Calm, Authoritative Leader
- Revenue Generator
- Excellent Management Techniques
- Responsible Steward
- Budget Development and Management Skills

HIGHLIGHTS OF ACHIEVEMENTS

Increased the market presence of a branch of a multi-million dollar community bank, located in a large metropolitan city. ***RESULT:*** Loans increased by 300% and deposits jumped 430% in less than 18 months. Profitability also increased 83% during the same time period.

Heritage Classical Academy

Spearheaded the conversion of a non-profit entity to a for-profit corporation so it could extend its market operations outside the state of Texas. ***RESULT:*** Expanded into seven states, which increased outstanding loan volume incrementally by over $60.0 million during the first two years.

Expanded two product lines of business with the second largest bank in Texas by creating innovative Policies and Procedures, pricing, document flows, and collection systems. ***RESULT:*** Went from virtually no business to becoming the seventh largest automobile financing entity in Texas with all administrative policies in place to meet current and future needs and requirements.

Accelerated the customer base and retained experienced staff during two mergers and acquisitions. ***RESULT:*** Never lost a single major account or staff member, which kept our talent in place, thus reducing possible expenses. Created new administrative policies for the new organization. Kept customer base comfortable with the new organization in order to not lose business, but to grow it.

Developed a new small business banking group and established collaboration with virtually all internal departments and senior management. ***RESULT:*** During the succeeding five years, generated over $200.0 million in new loans and over $300.0 in new deposits.

Built policies, procedures and administrative flows, formalized fund raising activity, created the Board of Directors structure. ***RESULT:*** This charitable organization created by a local TV personality went from virtual start-up to $1.2 million in assets and generating approximately $525.0 thousand in donations annually.

BOARD EXPERIENCE

Richard has a long history of serving in leadership capacities in the non-profit and community sectors and has held the positions of Director, Officer, or President with over 30 different organizations. Currently, he is the Chairman of the Silver Fox Advisors and President of the Linda Lorelle Scholarship Fund. He was the first non-attorney to Chair a State Bar of Texas Committee and a local Houston State Bar Grievance Committee. He is also a life member of two public service entities. He has received numerous awards including the Independent Bankers Association of Texas' President's Award.

PROFESSIONAL EXPERIENCE

First National Bank, Houston, Texas
2007-Present
Branch President

- In charge of total Branch performance including asset and liability growth, loan portfolio performance profitability, community involvement, business development, relationship building, staffing and operations.
- Create business plan, operating budgets and performance standards.
- Participate in internal and external events to create maximum positive exposure for the bank.
- Coach and train lending and operational personnel in order to achieve bank, branch and personal goals.
- Develop, maintain and service a portfolio of commercial banking relationships.

Nelnet, Inc., Bryan, Texas
1995-2007
Senior Vice-President

- In charge of accelerating asset growth, developing new products and services, and expansion of market share, market presence and geographical reach.
- Responsible for developing marketing and sales strategy plans, creating asset volume and expense budgets.
- Took the lead in directing the overall operation of the company.
- Monitored business activities, met with clients and prospects, and implemented discussion with key individuals.
- Coached marketing and sales team personnel and reviewed actual results to plan and budget.
- Developed, maintained and expanded relationships with financial service providers and trade associations.
- Established, negotiated and maintained lines of credit with financial institutions.

Texas Commerce Bank (now Chase), Houston, Texas
1993-1995
Senior Vice President

- In charge of developing products and services and formulating asset growth projections and expense budgets.
- Responsible for growth of assets in two separate lines of business.
- Monitored and analyzed business development activity and expenses.
- Directed and coached a twenty-person sales and marketing team.
- Established and maintained relationships with key prospects and clients.
- Took a leadership role on the division's strategic planning committee.

First City National Bank, Houston, Texas
1980-1993
Senior Vice President

- Responsible for the development of small business and consumer financial products.
- Oversaw the analyzing, underwriting and approval of loan assets and managed a staff of over one hundred people.
- Spearheaded the growth of small business and consumer (direct, indirect and Mexican National) financial relationships.
- Measured actual results to plan and budget and implemented actions to assure growth of loans and deposits.
- Developed and instituted small business lending and asset quality monitoring policies and procedures.
- Established a department to comply with the Community Reinvestment Act.
- Generated, maintained and serviced a portfolio of commercial banking relationships.

References provided upon request.

HORIZON ASSOCIATES, INC.



P. O. 55 Katy, Texas 77492
Office 832-437-3089
Mobile 281-217-4231
richard.horizon@mindspring.com

Richard T. Hendee
President

SUMMARY

Richard Hendee is the owner and President of Horizon Associates, Inc., a small and mid-size business advisory and consulting firm. He has nearly fifty years of experience in the financial services industry and has successfully owned and operated two business ventures and launched five other entities. In addition, Richard has rolled out five different brands on a national basis.

Richard has worked for large national financial institutions as well as regional and local community banks, where he has held positions as: Regional President; Senior Vice-President; Branch Manager; Department and Group Manager; and National Marketing and Sales Director. Financial services groups reporting to Richard have included: small business banking; international and domestic private banking; executive and professional banking; consumer banking; indirect auto; student lending, central credit; mortgage lending and community development.

Richard has a long history of serving in leadership capacities in the non-profit and community sectors and has held the positions of Director, Officer, or President with over 30 different organizations. Currently, he is the Chairman of the Silver Fox Advisors and President of the Linda Lorelle Scholarship Fund. He was the first non-attorney to Chair a State Bar of Texas Committee and a local Houston State Bar Grievance Committee. He is also a life member of two public service entities. He has received numerous awards including the Independent Bankers Association of Texas' President's Award.

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity:

BACKGROUND

Full Legal Name: Richard T. Hendee

Home Mailing Address: 2839 Park Hills Dr. Katy, Texas 77494

Phone Number: 281-392-0324

E-mail Address: rhendee1@mindspring.com

Business Name: Horizon Associates, Inc

Business Mailing Address: P.O. Box 55 Katy, Texas 77492

Business Phone Number: 832-437-3089

E-Mail Address: richard.horizon@mindspring.com

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

(•) Yes

( ) No, does not apply to me

If Yes, state the name of the entity: Linda Lorelle Scholarship Fund, Inc.

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

Provide my business and professional experience and expertise to an organization that seeks to provide a classical education to young people that can used the education that they receive to improve their lives and the lives of the individuals around them.

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

Provide leadership, guidance, oversight, direction and support to fellow Board Members, Administrative Staff, Teachers, School Financial Donors in a business and professional manner so that the School can achieve its Mission, Vision, and Goals.

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

I have served on the Board of the Linda Lorelle Scholarship Fund, Inc. for more than 20 years and have been the President of the organization for 15 of those 20 plus years. I have also served the Board of some 30 non-profit organization in the education, affordable housing and financial serves space.

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

Board membership. Board structuring. Board member training. Board formation. In-depth financial experience. Fundraising for non-profits.

SCHOOL MISSION AND PROGRAM

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

Heritage Classical Academy provides a focused classical education to a diverse community of primary and secondary scholars by developing their knowledge to a state of wisdom and character to a state of virtue and by preparing them as well-educated self-governing citizens and leaders for the next generation of America.

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

The education, training and experiences that the academy's student will receive will enable them upon graduation to enter the world better prepared and knowledgeable for whatever challenges in life that they may experience. Further, they will be positioned to seek a higher education in the form of a a college degree or technical training that will enable them to realize their dreams and experience a better and enriched life.

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

When the students that graduate from the school leave with the skill set and formal education whereby they can continue on in their education and life and achieve their dreams of a better life despite circumstances beyond their control that may be preventing them from achieving their potential.

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

When the students that have graduated from the Heritage Classical Academy go on to continue their education by first completing their high school education and then obtaining a higher education or receive a technical training and experience success in their lives and then return to the Heritage Classical Academy to provide the next generation of students with guidance and support so they can achieve what the returning students may never thought possible.

GOVERNANCE

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

The Board is the governing body of an Heritage Classical Academy. The Administration will be charged with the day-to-day operation of the school and it is the Board responsibility to measure the success of the school and hold the staff responsible for the performance. The Board should hire the right CEO/ Superintendent, provide the tools to succeed and then let the staff do what they have been empowered to do. The Board should not be micro-managers.

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

If the individual goals and objectives established during the formation of the school have been met or satisfactory progress is being made. Operationally the school is functioning properly with few missteps. The budget was met. Community support and engagement is increasing. Enrollment is at targeted levels. All student groups are achieving at high levels.

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

If the individual goals and objectives established during the formation of the Heritage Classical Academy have been met. The vast majority of all students are continuing to make progress in achieving their advancements to the next grade. The community expands their support and involvement with the Heritage Classical Academy. Board and staff turnover are minimal. Operating budgets are met. The Heritage Classical Academy is rated an "A" by the State of Texas.

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

Establish a set of measurable goals and objections that are designed to enable the school to be a success and then evaluate the progress toward achieving those goals and objectives on a quarterly bases. Make changes and modifications, if needed, to enable the school to be 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?

Face the situation head on and perform an investigation to determine what actually happen or did not happen and the actions taken and/or not taken by the individual(s). Conduct an evaluation of the situation and take appropriate action(s) needed to protect the school and all parties involved.

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. Business and professional association.

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.

Richard T. Hendee dba Horizon Associates, Inc. 100.0% Owner
Small Business Superstore, Inc. 100.0% owner

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 10.) 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, provide information relating to the matter(s).

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, describe the precise nature of your relationship.

CERTIFICATION

I, Richard T. Hendee, 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 Richard T. Hendee Date 1-10-20

State of Texas

County of Harris

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

Subscribed and sworn to before 10th day of January, 2020.

(Notary Public) Brenda Harvell (Seal)

My commission expires

BRENDA HARVELL
Notary Public, State of Texas
Comm. Expires 08-03-2023
Notary ID 7615100

STUART D. SAUNDERS

602 Sawyer Street, Suite 720
Houston, Texas 77007

Telephone: (713) 914-9778 Email: sdsaunders@missionheights.net

SUMMARY

Career experience in both legal and banking fields with executive responsibilities ranging from private law practice to bank general counsel to private investment management and various boards of director positions. Legal practice focused primarily on banking and commercial financing transactions. As Senior Vice President and General Counsel at Prime Bank, led a division of over 60 employees and managed legal and transactional activity such as mergers, acquisitions, asset sales and the company's initial public offering. Currently serve as Chairman of SouthTrust Bank, on the board of directors at First State Bank Odem and as managing partner at Mission-Heights Enterprises, Ltd.

PROFESSIONAL EXPERIENCE

Mission-Heights Enterprises, Ltd. (2000 – present). Managing Partner.
Serve as co-manager of a private-equity limited partnership.

- Primary responsibilities include asset management and financial administration.
- Review the partnership's investment performance and evaluate new investment opportunities.
- Perform general counsel responsibilities.

First State Bank of Odem. (2012 - present). Director.
First State Bank of Odem is a banking institution with four locations in south Texas and approximately $150,000,000 in assets. Joined the board of directors in June of 2012. Also serve on the board of directors of the bank's holding company.

SouthTrust Bank, N.A. and Live Oak Bancshares, Inc. (2003 – present). Director and Chairman.
The SouthTrust Bank is a banking institution with seven locations in Texas and approximately $420,000,000 in assets. Elected to the board of directors in 2003 and elected as Chairman of the Board in 2007. Currently serve on the bank board and as Chairman of the holding company board.

Institute for Shipboard Education – Semester at Sea (January – May 2012)
Assistant Executive Dean – Spring 2012 voyage.

The Saunders Foundation (1998 – present).
Serve as a director and manager of all foundation business including its asset management and philanthropic activities.

Institute for Shipboard Education – Semester at Sea (August – December 2000)
Field Office Coordinator – Fall 2000 voyage.

Prime Bank and Prime Bancshares, Inc. (1994 – 2000). Senior Vice President and General Counsel.
Served as head of the Legal and Loan Services Division at Prime Bank, which included the Legal Department, the Loan Operations Department, the Loan Review Department and the Compliance Department. In addition, served as a director of both the bank and the bank's holding company, Prime Bancshares, Inc.

Bracewell, LLP (formerly know as Bracewell & Patterson, L.L.P.) (1990 – 1994). Associate. Bracewell is a full service, multi-national law firm based in Houston. Worked in the Financial Services section of the firm representing both borrowers and lenders in structuring a variety of financial transactions and credit facilities.

PHILANTHROPIC ACTIVITIES AND PROFESSIONAL ASSOCIATIONS

American Leadership Forum – Senior Fellow. American Leadership Forum is a national network of chapters, each dedicated to building stronger communities by joining and strengthening leaders to better serve the public good. It enhances leadership by building on the strengths of diversity and by promoting collaborative problem solving within and among communities. ALF chapters carefully screen and select Fellows from leaders in the community.

The Houston Lighthouse for the Blind and The Lighthouse Foundation. Board of Trustees and Ex-Officio Chairman of the Board for the operating Lighthouse and the Lighthouse Foundation. Established in 1939, The Lighthouse of Houston is a private, nonprofit education and service center dedicated to assisting blind and visually impaired people in our community.

The Forest Club. President Ex-Officio.
The Forest Club is a private social club founded in 1946.

Semester at Sea. Board of Trustees and Past-President of the Alumni Association Board of Directors. In addition, currently serve Semester at Sea as the Houston area alumni representative. Served several terms on Alumni Advisory boards from 1996 to present.

YMCA of the Greater Houston Area.
Served on the Finance Committee of the Board of Directors from 2005 – 2007.

Texas Bar Association

EDUCATION

Southern Methodist University –
Southwestern Graduate School of Banking. Certificated 1999.
- Awarded Special Distinction for Leadership.

Baylor University School of Law. Juris Doctor 1990.
- 1989 Tracy Crawford Scholarship awarded for academic achievement.
- Dean's Honor List, spring 1988.
- 1988 Morris Harrell Scholarship awarded for academic achievement.

The University of Texas at Austin. Bachelor of Business Administration – Finance 1986.
- Dean's List, fall 1985.
- Dean's List, spring 1985.

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed., a Texas non-profit corporation

BACKGROUND

Full Legal Name: Stuart Donovan Saunders

Home Mailing Address: 8 Saddlebrook Lane, Houston, Texas 77024

Phone Number: 713-914-9778

E-mail Address: sdsaunders@missionheights.net

Business Name: Mission-Heights Enterprises, Ltd.

Business Mailing Address: 602 Sawyer Street, Suite 720, Houston, Texas 77007

Business Phone Number: 713-914-9778

E-Mail Address: sdsaunders@missionheights.net

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:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

My grandmother was a teacher and school administrator, my mother was a teacher, my sister was a teacher, I serve on the board of a higher education study-abroad non-profit. Education is in my family DNA. Nothing can change the trajectory of a life or a family like a good education.

While there are lots of good public schools in the greater Houston area, sadly there are also too many underperforming schools. I find it to be sad and unacceptable for anyone to be stuck in a poorly performing school and have no options. I am committed to creating a high-quality choice for those families.

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed., a Texas non-profit corporation

BACKGROUND

Full Legal Name: Stuart Donovan Saunders

Home Mailing Address: 8 Saddlebrook Lane, Houston, Texas 77024

Phone Number: 713-914-9778

E-mail Address: sdsaunders@missionheights.net

Business Name: Mission-Heights Enterprises, Ltd.

Business Mailing Address: 602 Sawyer Street, Suite 720, Houston, Texas 77007

Business Phone Number: 713-914-9778

E-Mail Address: sdsaunders@missionheights.net

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:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

My grandmother was a teacher and school administrator, my mother was a teacher, my sister was a teacher, I serve on the board of a higher education study-abroad non-profit. Education is in my family DNA. Nothing can change the trajectory of a life or a family like a good education.

While there are lots of good public schools in the greater Houston area, sadly there are also too many underperforming schools. I find it to be sad and unacceptable for anyone to be stuck in a poorly performing school and have no options. I am committed to creating a high-quality choice for those families.

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

Our entire board of directors has (or will) attended a board training seminar conducted by a well-known charter school leadership trainer named Brian Carpenter. In the training session Dr. Carpenter states clearly and emphatically that "The purpose of a charter school board is to ensure the school accomplishes the student outcomes which it was chartered to produce, within all of the required parameters." The board is to provide oversight of the school's Chief Executive, and not co-manage 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.

Current Board/Leadership positions:

Board of Directors and Chairman – Heritage Ed.

Board of Directors – SouthTrust Bank

Board of Directors and Chairman – Live Oak Bancshares, Inc.

Board of Directors – First State Bank of Odem

Board of Directors - Odem Bancshares, Inc.

Board of Trustees – Semester at Sea/Institute for Shipboard Education. SAS/ISE is a non-profit corporation that owns and operates Semester at Sea, a college-level study abroad program.

Senior Fellow – American Leadership Forum

Assistant Scoutmaster – Troop 852, Sam Houston Area Council

Past Board/Leadership positions:

Board of Directors – Prime Bank

Board of Directors – Prime Bancshares, Inc. (a publicly traded company)

Board of Directors and President – The Forest Club

Board of Trustees and Chairman – The Lighthouse of Houston, and Texas non-profit serving blind and visually impaired citizens in the greater Houston area.

President – Semester at Sea Alumni Association.

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

I have a finance degree from the University of Texas at Austin School of Business. I have a law degree from Baylor University School of Law. My career experience ranges from private law practice, bank general counsel, private investment management, and various boards of director positions including Chairman of multiple organizations. Legal practice focused primarily on banking and commercial financing transactions.

As senior Vice President and General Counsel of Prime Bank, I led a division of over 60 employees and managed legal and transactional activity such as mergers, acquisitions, asset sales and the company's initial public offering. In addition to the legal and banking experience, I serve as Managing Partner for Mission-Heights Enterprises, Ltd. where we manage a $25+ million real estate portfolio. I believe my experience with finance, law and real estate will be extremely valuable to the many and varied responsibilities of starting a high-quality charter school.

SCHOOL MISSION AND PROGRAM

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

Our mission statement: Heritage Classical Academy provides a focused classical education to a diverse community of elementary and secondary school scholars by developing their knowledge to a state of wisdom and character to a state of virtue and by preparing them as well-educated, self-governing citizens and leaders for the next generation of America.

I take that the mean that our school will work very hard to provide children with the rich and timeless wisdom it takes to be fully human. Yes, they will be ready for college, or if not college, for a career. But more than that, they will be ready to pursue happiness as an independent human and contribute to our society.

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

The school will offer a classical education. From a detailed perspective, the curriculum will have a heavy emphasis on phonics and the mastery of reading and the language arts. Obviously, science, history and mathematics will be taught as well, along with leadership, Latin and civic virtue.

From a macro perspective, we intend to teach the classics not because they are old, but because they have stood the test of time and continue to ring true in the souls of mankind regardless of gender, race, native tongue, or culture; because the classics provide the most thoughtful reflections on what it means to be fully human.

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

As stated in our board training seminar, a successful school is one that "accomplishes the student outcomes which the school was chartered to produce, within all of the required parameters."

I take that to mean we will produce student outcomes that exceed area norms as well as developing independent, self-governing, virtuous citizens.

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

The four major aspects of school success that the board can oversee are: Financial, Educational Achievement, Compliance, and Environment.

Financial: Work to safeguard the school's resources from fraud, waste and abuse.

Educational Achievement: Oversight of the schools (1) Absolute performance, (2) Relative performance, (3) Mission-specific outcomes, and (4) Student gains.

Compliance: Work to ensure Statutory, Regulatory and Contractual compliance.

Environment: Work to ensure a safe, healthy and positive environment for students and employees.

If we as a board can ensure these four elements, then our school will be successful.

GOVERNANCE

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

"The purpose of a charter school board is to ensure the school accomplishes the student outcomes which it was chartered to produce, within all of the required parameters."

In other words, the board should not be involved in "school operations." The board governs, hires the CEO/ Superintendent, evaluates the CEO/Superintendent, and sets policy. As for managing the school, it is the CEO/Superintendent's responsibility to operate the school within the law and the policy guidelines set by the board.

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

Financial: Operating within budget
Achievement: Meeting student learning and advancement goals; minimal gaps between the performance of subgroups.
Compliance: Operating within all statutory, regulatory, contractual and policy guidelines
Environment: Students and employees are functioning in a safe, healthy and positive environment.

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

Same factors as mentioned in Question 2 above. I would add that the school will have grown sufficiently to be operating in the black (erased the early years start-up losses), and the school will be receiving a State accountability rating of "A."

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

Perhaps the most important thing the board can do to ensure success is hire the right CEO/Superintendent and then let him or her lead. As directors we are tasked with setting policy and keeping the CEO/ Superintendent accountable. We must remain focused on our primary areas of oversight: Financial, Achievement, Compliance, and Environment.

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?

It would be important to gather facts and review them in light of the school's Code of Ethics and Conflicts of Interest policy. Outside legal counsel should be consulted, and depending on the gravity of the situation, actions could range from a discussion of the behavior with a reminder of our ethical standards all the way up to immediate suspension and removal from the board. If the actions were criminal, law enforcement would need to be notified.

DISCLOSURES

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

◉ Yes

○ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

We knew one of the Heritage Ed. board members prior to beginning this project. Chelsea Collins was (is) Head of Middle School at The Kinkaid School where our children attend. Other than Ms. Collins, we were not acquainted with any of the other directors prior to embarking on this project.

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.

Mission-Heights Enterprises, Ltd.
Mission-Heights Capital, Ltd.
M&S Partners

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 10.) 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, provide information relating to the matter(s).

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, describe the precise nature of your relationship.

CERTIFICATION

I, STUART SAUNDERS, 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 Stuart Saunders Date 12-26-19

State of Texas

County of Harris

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

Subscribed and sworn to before 26th day of December, 2020.

(Notary Public) Brenda Harvell (Seal)

My commission expires

BRENDA HARVELL
Notary Public, State of Texas
Comm. Expires 08-03-2023
Notary ID 7615100

Page

Kathryn E. van der Pol

4610 N. Shepherd Dr. •Houston, Texas • 77018

713 516-4282

Liberty Hoepfl Garage 1987-present

See attached Current Bio

St. John's School 1987-2004

- **Latin teacher**, Level III Honors and Advanced Placement students. Sponsor of Junior Classical League. Latin coordinator for the Foreign Language Department.

- **History Teacher. Taught Western Civilization and World History to 9th grade.** Formulated new curriculum (2000) in transition from Western Civilization to World History course, a curriculum that covered Egypt, Greece, Rome, the Middle Ages, the Americas, China, India, and Japan.

- **Adviser to *The Review*,** the student newspaper. *The Review* was recognized as Best Overall Newspaper at a Gulf Coast regional contest in 2003 among many other awards. Responsible for interviewing and training a 40-member staff; publishing 12 issues per year, a magazine and running a summer journalism workshop.

St. Thomas' Episcopal School ..... 1980 - 1986

- Teacher in Lower, Middle and Upper School. Taught Latin I, II, III, IV to fifth, eighth, eleventh, and twelfth graders. Also taught Roman history and ancient Greek. Founded chapter of the Junior Classical League. Chaperoned students to national competitions in Florida and Indiana.

Writing Projects:

- Edited *The Greeks: A Great Adventure* by Isaac Asimov for Houghton Mifflin.
- Copy-edited early drafts of *The Thyroid Solution* by Dr. Ridha Arem.
- Published and edited news magazine for 1,485 residents of City of Spring Valley from 1998-2000.
- Proofreader of *October Winds* by Susan Wiggs and other books by same author.

Education and Background

Undergraduate work: B.A., Classics, 1983, Rice University

Graduate work: Summer Fellow at the American Academy in Rome, 1984;

University of Texas at Austin 1985; Rare Book School, Columbia University, 1987.

Married, three daughters; traveled abroad, including four years in Japan.

Study Grants, Awards & Professional Development

Runner up for the Outstanding Teacher of the Humanities Award (TCH); 2003.
University of Missouri, School of Journalism, Summer Internship, 2002.
Fellow, Woodrow Wilson Workshop on Comparative Modernization of China & Japan, Rice University, 1994.
NEH grant, "Polis and Res Publica," 1990.
Outstanding Teaching Award, Houston Area Teachers of Foreign Language, 1985. Fellowship, Classical Association of the Mid–West and South's Fellowship to Rome, 1984.
Winner of the American Classical League Scholarship to Rome, 1984.

Sample of public lectures

"Making the Case for Latin," University of Houston.

"Civic Virtue in a Latin Class," International Society for the Classical Tradition, University of Tubingen, Germany.

"Pompeii and Herculaneum Revisited," Docents of Bayou Bend.

"Humanistic Manuscripts of the 15th Century," annual meeting of Texas Classical Association.

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed

BACKGROUND

Full Legal Name: Kathryn Eaves van der Pol

Home Mailing Address: 4610 N. Shepherd Dr.

Phone Number: 713 516 4282

E-mail Address: kvanderpol@swbell.net

Business Name: VDP Enterprises LLC

Business Mailing Address: 4610 N. Shepherd Dr.

Business Phone Number: 713 695-5071

E-Mail Address: Kathryn@TheLibertyGarage.com

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

○ Yes

◉ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

I have always wanted to start a school. As a former educator for 24 years, teaching and learning have been in my blood. I grew up traveling, as my father was in the Navy, so I attended over 21 schools before I graduated from college. All these experiences, have fueled my desire to start a school.

Then, when I learned of the Barney Charter School Initiative, I took action. I began visiting some BCSI schools then I decided I wanted to start a Founders Board. My husband and I attended a program at Hillsdale College to train potential school founders in 2017. We were very impressed with the curriculum and the program. Through a series of fortuitous circumstances, I met Stuart Saunders when we returned to Houston, and we formed this board.

As a teacher at a private school, I always believed that the type of classical education we provided should be offered to students in the public school. The students we helped the most in the private school were those in the middle of the class. The students at the top would be at the top anywhere, but the students in the middle, I saw

how our curriculum took them to a higher level. I believe the education that Heritage Classical Academy provides will do the same.

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

The role of the board member is vital to the success of the school. Board members should make sure the mission, vision and principles of the school are properly being implemented by the Head of School and faculty. The board hires and evaluates the performance of the Head of School. They ensure that the public money is responsibly spent and accounted for, and they should make sure that we are providing the support and culture where students as a whole thrive in all areas of our responsibility. The board chooses the facilities and makes sure the facilities are more than adequate to meet the students' needs.

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.

As the founder and current president of the North Shepherd Community Alliance, a non-profit dedicated to improving the community, we have undertaken many projects from community clean-ups to Christmas toy drives, to rectifying community problems such as crime, loitering, public drunkenness, and working with the proper authorities to repair and upgrade infrastructure.

I also serve on the boards of the Automotive Service Association, Houston Chapter and ASA Texas. I am a past board member of the Greater Heights Chamber of Commerce, and past President of the Professional Women's Exchange Group. I am a team player, love the planning and execution of challenging goals.

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

I have 24 years of teaching experience and 15 years of business experience. I taught Latin, ancient history, World Civilization and my degree is in Classics so I have a very good knowledge and lots of experience with a classical curriculum which will be helpful in staying mission true. As a business owner, my experience in hiring and training people, establishing policies and procedures, and monitoring the financials should prove to be useful to the board.

SCHOOL MISSION AND PROGRAM

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

Our Mission Statement: Heritage Classical Academy provides a focused classical education to a diverse community of primary and secondary scholars by developing their knowledge to a state of wisdom and character to a state of virtue and by preparing them as well-educated self-governing citizens and leaders for the next generation of America.

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

Our curriculum is based on the Hillsdale College classical curriculum. It is the type of curriculum that is generally based on the great works of literature and ideas of western civilization. Most adults in their 70s today had this type of education when they were in grade school. So in the earliest grades, we will be teaching children to read using phonics (Riggs program). Students will have instruction from Kindergarten moving forward in science, art, and music. They will also study geography and history. We will use the Singapore math program. As students progress, they will read whole books, read poetry, and learn how to

diagram a sentence. In middle school, students will study Latin, English grammar, Texas history, and more advanced earth and life science.

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

Children are enthusiastic about school and are eager to learn.
Children are advancing academically and adults can see them develop into civilized, articulate, and caring humans.
Great teaching faculty with high morale.
Engaged parent community that volunteers and supports the school's mission and vision.
Everyone takes pride in their school, evidenced by high levels of participation, how the community speaks of itself; how they take care of the physical facility; most importantly, how well students and teachers do their work.
Everyone is doing well.

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

You would see how well the school is succeeding in its mission by visiting the classrooms and observing the teachers and students fully engaged and following the curriculum as established. You would also see this in the quality of the students' work.The results of the state test scores will show that all sub-groups are meeting targeted goals. The national test results will provide comparison about how well our school compares to others.

GOVERNANCE

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

There are four pillars of responsibility that belong to the board: Finance, Educational Achievement, Environment, and Compliance. Specifically, as a board we are to:
I. Work to safeguard the school's resources from fraud, waste and abuse, remain within budget.
II. Overesee the educational achievement of the school's
(1) Absolute performance, (2) Relative performance, (3) Mission-specific outcomes, and (4) Student gains.
III. Ensure a safe, healthy and positive environment for students and employees.
IV. Operate within all statutory, regulatory, contractual and policy guidelines.

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

We will know if we are successful at the end of the first year if:
1. We maintain a high morale among staff, students, parents, and the Board, based on a variety of data including surveys where appropriate.
2. We operate financially in the black.
3. Our enrollment shows over 90% of the current students returning.
4. Assessments show significant student growth.

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

After four years I will consider us successful if in addition to doing well on the items listed above, we:
1. Have a waiting list for students in each grade.
2. are performing well on state and national tests.
3. have not had to replace the head of school.
4. are making a positive impact on the local community.
5. retain our best teachers and staff and cultivate a climate of eagerness among applicants to be part of our school.
6. are rated by TEA as an "A" school on its scale.
7. possess a small surplus in revenue.

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

Hire an outstanding school Principal and surround him/her with the proper support.
Monitor finances and fundraise to make sure the school is well-supported financially.
Know the district, state, and federal policies the school is obligated to and make sure that the school stays in compliance with all policies.
See to it that the education plan is producing the outcomes we want.

Teachers and staff salaries are sufficient to retain high quality staff.

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?

Notify the President of the Board, or if the unethical behavior is coming from the President, then notify the Board Secretary. Take action to verify the unethical behavior. Depending on the nature of the situation, determine the necessary remediation. If the situation is serious, then the board should determine the consequences, including if necessary, removing said person from the school 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 was friends with two board members prior to their joining. We also have done business with each other and one is in a business group that I belong to. My husband is also friends with them.

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.

VDP Enterprises LLC
VDP Properties LLC

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.

No prior experience.

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 10.) 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, provide information relating to the matter(s).

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, describe the precise nature of your relationship.

CERTIFICATION

I, Kathryn van der Pol, 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 Kathryn van der Pol Date 1/16/2020

State of Texas

County of Harris

On this day, Kathryn A Vanderpol (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 16th day of January, 2020.

(Notary Public) [signature] (Seal)

My commission expires 11/1/2021

ADRIANA GUTIERREZ
Notary Public
STATE OF TEXAS
My Comm. Exp. 11/01/2021
ID# 129414212

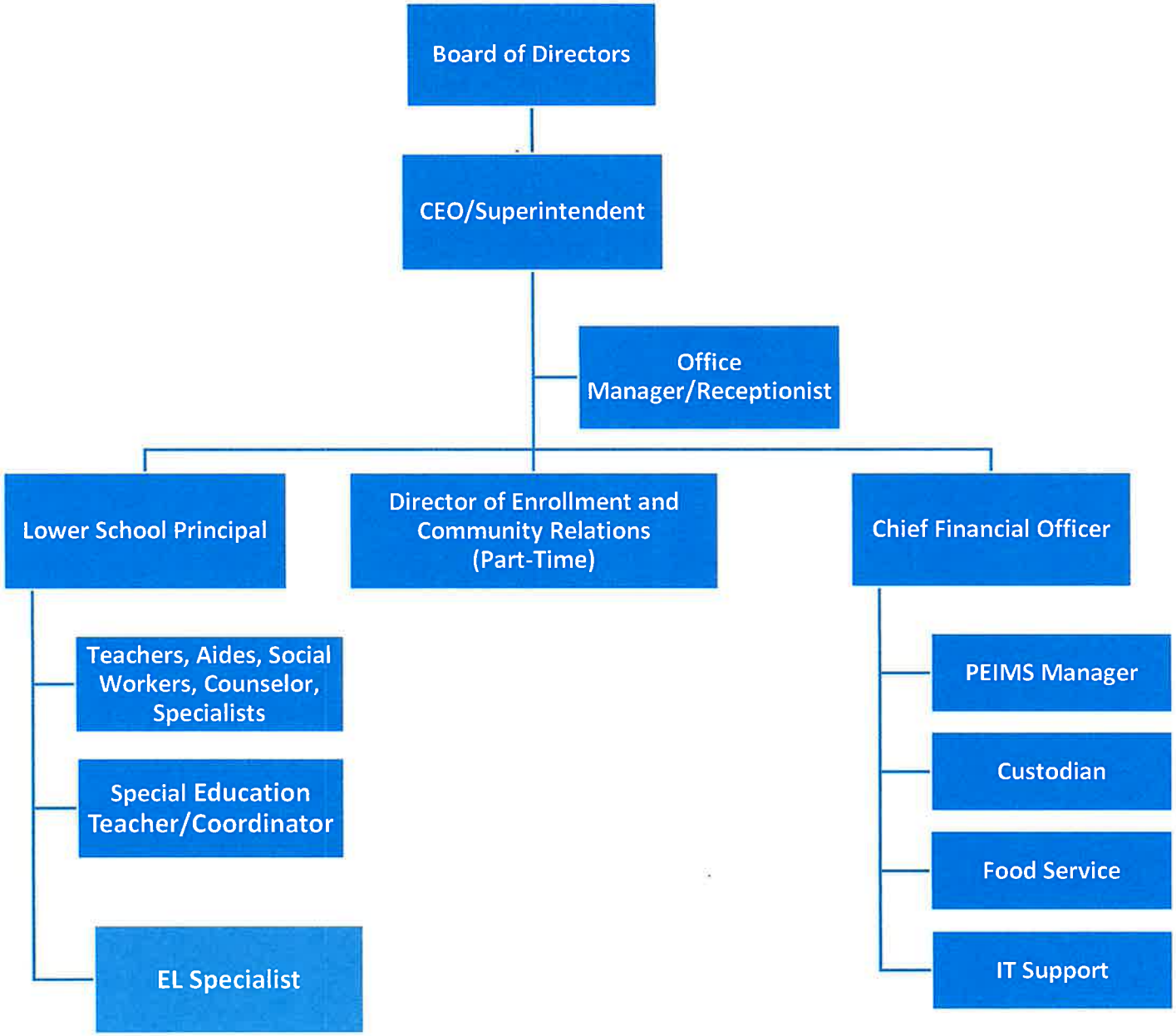
Attachment 13: Organizational Charts for Year 1 and Full Capacity

Submit two organizational charts that show the school's governance, management, and staffing structures: (1) one organizational chart will represent the school's structure during Year 1; and (2) the second chart will represent the school's structure at full capacity. If the organizational structure is not projected to change during the 5-year initial contract period, include a statement to indicate that the same organizational chart will apply in Year 1 and at full capacity.

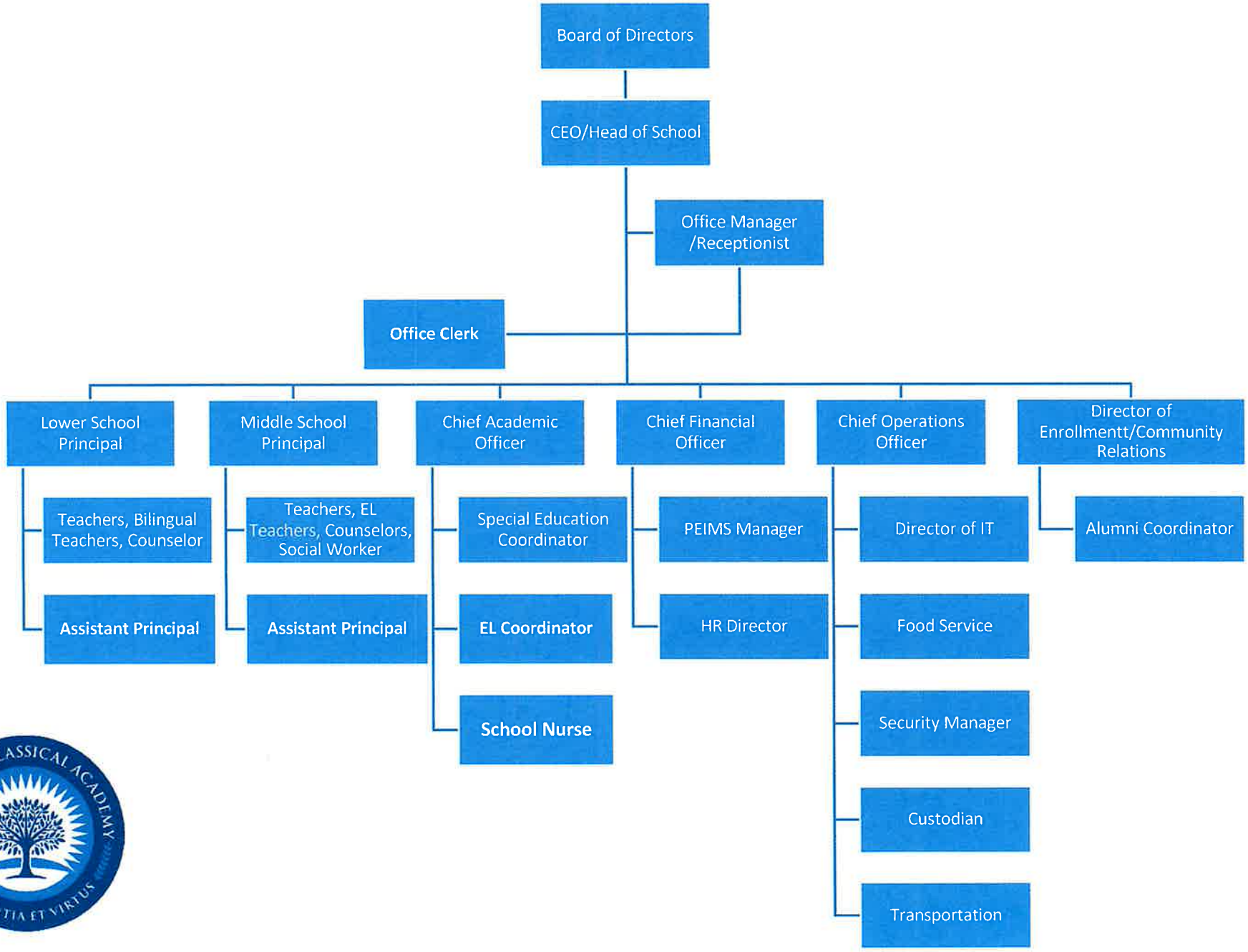
Each organizational chart must clearly delineate the roles and responsibilities of—and lines of authority and reporting among—the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts must also document clear lines of authority and reporting within the charter school.

All positions listed on the organizational charts must be noted on the Staffing Chart provided in Attachment 22 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment 23.

Heritage Classical Academy Organizational Chart – Year One



Heritage Classical Academy Organizational Chart – Full Scale



Attachment 14: Superintendent Evaluation Tool(s)

Provide any superintendent evaluation tool(s) that have been developed.

Heritage Classical Academy (HCA)

CEO/Superintendent Evaluation Form

(adapted from the BCSI Model Principal Evaluation Form and some indicators, with permission, from the Evaluation Form from the Founders Classical Academy in Lewisville, TX)

The purpose of the evaluation is to capture how the CEO/Superintendent is leading HCA to high performance levels in accordance with goals and objectives contained (a) in the charter application and contract and (b) in the Barney Charter School Initiative Agreement and (c) in the annual goals and performance objectives set by the Board of Directors. The evaluation will be completed by all board members annually and will include a three -step process: 1) initial goal setting at the beginning of the year; 2) mid-term assessment in January; and 3) final evaluation at the end of June. The process will very thorough and will include short survey data from parents, staff, and partners (the survey will be on a 5-point scale, with 5 being the highest score possible); documentation as needed; observations where possible; and student, financial, and operations outcome data. The CEO/Superintendent will complete a self-evaluation at each stage of the process. Many of the metrics used are quantitative, but HCA plans to use qualitative data so support any quantitative metrics. The CEO/Superintendent will receive a rating on each indicator and then a summary rating that will be on a scale between 1 and 4, from ineffective to highly effective, with 4 being the highest. The evaluation form will include commendations for outstanding performance as well as recommendations for improvement.

Performance Indicators	**Highly Effective (4)**	**Effective (3)**	**Partially Effective (2)**	**Ineffective (1)**
1.Professionalism				
1.a. Displays a positive role model for students	**Always (100%)** serves as a positive role model	**Regularly (> 95%)** serves as a positive role model	**Often (90%)** serves as a positive role model	Rarely serves as a positive role model
1.b. Accepts, evaluates, and acts upon feedback, advice and criticism	**Always (100%)** actively seeks out feedback, criticism, suggestions, and always applies information	**Regularly (>95%)** seeks out feedback, criticism, suggestions, and always applies information	**Often (>90%)** listens to directed feedback w/o being defensive and accepts and applies suggestions	**Rarely** accepts feedback w/o acting defensive and rarely applies criticism or suggestions
1.c. Exhibits a professional manner in both actions and dress.	Always **(100%)** presentable as a consummate professional	Invariably **(>95%)** acts or dresses in a professional manner	Regularly **(>90%)** acts or dresses in a professional manner	Occasionally acts or dresses in an unprofessional manner
1.d. Displays sound judgment and respect in all aspects of the position.	Invariably ethical, honest, aboveboard, uses impeccable judgment, and remains respectful **(100%)**	Invariably ethical, honest, aboveboard, uses impeccable judgment, and remains respectful **(100%)**	Ethical, honest, uses good judgment, and acts respectful to parents & co-workers (>90%)	Often uses questionable judgment, and is disrespectful to parents & co-workers

1.e. Seeks out professional growth opportunities	Evidence of **4** PD/growth opportunities	Evidence of **3** PD/Growth opportunities	Evidence of **2** PD/Growth opportunities	**No** evidence of PD/Growth opportunities
2. Mission, Vision, Virtues, and Goals				
2.a. Communicates and implements the mission, virtues, and vision of HCA	**95%** of students, staff and parents can articulate HCA mission, motto, and virtues	**>90%** of students, staff and parents can articulate HCA mission, motto, and virtues	**>85%** of students, staff and parents can articulate HCA mission, motto and virtues	**< 70%** of students, staff and parents can articulate HCA mission and motto
2.b. Establishes annual goals and metrics aligned with the mission and vision	**Excellent** planning document presented to Board	**Good** planning document present to Board	**Partially complete** planning document presented to Board	**Inadequate** planning document presented to Board
2.c. Develops a culture demanding moral virtue, decorum, respect, discipline, and studiousness among students and all staff	**4.5** rating on school culture in annual survey of constituents	**>4.0** rating on school culture in annual survey of constituents	**>3.5** rating on school culture in annual survey of constituents	**<3.0** rating on school culture in annual survey of school constituents
3. Instructional Leadership				
3.a. Leads annual curriculum guide development across the four core disciplines.	**4.5** score from faculty on leading in this area	**>4.0** score from faculty on leading in this area	**>3.5** score from faculty on leading in this area	**<3.0** score from faculty on leading in this area
3.b. Conducts effective faculty observations; coaches and mentors	**4.5** score from faculty on 3.b; also # of faculty observations (metric TBD)	**>4.0** score from faculty on 3.b; also # of faculty observations (metric TBD)	**>3.5** score from faculty on 3.b; also number of faculty observations (metric TBD)	**<3.0** score from faculty on 3.b.; also number of faculty observations (metric TBD)
3.c. Oversees the effective administration of state tests.	**0** testing irregularities	**1** testing irregularity	**2** testing irregularities	More than **2** testing irregularities
3.d. Develops a technology plan to support but not detract from the curriculum	**4.5** score from faculty on 3.d.;	**>4.0** score from faculty on 3.d.;	**>3.5** score from faculty on 3.d.	**<3.0** score from faculty on 3.d.
4. Functional Leadership				
4.a. Recruits, rewards and retains outstanding faculty and staff	**100%** of staff hired meet hiring goals; **90%** retention rate	**>90%** of staff hired meet hiring goals; **>85%** retention rate	**>85%** of staff hired meet hiring goals; **>80%** retention rate	**<75%** of staff hired meet hiring goals; **<75%** retention rate
4.b. Provides necessary training and development for faculty and staff	**4.5** score from faculty and staff on 4.b.; **100%** implementation of PD plan	**>4.0** score from faculty and staff on 4.b.; **>95%** implementation of PD plan	**>3.5** score from faculty and staff on 4.b.; **>90%** implementation of of PD plan	**<3.0** score from faculty and staff on 4.b.; **<70%** implementation of PD plan

4.c. Exhibits strong leadership inside and outside the school	**4.5** score from all school constituents on 4.c.	**>4.0** score from all school constituents on 4.c.	**>3.5** score from all school constituents on 4.c.	**<3.0** score from all school constituents on 4.c.
4.d. Works collaboratively and builds teams to accomplish goals	**4.5** score from all school constituents on 4.d.	**>4.0** score from all school constituents on 4.d.	**>3.5** score from all school constituents on 4.d.	**<3.0** score from all school constituents on 4.d.
4.e. Demonstrates initiative	Documentation of at least **4** successful new initiatives	Documentation of at least **2** new successful new initiatives	Documentation of at least **1** new successful new initiative	**No** evidence of any new initiatives
4.f. Handles any crisis or problem in a calm, effective manner	**4.5** score from all school constituents on 4.f.	**> 4.0** score from all school constituents on 4.f.	**> 3.5** score from all school constituents on 4.f.	**<3.0** score from all school constituents on 4.f.
4.g. Motivates staff, students and parents.	**4.5** score from all school constituents on 4.g.	**>4.0** score from all school constituents on 4.g.	**>3.5** score from all school constituents on 4.g.	**>3.0** score from all school constituents on 4.g.
5. Financial Management				
5.a. Works with the Finance Committee and CFO to develop an annual budget	Budget is on time and **100%** accurate	Budget is on time and **>95%** accurate	Budget is not on time and **>90%** accurate	Budget is not on time and **<70%** accurate
5.b. Monitors the annual budget and reports variances regularly to the board	Always **(100%)** analyzes and reports variances	Regularly **(>90%)** analyzes and reports variances	Often **(>80%)** analyzes and reports variances	Rarely **(<70%)** analyzes and reports variances
5.c. Develops plans to mitigate any variances and submits to the Board	**Excellent** plans to mitigate variances submitted	**Very good** plans to mitigate variances submitted	**Good** plans to mitigate variances submitted	**Poor or no** plans submitted
5.d. Monitors with the CFO the timely and accurate submission of PEIMS Data	PEIMS data submitted accurately **100%** of time	PEIMS data submitted needs **minor** correction with no penalties	PEIMS data submitted needs **major** corrections, but no penalties	**Inaccurate** submission of PEIMS data with consequences for school
5.e. Works closely with the Director of Community Outreach/Enrollment to ensure student enrollment targets are met	**100%** of enrollment target met	**>95%** of enrollment target met	**>90%** of enrollment target met	**<80%** of enrollment target met
5.d. Supports the Board Development Committee in raising funds to ensure fundraising targets are met	**100%** of fundraising goal met	**>95%** of fundraising goal met	**>90%** of fundraising goal met	**<80%** of fundraising goal met
6. Operations Management				

6.a. Develops systems for effective time and resource allocation	**100%** rating on metrics developed by HCA for effective time and resource allocation	**>95%** rating on metrics developed by HCA for effective time and resource allocation	**>90%** rating on metrics developed by HCA for effective time and resource allocation	**<70%** rating on metrics developed by HCA for effective time and resource allocation
6.b. Ensures school safety and security	**Zero** safety and security violations	**1** safety and security violations	**2** safety and security violations	**>5** safety and security violations
6.c. Ensures cleanliness and proper use and maintenance of facilities; proposed any capital improvements	**4.5** rating by school constituents on facilities use and cleanliness	**>4.0** rating by school constituents on facilities use and cleanliness	**>3.5** rating by school constituents on facilities use and cleanliness	**<3.0** rating by school constituents on facilities use and cleanliness
6.d. Ensures quality auxiliary services: food service, transportation, after school, etc.	**4.5** rating by school constituents on auxiliary services	**>4.0** rating by school constituents on auxiliary services	**>3.5** rating by school constituents on auxiliary services	**<3.0** rating by school constituents on auxiliary services
6.e. Compliant with all state and federal mandated requirements	**100%** compliant	**>95%** compliant	**>90 %** compliant	**<80%** compliant
6.d. Clean audit.	**No** material weaknesses in audit	**One** material weakness on audit	**Two** material weaknesses in audit	**More than three** material weaknesses in audit
7. Communication and Community Relations				
7.a. Effective oral and written communication to internal and external audiences	**Always (100%)** speaks and writes correctly and eloquently without regard for the context or setting	**Regularly (>90%)** uses correct grammar, syntax, usage, and spelling in professional contexts	**Often (>80%)** uses correct grammar, syntax, usage, and spelling in professional contexts	**Frequently** makes errors in grammar, syntax, usage, or spelling in professional contexts
7.b. Uses available media to communicate about the school	Meets **100%** of media tracking goals	Meets **>90%** of media tracking goals	Meets **> 80%** of media tracking goals	Meets **<70%** of media tracking goals
7.c. Engages with families and the community through Parent Nights, and by attending in school and after-school events.	Attended **95 %** of Parent Nights, and in school and after-school events	Attended **>90%** of Parent Nights, and in school and after-school events	Attended **>80%** of Parent Nights, and in school and after-school events	Attended **<80%** of Parent Nights, and in school and after-school events
7.d. Attends community meetings and gives presentations about the school.	**>7** speaking engagements about the school	**>5** speaking engagements about the school	**> 3** speaking engagements about the school	**No** speaking engagements about the school

7.e. Is a good listener	**4.5** or higher on constituent survey on this skill	**>4.0** on constituent survey on this skill	**>3.5** on constituent survey on this skill	**<3.0** on constituent survey on this skill
8. Evidence of Meeting Goals:				
1.a. Student Outcome goals are met for all target subgroups (Note: in the final form, these student outcome metrics will be detailed to match the performance indicators)	**Exceeds** outcome targets for all student groups	**Meets** outcome targets for all student groups	**Just below** outcome targets for all student groups	**Below** outcome targets by10% and/or large gaps in subgroups.
1.b. Results of parent staff, and partners feedback are positive	**4.5** or higher on 5 pt. Scale	**4.0** or higher on 5 pt. scale	**3.5** or higher on 5 pt. scale	**<3.0** on 5 pt. scale
1.c. Financial goals are met	**100%** of budget goals are met	**>95%** of budget goals are met	**>90%** of budget goals are met	**<70%** of budget goals are met
1.d. Operations goals are met	**100%** of operations goals are met	**>95%** of operations goals are met	**>90%** of operations goals are met	**<70%** of operations goals are met

Note: In setting up the section on outcome measures, HCA will draw from TEA's Lone Star Governances approach. See https://tea.texas.gov/search?s=lone+start+governance.

Attachment 15: Résumé and Qualifications for Proposed Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

N/A

Attachment 16: Job Description or Qualifications for Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

HERITAGE
CLASSICAL ACADEMY

CEO/Superintendent
Job Description

The Heritage Classical Academy (HCA) is a nonprofit organization applying for a charter with the state of Texas to open a school, beginning with grades K-1, in 2021. The mission of Heritage Classical Academy is to provide a focused classical education to a diverse community of primary and secondary scholars by developing their knowledge to a state of wisdom and character to a state of virtue and by preparing them as well-educated citizens and leaders for the next generation of America.

Summary: The CEO/Superintendent is responsible for the further development and implementation of Heritage Classical Academy's mission, goals, and strategic direction and all educational, operational, financial, managerial and programmatic aspects of the organization. The CEO/Superintendent reports directly to the Board of Directors and works closely with the Board, the staff, and its external partners to implement the charter contract with fidelity. The CEO/Superintendent is responsible for hiring and managing all teachers and other school staff. The CEO/Superintendent is the academic leader whose overarching role is to set high expectations for all students and maintain the integrity of the school's culture and effective learning environment, accomplishing this by overseeing every aspect of the school's daily instructional and academic functions. The CEO/Superintendent has primary responsibility for reaching enrollment projections and advancing the organization's fundraising goals and meeting its funding targets. In addition, the CEO/Superintendent manages critically important relationships with the Texas Education Agency and government officials and is responsible for ensuring the school is compliant with all city, county, state and national regulations. The CEO/Superintendent will set the example for all students, teachers, and staff to maintain a constant atmosphere of civility, trustworthiness, respect, and concern for one another. The CEO/Superintendent will be the liaison with the Hillsdale College Barney Charter School Initiative (BCSI).

Salary plus benefits: This will be a salaried, exempt position with a 12- month work schedule with three-weeks paid vacation in July and other holidays following the school schedule. Salary will be set annually on a performance-based schedule. Initial salary is negotiable depending on qualifications and experience. Full-time employment will commence upon receiving a charter contract from the Texas Education Agency in September 2020.

Responsibilities:

Leadership

- Implementing and evaluating the school's mission and goals, reporting regularly to the Board of Directors.
- Maintaining a school atmosphere of academic excellence, civility, trustworthiness, respect, fairness, and equality.

Instructional

- Planning, implementing, and evaluating the school instructional program based on student needs and the Texas Essential Knowledge and Skills (TEKS).
- Setting instructional priorities and goals.
- Ensuring alignment of curriculum and instruction with the TEKS and the BCSI guidelines and the charter contract.
- Ensuring that the needs of special education, gifted and talented, ELL, ESL and bilingual students are

met and that the school complies with all state regulations regarding these students.
- Ensuring that all academic components of the school's charter are achieved.
- Serving as the liaison with Hillsdale College Barney Charter School Initiative.

Administrative
- Recruiting instructional faculty and staff for the school as needed.
- Planning, implementing, supervising, and evaluating all other programs, i.e. athletics, extra- curricular, co-curricular, after school.
- Determining staffing needs and recruiting, selecting, supervising, developing and evaluating school instructional personnel, Chief Financial Officer (CFO) and Chief Operations Officer (COO), and other staff.
- Managing state assessment procedures and compliance.
- Reporting instructional employee appointment or dismissal to the board of directors.
- Overseeing and managing the finances of the school, ensuring the school is operating within budget and providing regular reports to the Board of Directors with the CFO.
- Overseeing the proper academic record keeping processes.
- Overseeing and managing the work of consultants and contractors to ensure proper execution of all agreements and timely delivery of services.
- Maintaining records such as but not limited to student test scores, attendance records, overseeing IEPs, and all other reports as needed for efficient operation of the school and compliance with federal, state and local requirements.
- Enforcing the policies and procedures of the organization as set by the board of directors, including the student code of conduct.
- Developing and implementing school rules and regulations in keeping with the policies and procedures.
- Attending and participating in meetings of the board and its committees.
- Maintaining knowledge of state charter school laws, city facility regulations, and any grant requirements from federal or philanthropic grants.
- Ensuring the enrollment projections are met and all lottery procedures meet state laws.

Development and Partnerships
- Developing and executing, in conjunction with the Board Development Committee, an annual fundraising plan to secure funds required for ongoing operations of Heritage Classical Academy.
- Developing collaborative partnerships with new and existing stakeholders to develop and implement the school's education plan
- Developing new relationships with local, national and regional foundations and community development agencies to ensure that the work of Heritage Classical Academy is well known and that appropriate support for Heritage Classical Academy is generated.
- Serves as liaison between Heritage Classical Academy and the larger community, representing Heritage Classical Academy at governmental forums, local community board meetings and professional conferences and meetings.

Required skills, experience, and abilities:
- Master's degree
  Candidates must have a solid understanding of classical education and a dedication to the liberal arts.
- At least four years of progressively responsible positions in school leadership.
- Teaching experience at the K-12 or college level.
- Strong interpersonal and communication skills, including clear writing and compelling presentation skills.
- Ability to attract families to enroll their students in the school.
- Strong financial and business background: ability to read, understand and manage financial statements and budgets.
- Ability to build a capable team within the school and with other partners and constituents of diverse backgrounds in the public, private and nonprofit sectors
- Ability to manage multiple priorities and tasks simultaneously

- Ability to use MS Office including MS Word, Excel, and PowerPoint;
  Texas certification as either school principal or educational leadership required within the first year of employment.

Desirable skills, experience and abilities:

- Ph.D. or Ed.D.
- Experience leading or being a part of a start-up school or other organization.
- Ability to develop and execute three- to five-year strategic plans.
- Successful record and proven ability to raise funds from public, private and individual constituents.
- Good relationships with Texas philanthropic organizations and the Texas Education Agency.
- Knowledge of accounting software and order processing software.

Desirable personal qualities:

- Self-motivated and proactive
- Energetic, enthusiastic and optimistic
- Flexible and adaptable
- Solution-oriented and creative
- Excellent work ethic
- Political savvy
- Strong attention to detail
- Passionate about improving opportunities for children and families living in poverty

Interested, qualified applicants may submit the following documents:

- Cover letter stating why you are interested in the job position and why your skills, knowledge, and experience are a good match for the job
- Resume
- At least two written letters of recommendation
- At least three references with contact information including email addresses.

For further information and to submit your application email Stuart Saunders at:

Stuart Saunders
Heritage Classical Academy
603 Sawyer Street
Houston, TX

A Board Search Committee will work with an Executive Search Firm to review applications, interview qualified candidates, and then present the finalists to the full Board. Applicants may be required to submit additional information such as work product samples during this process.

The Board seeks to select a CEO/Superintendent by May 15, 2020.
The CEO/Superintendent selected will need to be available for an interview with staff from the Texas Education Agency and the State Board of Education the week of July 21-27, 2020.
Full-time employment will commence in September 2020 if and when the school receives its charter contract from the Texas Education Agency.

The organization is an equal opportunity employer. The organization is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The board commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, age, sex, gender identification, national origin or disability. All decisions regarding employment shall comply with applicable state and federal laws.

Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team

Provide all résumés and qualifications of the instructional leadership team members who have been selected. Clearly indicate the position that is associated with each résumé. If some of the instructional leadership team members have been selected, but some have not, complete this attachment for those who have been selected and complete Attachment 18 for positions that do not currently have candidates identified.

If none of the instructional leadership team members have been selected, write "N/A" on this Attachment and complete Attachment 18.

N/A

Attachment 18: Job Descriptions or Qualifications for Instructional Leadership Team

Provide all job descriptions or qualifications of the instructional leadership team members who have not yet been selected. If some of the instructional leadership team members have been selected, but some have not, complete Attachment 18 for those who have been selected and complete this Attachment for positions without identified candidates.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant instructional leadership team position together with a reference to the appropriate page number in Attachment 23.

Job Descriptions for Proposed Instructional Leadership Team

Chief Academic Officer (CAO)

The CAO, in cooperation with CEO/Superintendent, will develop, coordinate, articulate and evaluate the curriculum, instruction, professional development and assessment for HCA.

Responsibilities

The CAO, with the support of the CEO/Superintendent, will manage curriculum articulation and programming with BCSI and the school staff; coordinate processes of curriculum review, development and implementation; coordinate ongoing review and revision of grade level standards and expected learning results; coordinate and monitor selection, ordering and adoption of instructional materials; disseminate research that addresses best practices to support improvement; and facilitate the development and alignment of curriculum for categorically funded programs.

Qualifications

- Master's degree
- Broad knowledge of curriculum development, instructional best practices, supervision and evaluation
- Alignment with the classical education model
- Commitment to vision, mission, and principles of HCA
- Collaborative yet decisive in decision-making
- Effective interpersonal, communication and conflict resolution skills
- 3-5 years of teaching experience
- 2-5 years of managerial experience in educational environment preferred

Principal(s)

The Lower School and Middle School Principals will be responsible for providing instructional leadership to teachers and support staff to ensure the ultimate academic success of the school.

Responsibilities

Recruit, interview and recommend to the CEO/Superintendent the selection of teachers, counselors and other staff to support the educational program. Oversee and support teachers; observe employee performance, record observations and conduct teacher evaluations, inform the CEO/Superintendent's evaluation of teachers; commit to the mission and vision of the school; be highly organized and self-sufficient; set and monitor the teaching schedule for the core faculty; develop and manage, alongside the CEO/Superintendent and CAO, systems and structures that maximize student learning; evaluate academic achievement through detailed data analysis; monitor grading policy; coordinate administration of state and national-norm reference tests; differentiate training and action plans for teachers; ensure compliance with all state and federal laws and HCA school policies.

Qualifications

- Master's degree
- Experience in education, strategic planning and staff development

- Alignment with the classical education model
- Commitment to vision, mission, and principles of HCA
- Teaching credential and demonstrated expertise
- Knowledge regarding TEKS
- Two or more years of urban teaching experience preferred
- Marked success with quantifiable and objective student performance gains that surpass states and local district averages is highly preferred

Assistant Principal
The Assistant Principal will provide assistance to the Principal(s) with the overall administration of the instructional program and school.

Responsibilities
Participate in the development and evaluation of the educational programs; encourage and support the development of innovative instructional programs; assess curriculum by monitoring course overviews and lesson plans; help manage academic support programs; assist Principal(s) in interviewing, selecting and orienting new staff; ensure the continuous professional development of all staff by collaborating with other Leadership Team members to design, develop and executive individual and staff-wide professional development.

Qualifications
- Bachelor's degree, Master's degree preferred
- Prior experience as a highly effective teacher preferred
- Ability to establish rapport with families and children
- Ability to exercise excellent judgement in decision-making
- Ability to work both on broad-based strategy and everyday details
- Motivation to grow as an educational professional
- Commitment to vision, mission, and principles of HCA

Special Education Teacher/Coordinator
The Special Education Teacher/Coordinator will ensure that HCA will be able to provide their students with disabilities with the supports they need to achieve their full potential.

Responsibilities
The Special Education Teacher/Coordinator will oversee maintenance records for special needs students; oversight of the IEP process; additionally required accommodations and modifications within the classroom as required by the IEP; special education due process; annual schedule for IEPs; training and leading teachers in professional development regarding special education services; intake assessments and the evaluation/reevaluation process; compliance with all federal and district SPED regulations; interviewing special education teachers; and any issues that may arise in general education classroom settings.

Qualifications
- Bachelor's degree required; Master's degree preferred
- Texas special education and teaching certification

- 2-5 years of experience working with students with special needs
- Commitment to vision, mission, and principles of HCA and the classical education model
- Knowledge about the IEP process and experience working with teachers to implement the accommodations and modifications detailed in the IEP
- Marked and quantifiable success working with students with special needs preferred

EL Teacher/Coordinator

The EL Teacher/Coordinator will ensure that HCA will be able to provide their EL/LEP students with the supports they need to achieve their full potential.

Responsibilities

Confer with staff regarding instructional techniques, organization of practices, etc. to provide guidance and mentoring for HCA parents, students and staff; address operational issues related to EL/LEP students and English Language Development; identify and advocate for program needs; monitor District and site level advisory committees, participate in EL meetings, workshops, trainings, and seminars; research new materials and recommend pilot projects for the purpose of providing the most effective program for students.

Qualifications

- Bachelor's degree required; Master's degree preferred
- Appropriate and up-to-date EL/LEP and teaching certification
- Commitment to vision, mission, and principles of HCA and the classical education model
- Marked and quantifiable success working with EL/LEP students preferred
- 2-5 years English Language Development Specialist or similar experience
- Working under limited supervision using standardized practices and/or methods

Master Teacher(s)

Master Teachers will work with Principal, Assistant Principal and CAO to organize and lead curriculum instruction, professional development and evaluation.

Responsibilities

Master teachers will develop and implement daily lesson plans; lead and supervise teachers in curriculum, classroom environment and parent relationships; provide activities and opportunities that encourage communication and understanding amongst fellow teachers; supervise and observe teachers in classroom or other teaching settings to assess relevant skills and recommend methods and strategies appropriate to overall school academic and culture goals.

Qualifications

- Bachelor's degree
- 3-5 years teaching experience; public or charter school experience preferred
- Commitment to vision, mission, and principles of HCA and the classical education model
- Texas teaching credentials
- Prior experience leading teachers preferred

Counselor

The School Counselor will report to the Principal and work with the CAO to develop a strong social emotional learning/character development curriculum to support students in developing excellent skills in self-management and interpersonal relations and strong character and to counsel students and their families in small group or individual sessions.

Responsibilities

The School Counselor will develop lesson plans for advisory periods related to social emotional learning; identify and support the implementation of a social emotional learning/character development curriculum; work with teachers and instructional leaders to strategize about working with students with challenging behavior problems; develop protocols for the staff to refer students in the lower grades for counseling sessions; develop protocols for staff to refer students and for students to self-refer in middle school; identify external speakers who can present at Parent Forum night about mental health.

Qualifications

- Master's degree
- Texas certification in counseling preferred
- 2-5 years of experience working with students in school settings
- Commitment to vision, mission, and principles of HCA
- Knowledge about social emotional learning/character development
- Knowledge about the process and experience working with teachers to implement advisory programs
- Marked and quantifiable success working with students in a school setting

Social Worker

The HCA Social Worker will help students grow socially and academically.

Responsibilities

Counsel students; resolve issues like bullying, school absences and other conflicts; help students cope with disabilities, behavior management, mental health issues; report any child abuse or neglect; provide PD on trauma informed community and ACEs scores; manage case records; educate parents on available resources to help their child(ren); create individualized student plans; advocate for students, families and resources; work with local organizations to solve family issues related to food, housing, etc.; comply with all state, federal, and HCA policies.

Qualifications

- BSW required, MSW preferred
- 3-5 years of experience with working with children and families
- Commitment to vision, mission, and principles of HCA and the classical education model
- Strong time management
- Calm and easy demeanor when working with children, staff and families
- Strong communication skills, both oral and written
- Ability to maintain accurate and appropriate case records and documentation

- Ability to maintain a statistical, demographic breakdown of caseloads
- Ability to evaluate, interpret, and perform research with specific application to student, family and community issues
- Ability to expand and exchange knowledge through consultation with coordinators, specialists, psychologists, counselors and other colleagues

Director of Enrollment and Community Relations

The Director of Enrollment and Community Relations will identify and manage external partnerships, as well as the application and enrollment process.

Responsibilities

Identify and manage community partnerships to support the school program; collaboratively develop and implement a comprehensive strategic plan to grow and deepen HCA relationship with community partners; develop a plan to better involve and incorporate feedback from community partnerships; develop, in partnership with the Board Ad Hoc Marketing/Recruiting Committee, an annual student enrollment plan; implement the enrollment plan to meet annual target enrollments; manage the application, lottery (if necessary), enrollment and orientation processes

Qualifications

- Bachelor's degree
- At least two years of experience in student recruitment
- Commitment to vision, mission, and principles of HCA and the classical education model
- Excellent written and oral communication skills; ability to influence and engage a wide-range of personalities and build long-term relationships
- Familiarity with the area served as well as neighboring counties
- Ability to work both independently without close oversight, and also as a team player who can productively engage with the Instructional Leadership Team and Board of HCA.
- Working knowledge of Microsoft Office, Word and Adobe.
- Driver's license, current vehicle insurance and satisfactory driving record.

IT Director

The IT Coordinator will be responsible for supervising all HCA IT operations.

Responsibilities

Ensure consistency and stability of networks and educational software, including hosted licensed applications and on-site purchased applications; ensure all IT equipment is in excellent working condition; assist in school website updates; assist with strategic planning as it pertains to IT; supervise and support site IT operations; assist educational staff as needed to identify, implement and administer software programs; train staff in IT and digital tools

Qualifications

- High School Diploma, Bachelor's Degree preferred
- Working knowledge of Mac and PC operating systems

- Working knowledge of Microsoft Office products and applications as applies to education
- Knowledge of internal network operations and Microsoft Windows server operating system
- Working knowledge of Google domain and all related applications as applies to education
- Knowledge of digital tools for students
- Comfort in an educational environment
- Supervisory experience preferred
- Classroom and instructional experience preferred

Attachment 19: Leadership Evaluation Tool(s)

Provide any leadership evaluation tool(s) that have been developed.

HCA Instructional Leadership Team Evaluation Form

(Adapted from the Highline Public Schools Cabinet Evaluation Form and several items on professionalism from the Founders Classical Academy in Lewisville, TX)

The purpose of the evaluation for members of the Instructional Leadership Team, the Chief Academic Officer, Division Heads, Special Education Coordinator, EL Coordinator, Master Teachers, Counselors, Social Workers, and the Director of Community Outreach and Enrollment is to: 1) determine the level of performance of each member of the team related to his or her job responsibilities and 2) determine the level of performance on several other key indicators that support the overall performance of students and the school. The job responsibilities in the table below align with those outlined in Attachment 18. Because HCA will address the needs of the whole child, the counselor and social worker are part of the Instructional Leadership Team. Although they are not included in this evaluation form, the Chief Financial Officer and Chief Operations Officer are included as members of the instructional leadership team during the financial planning process, as it is the intent of HCA to have the budgeting and operations functions center around instruction.

The scoring criteria is the same for the other two HCA evaluation forms:
1 – Ineffective
2 – Partially Effective
3 – Effective
4 – Highly Effective
N/A – in the event a rubric does not apply to a particular position

Criterion	Rubric	Rubric	Rubric	Rubric
A. Job related major responsibilities				
1.Chief Academic Officer	**1.1.** Manage curriculum alignment, including alignment of categorically funded programs	**1.2.** Coordinate curriculum review process, curriculum development and implementation	**1.3.** Coordinate selection and ordering of curriculum materials	**1.4.** Disseminate scientific research to support improvement of curriculum and instruction
	1.5. Recommend PD and support implementation	**1.6.** oversee the assessment program	**1.7.** Conduct formal evaluations of teachers as needed	**1.8.** Summarize and present student achievement results to the Board
2. Principals for Lower and Middle School Divisions	**2.1.** Oversee and support teachers and the PD implementation	**2.2.** Evaluate teacher candidates and make hiring recommendations to CEO/ Superintendent	**2.3.** Formally evaluate all teachers in a division; recommend dismissal for ineffective teachers	**2.4.** Set and revise as needed the schedules for all teachers
	2.5. Develop, with CAO, systems to maximize student	**2.6.** Monitor grading policies, report cards, and	**2.7.** Oversee implementation of discipline policies and	**2.8.** Coordinate administration of state and national tests

	learning for all subgroups	communication to parents	recommend revisions to CEO	
3. Special Education Coordinator	**3.1.** Maintain records for all SPED students	**3.2.** Organize the IEP process and ensure students are included in classrooms according to IEP	**3.3.** Manage required accommodations and modifications within the classrooms	**3.4.** Provide PD for teacher regarding SPED requirements and services
	3.5. Manage intake assessments and the evaluation/reevaluation process	**3.6.** Comply with all state, federal and school SPED regulations	**3.7.** Manage any issues that arise in regular classroom settings	**3.8.** Manage due process for SPED students and families
4. EL Coordinator	**4.1.** Manage intake assessments for ELL students	**4.2.** Coordinate appropriate program and services with teachers and counselors	**4.3.** Support selection of curriculum materials for EL students	**4.4.** Ensure compliance with all state, federal laws and HCA policies
5. Master Teacher	**5.1.** Develop model lesson plans for HCA curriculum	**5.2.** Lead collaborative planning meetings and deep data dives to identify struggling students	**5.3.** Recommend intervention strategies for students performing below grade level	**5.4.** Provide PD, feedback, and other tools to support teachers in implementing HCA curriculum with fidelity
6. Counselor	**6.1.** Develop the character/virtue education curriculum	**6.2.** Oversee the implementation of this curriculum in class forums and advisory periods	**6.3.** Counsel with students and their families as needed when students are referred	**6.4.** Provide PD for teachers related to self-management and interpersonal relations
7. Social Worker	**7.1.** Provide PD on a trauma informed community and ACEs scores	**7.2.** Provide support to students and their families when referred by teachers	**7.3.** Work with local organizations to solve family issues related to food, housing, etc.	**7.4.** Comply with all state, federal and HCA policies
8. Director of Enrollment and Community Relations	**8.1.** Identify and managers community partnerships to support the school programs	**8.2.** Develop in partnership with the Board Marketing Committee an annual student enrollment plan	**8.3.** Implement the enrollment plan to meet annual target enrollments	**8.4.** Manage the application, lottery if necessary, enrollment and orientation processes

B. Creating a Culture of Continuous Improvement				
Establish and sustain a school culture conducive to continuous improvement for students and staff	**B.1.** Develop and sustains focus on shared mission and clear vision for improvement of learning and teaching	**B.2.** Develop proficiency in systems thinking, quality tools, and continuous improvement	**B.3.** Facilitate collaborative processes leading toward continuous improvement	**B.4.** Create opportunities for shared leadership
C. Leading with Data-Driven Decision Making				
Support the development, implementation and evaluation of data-driven decision	**C.1.** Recognize and seeks out multiple data sources	**C.2.** Analyze and interprets multiple data sources to inform improvement efforts	**C.3.** Assist staff to use data to guide, modify and improve teaching and learning	**C.4.** Provide evidence of student growth that results from the Annual Action plan process
D. Aligning and Improving Curriculum, Instruction and Assessment				
Lead instructional staff in aligning curriculum, instruction and assessment with state standards, BCSI guidelines, and HCA goals	**D.1.** Align curriculum to state standard, BCSI guidelines, and HCA goals	**D.2.** Develop systems to assist in implementing effective instructional and assessment practices	**D.3.** Monitor systems that assist implementation of effective practices	**D.4.** Support staff in developing student growth plans and implementing tiered student supports as needed
E. Managing Human and Fiscal Resources				
Manage human and fiscal resources to accomplish student achievement goals	**E.1.** Manage human resources – hiring, assignments, contracting, substitutes, etc.	**E.2.** Provide ongoing PD and training to support development of faculty and staff	**E.3.** Manage fiscal resources to keep expenses in line with annual budget	**E.4.** Fulfill legal and policy responsibilities in managing resources
F. Engaging Families and Community				
Communicate and partner with school, education partners, and community members to promote student learning	**F.1.** Communicate regularly with parents using multiple modes to promote student learning and parent engagement	**F.2.** Communicate regularly to HCA education partners to promote student learning	**F.3.** Communicate regularly with community members to promote community engagement	**F.4.** Communicate effectively with TEA and BCSI to ensure good working relationships
G. Closing the Gap				
Demonstrate a commitment to closing the achievement gap between any HCA subgroups	**G.1.** Identify barriers to achievement for subgroups resulting in gaps	**G.2.** Recommend solutions to the barriers	**G.3.** Demonstrate a belief that ALL students can achieve at high levels and a commitment to closing any gaps	**G.4.** Analyze data and provides evidence and reports to the CEO

H. Professionalism				
Exhibit professionalism in attitude, decorum, communication, and behavior toward all constituents	**H.1.** Demonstrate strong oral and written communication skills	**H.2.** Display a positive role model for students	**H.3.** Fulfill all duties punctually	**H.4.** Accept, evaluate and act upon feedback
	H.5. Establish a professional manner in both actions and dress	**H.6.** Demonstrate professionalism by being regular in attendance and punctual each day	**H.7.** Display sound judgment and respect in all aspects of the position	**H.8.** Work collaboratively with colleagues

Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team

If some of the financial team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the financial team members who have not yet been selected.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant financial team position together with a reference to the appropriate page number in Attachment 23.

Job Descriptions for Proposed Financial Team

Chief Financial Officer (CFO))

The HCA CFO oversees all financial functions at HCA.

Responsibilities

Develop, deploy and manage the financial system, financial reporting and accounting using HCA Board policies and procedures; collect public revenues; ensure proper cash management, and management of accounts receivable and payable; manage daily financial and business activities; coordinate with back-office to ensure timely and accurately bookkeeping and reconciliations; prepare monthly, quarterly, and annual financial statements and variance analyses in a timely manner; manage and ensure compliance with grants and management of grant funds; coordinate with Head of School and back-office to prepare school budget; oversee the negotiation of external operational vendor relationships; ensure proper asset management, compliance with GAAP standards, and adherence to budget. Continuous evaluation of the financial health of school to identify and address any emerging financial liabilities to support the vision and mission of the school. Exemplify HCA core principles in all interactions with students, parents, faculty and staff.

Qualifications

- Bachelor's degree (MBA, MPA, JD or other relevant advanced certification preferred)
- Minimum 3-5 years of directly related experience, preferably in a financial department of a nonprofit or educational organization
- Certificate in public accounting preferred
- Ability to apply critical thinking skills to complex systems and operations in a highly regulated industry
- Excellent communication skills

Human Resources (HR) Manager

The HR Manager ensures compliance with relevant workplace and employment laws.

Responsibilities

The HR Manager will provide appropriate information and assistance to staff regarding personnel matters and benefits; provide effective and informed support and advice to the administrative team on personnel and HR issues; ensure all staff hold credentials required by law and pass background checks; ensure regular performance reviews are completed and documented; manage legal personnel-related documentation including employment statements of hire, disciplinary procedures and terminations of employment; ensure staffing requirements are up-to-date with any new legal requirements; coordinate federal forms, checks, payroll and benefits for all HCA employees; work with Head of school to develop protocols for student, teacher and parent follow-ups

Qualifications

- Bachelor's degree required, Master's or advanced degree preferred
- 3-5 years in operations, human resources, and/or administration

- Exemplify HCA core principles in all interactions with students, families and adult team members

PEIMS Coordinator

The PEIMS Coordinator will be responsible for the reporting of district Public Education Information Management (PEIMS) Data.

Responsibilities

PEIMS Coordinator will run edits, reports and verification checks on data to ensure accuracy of information; responsible for the submission of fall, mid-year, summer and extended year programs reports to the state; coordinate the collection, integration and formatting of all data required for PEIMS submission according to TEA PEIMS data standards; verify data submitted to TEA and submit corrections in a timely manner; create and disseminates information on behalf of the PEIMS Department; be responsible for assigning Texas State Service ID's for all state approved courses; comply and submit TEA required PET data weekly; review and research PET reports; and be responsible for Personal Identification Database (PID) reporting.

Qualifications

- High school diploma or GED
- At least two years of previous experience with PEIMS
- Ability to use personal computer and software to develop spreadsheets
- Ability to perform data analysis
- Ability to maintain accurate and auditable records
- Ability to perform basic math and meet established deadlines
- Strong organizational, communication and interpersonal skills

Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team

If some of the operations team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the operations team members who have not yet been selected.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant operations team position together with a reference to the appropriate page number in Attachment 23.

Job Descriptions for Proposed Operations Team

Chief Operations Officer (COO)

The Chief Operations Officer will manage day-to-day operations for HCA.

Responsibilities

The Chief Operations Officer will oversee the areas of student data; compliance; credential management (along with HR Manager); enrollment and student records; meal programs and receipts; procurement; school safety; transportation; food service; after school program; facility maintenance; external reporting and regulatory compliance; and asset tracking. He/she will work closely with Office Manager and Chief Financial Officer to achieve the school's mission of achievement. The COO will manage all vendor relationships for auxiliary functions.

Qualifications

- Bachelor's degree
- 3-5 years' experience in operations, human resources, and/or administration
- Comfort with working in a fast-paced, entrepreneurial environment for a non-profit
- Commitment to vision, mission, and principles of HCA
- Excellent project management, budget and organizational skills
- Extraordinary attention to detail and ability to multi-task
- Proficiency in Microsoft Excel, PowerPoint, Word and outlook
- Superb leadership skills with a results-oriented team player attitude
- Experience in non-profit or educational field a plus

Security Officer

The Security Officer will manage all aspects related to ensuring the safety and security of the students, staff, and families at the school.

Responsibilities

The security officer will oversee the implementation and functioning of the security systems that have been selected by the Operations Manager and Head of School; develop and oversee the protocols for visitor check in; manage inspections from the fire department and other city officials; develop protocols and training for staff in the event of dangerous situations; be the first responder in the event of a dangerous situation.

Qualifications

- Bachelor's Degree
- 3-5 years of experience in safety and security
- Experience developing systems and protocols for security
- Experience with inspections from city officials
- Experience working in a school setting is preferred
- Excellent professionalism, punctuality, and proven decision-making in stressful situations

Maintenance Manager (This position will come in after the first 5 years)
The Maintenance Manager reports to the Operations Manager and is responsible for maintaining the cleanliness and excellent appearance of all school facilities as well as the functioning of all systems in the school.

Responsibilities
The Maintenance Manager is responsible for maintaining the mechanical, electrical, and plumbing systems; overseeing the cleaning of the facilities and grounds; developing protocols for classroom clean up at the end of the day for teachers and students to execute; cleaning up emergency situations during the school day.

Qualifications
- High School Diploma; AA or BA preferred
- 2-5 years of experience as a custodian or maintenance manager in a school or other nonprofit that involves children
- Professionalism, punctuality, and a service orientation

Food Service Manager (Note: This position will come in after the first 5 years)
The Food Service Manager reports to the Operations Manager and is responsible for developing healthy meals that the students and staff enjoy and ensuring all food safety.

Responsibilities
The Food Service Manager is responsible for overseeing the cleanliness of the kitchen and serving areas; developing the breakfast, lunch and snack menus; procuring and safely storing all food items; recommending food service employees for hiring and training them; developing a service orientation among food service staff; developing and implementing protocols for staff and students to clean up after themselves in the lunchroom and classroom areas.

Qualifications
- High School Diploma; AA or BA preferred
- 2-5 years of experience as a food service manager in a school or other nonprofit that involves children
- Professionalism, punctuality, and a service orientation

Attachment 22: Staffing Chart

Using the template provided in the table below, complete the staffing chart for the proposed campus(es). The staffing chart **must** include staffing projections for each year during the initial contract period (Years 1-5) and at capacity.

The staffing chart should align with the organizational charts submitted in Attachment 13 and the Supplemental Human Resources Information Forms submitted in Attachment 23.

The staffing chart should include, but is not limited to, the following positions:

- Superintendent/CEO
- Central office staff, including the CFO and the COO
- School leaders, including principal(s), assistant principal(s), and other leaders at the campus level
- Teachers (separate rows for each grade level or core subject)
- Teachers (separate row for each special)
- Teachers, ESL/Bilingual
- Teachers, Special Education
- Student support staff (e.g., paraprofessionals, counselors, social workers, etc.)
- Campus operations staff (e.g., clerks, PEIMS coordinator, etc.)

On the staffing chart, all of the categories listed above should be included. Position titles can be modified or added as needed. Every position for which a Supplemental Human Resources Information Form was submitted in Attachment 23 should be listed as a separate row on the staffing chart.

Fill in the total number of full-time equivalent (FTE) staff required for each position in each year. For part-time employees, enter the appropriate percentage of FTE (e.g., an employee who works half days would be 0.5 FTE). Complete only the grade level(s) (elementary, middle, high) that apply to the proposed charter school.

Finally, provide teacher-student ratios in the final row of the table.

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Central Office						
CEO/Superintendent	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Chief Operating Officer	0	0	1	1	1	1
Chief Academic Officer	0	0	0	0	1	1
PEIMS Manager	1	1	1	1	1	1

Positions	Staffing Chart					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
IT Director	.3	.3	.5	.5	1	1
HR Director	0	0	0	0	1	1
Director of Enrollment/Community Relations	.5	.5	1	1	1	1
Alumni Coordinator	0	0	0	0	0	1
Special Education Coordinator	0	0	0	0	1	1
Food Service Manager	0	0	0	0	0	1
Custodian	.5	1	1	1	1	2
Security Manager	0	0	0	0	0	1
Office Manager/ Receptionist	1	1	1	1	1.5	2
Office Clerk	0	0	0	.5	1	2
Nurse	0	0	0	0	1	1
Total Central Office FTEs	5.3	5.8	7.5	8.0	13.5	19
Elementary School Campus Staff						
Lower School Head/Principal (PK-4)	1	1	1	1	1	1
Assistant Principal	0	0	0	0	1	1
Teachers						
PK3	0	0	0	2	2	2
PK4	0	0	3	3	3	3
K	4	4	4	4	4	4
Grade 1	3	4	4	4	4	4
Grade 2	0	3	4	4	4	4
Grade 3	0	0	3	4	4	4
Grade 4	0	0	0	3	4	4
Teachers-in-Residence/Aides	1	2	3.5	4.5	5	8
Teachers (specials, e.g., art)	1	1.5	2	2.5	3	6
Art Teacher	.25	.25	.25	.5	1	1
Music Teacher	.25	.25	.25	.5	1	1
Physical Education Teacher	.25	.5	1	1	1	2
Science Specialist	.25	.25	.25	.25	1	1
Spanish Specialist	0	.25	.25	.25	1	1
Teachers, ESL/Bilingual	.5	.5	1	1	1	1

Positions	Staffing Chart					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
Teachers, Special Education	1	1	1	1	1	2
Student support staff						
Counselor	.5	1	1	1	1	1
Social Worker	0	0	0	.5	1	1
Total elementary FTEs	**12**	**18**	**27.5**	**35.5**	**39**	**46**
Middle School Campus Staff						
Middle School Principal	0	0	0	0	1	1
Assistant to MS Principal	0	0	0	0	0	1
Teachers (separate line for each grade or core subject)						
English/Language Arts	0	0	0	0	1	4
Math	0	0	0	0	1	4
Science	0	0	0	0	1	4
History	0	0	0	0	1	4
Latin	0	0	0	0	1	4
Teacher (specials, e.g., art)						
Art	0	0	0	0	0	1
Music	0	0	0	0	0	1
Athletics/PE	0	0	0	0	0	1
Computer Science	0	0	0	0	0	1
Teacher, ESL/Bilingual	0	0	0	0	0	1
Teacher, Special Education	0	0	0	0	0	1
Student support staff (e.g., paraprofessionals, counselors)						
Dean of Students/Assistant Principal	0	0	0	0	0	1
Counselor	0	0	0	0	0	1
Social Worker	0	0	0	0	0	1
Total middle school FTEs	0	0	0	0	6	31

Positions	Staffing Chart					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
Total charter school staff	17.3	23.8	35	43.5	58.5	96
Teacher-student ratio	1/12.83	1/13.7	1/14.9	1/15.5	1/14.9	1/12.6

Attachment 23: Supplemental Human Resources Information Forms

Using the template provided on the Subchapter D application page, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity. Supplemental Human Resources Information Forms should be submitted for each position listed on the staffing chart (Attachment 22).

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

All positions represented in this Attachment should also be represented on the organizational chart submitted in Attachment 13 and on the staffing chart submitted in Attachment 22.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Office Manager

Reports to: Superintendent/CEO

Salary Range: $45 , 000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Bachelor's degree or higher.

Experience Required: At least 3 years of experience in management in an office or school setting.

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$48,723-$80,392
Aldine ISD	101903	Houston	67,331	$72,360-$120,612

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Office Manager

Reports to: Superintendent/ CEO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. In the first few years, serve as the receptionist and a support to the Superintendent/ CEOin addition to other duties outlined below; ensure visitor check-in follows security protocols.
2. Assist in selecting, training and managing the office clerk and other office staff the school may hire.
3. Provide support for communication between school and home, including notification about school events and school calendars.
4. Support the development and implementation of the school yearly and monthly calendars.
5. Find solutions to various operations questions and concerns.
6. Oversee the scheduling of campus facilities for special events and extracurricular activities.
7. Organize filing systems; maintain manual and electronic documents, files, and records for state compliance purposes.
8. Collaborate with staff, students, parents and community organizations to gather and convey information to ensure effective campus operations.
9. Coordinate a variety of programs and activities for staff, students, and parents.
10. Perform other job-related duties as assigned.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Lower School Assistant Principal

Reports to: Lower School Principal

Salary Range: $65,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Bachelor's degree required. Master's degree preferred.

Experience Required: At least 3 years of teaching experience and two years of leadership experience in a K-5 school.

Certification Required: Texas principal certification

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$75,813-$100,174
Aldine ISD	101903	Houston	67,331	$65,872-$104,562

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Lower School Assistant Principal

Reports to: Lower School Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Supervise lower school operations in Lower School Principal's absence.
2. Assist in communicating, collaborating, and building strong relationships with staff, teachers, students, parents and community partners and assist in planning field lessons and community outreach activities.
3. Develop, maintain, and use information systems to record and track progress on performance objectives and academic indicators; assess curriculum by monitoring teacher lesson plans.
4. Assist in observing teacher performance and conducting teacher evaluations and planning and implementing professional development.
5. Assist in interviewing, selecting, and mentoring staff and teachers.
6. Participate in the development and evaluation of curriculum and instructional programs, student support programs, class schedules, field lessons, and extracurricular activities.
7. Help develop student discipline management system that results in positive student behavior.
8. Work with Lower School Principal and staff to compile annual budget requests.
9. Demonstrate awareness of school-community needs and initiate activities to meet those needs.
10. Perform other job-related duties, as assigned.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Middle School Assistant Principal

Reports to: Middle School Principal

Salary Range: $65,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Bachelor's degree required. Master's degree preferred.

Experience Required: At least 3 years of teaching experience and two years of leadership experience in a middle school.

Certification Required: Texas principal certification

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$70,484-$101,203
Aldine ISD	101903	Houston	67,331	$67,542-$106,517

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Middle School Assistant Principal

Reports to: Middle School Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Supervise middle school operations in Middle School Principal's absence.
2. Assist in communicating, collaborating, and building strong relationships with staff, teachers, students, parents and community partners and organizing field lessons and community outreach.
3. Develop, maintain, and use information systems to record and track progress on performance objectives and academic indicators; assess curriculum by monitoring teacher instructional plans.
4. Assist in observing teacher performance and conducting teacher evaluations and planning and implementing professional development.
5. Assist in interviewing, selecting, and mentoring staff and teachers.
6. Participate in developing the curriculum and instructional programs, class schedules, and extracurricular activities.
7. Help develop the student discipline management system that results in positive student behavior and oversee discipline in the middle school.
8. Work with department heads, teachers and staff to compile annual budget requests.
9. Demonstrate awareness of school-community needs and initiate activities to meet those needs.
10. Perform other job-related duties as assigned.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Security Manager

Reports to: Chief Operations Officer

Salary Range: $45,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Bachelor's degree.

Experience Required: Three to five years of experience in safety and security and experience developing systems and protocols for security. Experience with inspections by city officials. Experience in a supervisory position in a school setting is preferred.

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214751	$41,000-60,000
Aldine ISD	101903	Houston	67,331	$47,211-$84,430

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Security Manager

Reports to: Chief Operations Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Manage all aspects related to ensuring the safety and security of the students, staff, and families of the school and maintaining a positive environment.
2. Oversee the implementation and functioning of the security systems that have been selected by the Chief Operations Officer and Superintendent/CEO.
3. Serve as safety officer and coordinate on-going safety training for staff, teachers, and students; assist in hiring and training any additional security officers.
4. Assist with student disciplinary cases, as needed.
5. Develop and oversee protocols for visitor check-in and develop and enforce campus safety policies and procedures.
6. Manage inspections by the fire department and other city officials.
7. Develop protocols for staff in the event of dangerous situations and be the first responder in the event of an emergency situation.
8. Support staff in securing facilities for after school events and extra curriculuar activities.
9. Perform other job-related duties as assigned.
10.

Cured During Remedy Period

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Transportation Manager

Reports to: Chief Operations Officer

Salary Range: $45,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Associate's degree or higher.

Experience Required: At least 3 years of experience in transportation management in a school setting.

Certification Required: Texas school bus driver certification. Commercial driver's license.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	24,75	$46,030-$58,689
Aldine ISD	101903	Houston	67,331	$50,997-$87,084

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage ED

Position Title: Transportation Manager

Reports to: Chief Operations Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop timely and efficient bus routes to ensure maximum safety for students.
2. Develop training manuals and maintain training records, licenses, and certifications for all drivers.
3. Provide professional growth experiences for drivers to expand knowledge and resolve misconduct/conflicts.
4. Monitor dispatching drivers and bus routes to ensure transportation is being performed properly and efficiently.
5. Coordinate the use of school buses for field lessons and extracurricular activities such as athletic events.
6. Responsible for vehicle maintenance and logs, registrations, and current specifications required by the state.
7. Prepare, compile, and submit reports on transportation activities, operations, maintenance and any accidents.
8. Respond to parents' or teachers' concerns in a professional manner.
9. Assist in the budgeting process for transportation for the school.
10. Perform other job-related duties as assigned.

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.

GENERATION 25 SUPPLEMENTAL HR FORM-CEO

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: $140,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Master's degree or higher.

Experience Required: At least 2-5 years of administrative experience as a principal or other school administrator.

Certification Required: Principal certificate or equivalent issued by the TEA or completed the Superintendent certificate application and been approved by TEA.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$345,000
Aldine ISD	101903	Houston	67,331	$208,613-$280-475

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: CEO/Superintendent

Reports to: Charter Holder Board of Directors

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Recruit, hire, supervise and evaluate elementary and secondary principals and assistant principals.
2. Coordinate and monitor the activities of school principals and school operations, including educational, curricular and financial systems
3. Assist staff/students/parents/community with interpretations of policies, regulations and agreements related to elementary and secondary activities and programs.
4. Collect and analyze data relative to the school improvement process and ensure HCA students are meeting performance goals.
5. Identify problem areas in school improvement with the appropriate departments and resolve these concerns in an effective and confidential manner.
6. Monitor the recruitment, selection, placement, training, promotion, transfer, compensation and termination of all school personnel.
7. Attend district, board, special education, community, and committee meetings to present reports and answer inquiries concerning the school.
8. Recruit, hire and manage the Chief Financial Officer, Chief Operations Officer, Chief Academic Officer and Director of Enrollment and Community Relations.
9. Ensure compliance with all local, state and federal laws.
10. Ensure the safety of all members of the school community.

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Chief Financial Officer

Reports to: CEO/Superintendent

Salary Range: $75,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Bachelor's degree or higher.

Experience Required: At least 5 years of financial management experience.

Certification Required: Public accountant certification.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$71,335-$117,702
Aldine ISD	101903	Houston	67,331	$70,600-$136,000

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Chief Financial Officer

Reports to: CEO/Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Supervise the management of the financial affairs of the school.
2. Assume responsibility for budget development and long-range financial planning.
3. Supervise the collection, safekeeping, and distribution of all funds.
4. Act as an advisor to the CEO/Superintendent on all questions relating to the business and financial affairs of the school.
5. Analyze and interpret the financial status of the charter school and prepare necessary reports for the community, Board, and TEA.
6. Review annually the budgets of all departments and divisions.
7. Create periodic financial reports of revenue and expenditure compared to budget projections.
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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: PEIMS Manager

Reports to: Chief Financial Officer

Salary Range: $50,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Bachelor's degree or higher.

Experience Required: At least 3 years of PEIMS data experience.

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$58,954-$97-275
Aldine ISD	101903	Houston	67,331	$63,449-$100,345

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: PEIMS Manager

Reports to: Chief Financial Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Manage the collection, integration, and formatting of all data required for PEIMS submission.
2. Responsible for edits, reports, and verification on data to ensure accuracy of information.
3. Responsible for submitting PEIMS data periodically to TEA.
4. Create training materials and provides staff development in proper record keeping to support accurate PEIMS reporting.
5. Communicate with TEA and related agencies when needed to clarify or ensure compliance with proper record keeping and data reporting.
6. Proposes guidelines for the accurate collection of student enrollment, attendance, and discipline data.
7. Maintain up to date software to ensure all settings and codes are correct and accurate.
8. Perform internal audits to ensure data accuracy.
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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Human Resources Director

Reports to: Chief Financial Officer

Salary Range: $55,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Bachelor's degree or higher.

Experience Required: At least 4 years of HR generalist experience in schools or nonprofit settings preferred.

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$67,500
Aldine ISD	101903	Houston	67,331	$70,600-$136,000

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Director of Human Resources

Reports to: Head of School

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Assist in communicating the schools policies and procedures.
2. Develop job postings and recruit for open positions.
3. Serve teachers, staff and school administrators by handling day-to-day questions and helping resolve work related problems.
4. Administer employee benefit programs, answer employee questions, support claim resolution, and maintain related systems.
5. Support the performance review process; provide teacher, staff and school administrators with information about the process, policies, job duties, and process for promotion.
6. Maintain employee records that are in compliance with state laws.
7. Coordinate and ensure completion of exit interviews.
8. Ensure compliance with applicable employment laws and regulations.
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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Chief Operations Officer (Year 3)

Reports to: CEO/Superintendent

Salary Range: $70,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Bachelor's degree or higher.

Experience Required: At least 3 years of business, operational, and/or managerial experience.

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$86,315-$114,367
Aldine ISD	101903	Houston	67,331	$70,600-$136,000

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Chief Operations Officer

Reports to: CEO/Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop, manage, and implement strategic operational school systems.
2. Develop and oversee the budget for the school's auxiliary services.
3. Oversee daily administrative operations, including establishing work priorities and assisting in resolving problems related to day-to-day operations of the school.
4. Identify and recommend to the CFO and CEO/Superintendent vendors for auxiliary services.
5. Manage the schools auxiliary services such as transportation, food service, maintenance, IT, and security and vendor relationships.
6. Manage and inspect the use of the school campus and grounds to ensure a clean, orderly and safe environment.
7. Maintain campus security to be in accordance with local, state, and federal laws.
8. Ensure compliance with the Board conflict of interest policies and state laws in securing vendor services.
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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Director of Information Technology

Reports to: Chief Operations Officer (Starting Year 3)

Salary Range: $65,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Bachelor's degree or higher.

Experience Required: At least 4 years of information technology experience.

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$97,732-$129,495
Aldine ISD	101903	Houston	67,331	$59,810-$102,281

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Director of Information Technology

Reports to: Chief Operations Officer (Starting Year 3)

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Establish technology standards and requirements for the schools.
2. Develop creative and innovative solutions regarding processes, directions and methodologies.
3. Oversee and manage design, implementation, delivery, monitoring and administration of applicable IT services and technologies.
4. Keep current with changing innovations in education technology and products.
5. Assign projects and establishes performance metrics for staff based on overall goals.
6. Work with Chief Financial Officer to plan a technology budget.
7. Provide training and technology guidance to staff and teachers.
8. Recommend and manage the purchase of computers and software for students and staff.
9.
10.

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

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Food Service Manager

Reports to: Chief Operations Officer

Salary Range: $30,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: High school diploma or GED.

Experience Required: No experience.

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$20,720-$20,839
Aldine ISD	101903	Houston	67,331	$20,652-$45,185

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Food Service Manager

Reports to: Chief Operations Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Produce all foods as assigned, using the approved recipe and stated quantities according to the food production records.
2. Apply safe handling of equipment and food.
3. Comply with required safety procedures set by the state.
4. Responsible for security and use of all foods provided for the daily food preparation.
5. Adhere to approved policies and procedures regarding food preparation and serving.
6. Keep record of equipment maintenance and inventory of food supplies.
7. Perform cleanup activities of food production equipment.
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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Custodian

Reports to: Chief Operations Officer (Year 3)

Salary Range: $30,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: High school diploma or GED.

Experience Required: No experience.

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$29,120
Aldine ISD	101903	Houston	67,331	$20,652-$45,185

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Custodian

Reports to: Chief Operations Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Perform general cleaning on campus.
2. Pick up trash on grounds and remove trash from the building and place in containers.
3. Set-up and break down cafeteria tables and set-up and break down equipment for school events.
4. Maintain inventory and replenish supplies.
5. Oversee the security of the school at the end of each work day.
6. Maintain a professional relationship with staff, teachers, students and parents.
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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed

Position Title: Chief Academic Officer (Year 5)

Reports to: CEO/Superintendent

Salary Range: $70,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Master's Degree

Experience Required: At least 2 years of teaching experience and at least 2 years experience as a CAO or Director of curriculum and instruction.

Certification Required: Teacher Certification.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$94,947-$156,662
Aldine ISD	101903	Houston	67,331	$89,500-$150,960

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed

Position Title: Chief Academic Officer (Year 5)

Reports to: CEO/Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Manage a large team that supports students, staff and educators.
2. Identify the core components of the academic program to meet federal and state law performance measures.
3. Develop and implement the school's organizational and academic goals and objectives in close collaboration with board members, directors and school leaders.
4. Ensure that the most effective instructional materials and appropriate technology are being adopted in the classroom.
5. Lead a teaching and learning team that pushes on effective professional development, transition and mentorship, and ongoing support.
6. Develop, implement, and evaluate instruction programs with directors, school leaders, and lead teachers.
7. Use all available evaluation data to direct modifications, deletions, or additions to the school's instructional programs.
8. Provide assistance to school leaders in the development of the Campus Improvement Plan.
9. Respond appropriately to situations that could impair the teaching/learning process or could threaten safety and the well-being of students and staff.
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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Special Education Coordinator

Reports to: Chief Academic Officer (Year 5)

Salary Range: $65,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Master's degree in Special Education.

Experience Required: At least 2 years of teaching experience as a special education classroom teacher.

Certification Required: Certificate in Special Education.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$77,000-$116,000
Aldine ISD	101903	Houston	67,331	$63,450-$100,345

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Special Education Coordinator

Reports to: Chief Academic Officer (Year 5)

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Assist in the reccomendation and adaption of school policies to include special education needs.
2. Keep informed and ensure compliance with all legal requirements governing special education.
3. Supervise and coordinate new special education programs and the improvement of existing programs.
4. Establish procedures for placement, evaluation, assignment, and re-appraisal of students with regard to the special education services program.
5. Assist in recruitment, selection, and recommendation for hiring of any special education personnel.
6. Gather and maintain all reports, records, and other documents legally required for special education programs.
7. Approve all supplies, materials, and texts used by special education and general classroom teachers.
8. Write grant applications when the opportunity or necessity requires it.
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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed

Position Title: Nurse

Reports to: Chief Academic Officer (Year 5)

Salary Range: $70,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Nursing Degree

Experience Required: At least two years experience working as a professional nurse in a medical or school setting.

Certification Required: Nursing Certificate

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$54,369-$80,309
Aldine ISD	101903	Houston	67,331	$63,449-$100,345

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed

Position Title: Nurse

Reports to: Chief Academic Officer (Year 5)

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Provide health-related education to students and staff in both individual and group settings.
2. Identify problems in the earliest stages, health care procedures, and the development of healthcare plans.
3. Oversee interventions and referrals to ensure educational success.
4. Partner and perform health screenings with community healthcare providers.
5. Monitoring immunizations, managing infection control measures, and assessing the school environment to prevent injury and ensure safety.
6. Oversee medication administration and special procedures according to physician orders.
7. Assist families with locating outside care and obtaining health insurance.
8. Notify parents of accident or illness and secure medical care for students in emergency cases, if parents or emergency contact cannot be reached.
9. Performs any extra duties.
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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Lower School Principal

Reports to: CEO/Superintendent

Salary Range: $80,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Master's degree or higher.

Experience Required: At least 2 years of teaching experience as a classroom teacher. At least 2 years of experience as an assistant principal or principal. Completed an approved principal educator preparation program.

Certification Required: Valid teaching certificate.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$75,813-$100,174
Aldine ISD	101903	Houston	67,331	$71,984-$125,441

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Lower School Principal

Reports to: CEO/Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Uphold school vision, mission, goals and school policies.
2. Work with teachers to develop and implement the HCA curriculum and instruction with fidelity.
3. Create benchmarks for teachers and student and oversee the collection and analysis of data to track progress and performance.
4. Develop programs to improve teacher performance and professional development to assist students better.
5. Provide guidance to teachers and school leaders to create an open and respectful school environment.
6. Participate in the recruitment and hiring of Lower School teachers.
7. Respond to concerns from teachers, staff, students and parents.
8. Manage the evaluation of Lower School teachers and make recommendations to the CEO/Superintendent if dismissal is necessary.
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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Middle School Principal (Year 5)

Reports to: CEO/Superintendent

Salary Range: $80,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Master's degree or higher.

Experience Required: At least 2 years of teaching experience as a classroom teacher. At least 2 years of experience as an assistant principal or principal. Completed an approved principal educator preparation program.

Certification Required: Valid teaching certificate.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$96,900-$107,100
Aldine ISD	101903	Houston	67,331	$71,984-$125,441

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Middle School Principal

Reports to: CEO/Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Uphold school vision, mission, goals and school policies.
2. Work with teachers to develop and implement the HCA curriculum and instruction with fidelity.
3. Create benchmarks for teachers and student and oversee the collection and analysis of data to track progress and performance.
4. Develop programs to improve teacher performance and professional development to assist students better.
5. Provide guidance to teachers and school leaders to create an open and respectful school environment.
6. Participate in the recruiting and hiring of Middle School teachers.
7. Respond to concerns from teachers, staff, students and parents.
8. Evaluate teachers several times a year and recommend renewal or non renewal of contracts to the CEO/ Superintendent.
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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Director of Enrollment/Community Relations

Reports to: CEO/Superintendent

Salary Range: $60,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Bachelor's degree or higher.

Experience Required: At least 3 years working in student recruitment and enrollment in a school. Marketing/PR experience. Experience developing and managing relationships with community partners.

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$71,335-$117,702
Aldine ISD	101903	Houston	67,331	$89,500-$150,960

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Director of Community Relationships

Reports to: Head of School

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop partnerships with non-profits, corporations, civic organizations, and other community organizations.
2. Establish and execute strategic time-frame, goals, and priorities for the school to recruit and enroll students.
3. Enhance the involvement of parents and individuals in the community to volunteer in the schools.
4. Write grant applications when the opportunity or necessity requires it.
5. Coordinate fundraising activities that support the schools initiatives.
6. Ensures compliance with all charter schools laws regarding student enrollment, including managing the lottery if necessary.
7. Create marketing materials in print and digital material to enhance the school's image.
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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Alumni Coordinator (Full-scale)

Reports to: Director of Enrollment/Community Relations

Salary Range: $56,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Bachelor's degree or higher.

Experience Required: At least 2 years of volunteer management or alumni relations.

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$60,805-$89,340
Aldine ISD	101903	Houston	67,331	$63,449-$100,345

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Alumni Coordinator

Reports to: Director of Enrollment/Community Relations

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Manage all logistics for alumni events throughout the school year.
2. Perform research, visit sites and look for resources to aid possible alumni events.
3. Develop programs with current students to help them stay connected and increase attendance at events.
4. Track and maintain computer records of every alumni.
5. Use social media and other types of communication to keep alumni aware of events.
6. Coordinate with school and community to bring together resources for alumni.
7. Support students in matching HCA students with excellent high school options after grade 8.
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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Teacher

Reports to: Lower/Middle School Principal

Salary Range: $56,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Bachelor's degree or higher.

Experience Required: At least 2 years of teaching experience as a general education teacher.

Certification Required: Teacher certification is preferred. It is required for any bilingual education teachers.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$54,369-$96,371
Aldine ISD	101903	Houston	67,331	$63,449-$100,345

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Teacher

Reports to: Lower/Middle School Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan, prepare and deliver lesson plans following the HCA curriculum that facilitate engaged student learning.
2. Use a variety of learning materials and relevant technology to support and differentiate instruction.
3. Observe and evaluate student's performance and development.
4. Encourage and monitor the progress of individual students and use data to adjust teaching strategies.
5. Assign and grade class work, homework, tests and assignments and send weekly folders to families.
6. Prepare and maintain accurate and complete records of students' progress and development.
7. Manage student behavior in the classroom by establishing and enforcing rules and procedures.
8. Communicate necessary information regularly to students, colleagues, and parents regarding student progress and student needs.
9. Participate in appropriate professional development activities.
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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Counselor

Reports to: Lower/Middle Principal

Salary Range: $56,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Master's degree or higher.

Experience Required: At least 2 years of experience as a school counselor.

Certification Required: School Counselor Certification.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$55,369-$97,371
Aldine ISD	101903	Houston	67,331	$54,929-$96-481

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Counselor

Reports to: Lower/Middle Head of School

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop, implement, and evaluate a comprehensive counseling and guidance program.
2. Assist individuals and small groups of students with presenting needs or concerns.
3. Consult with parents, teachers, administrators, and other relevant individuals to enhance their work with students.
4. Coordinate with school and community personnel to bring together resources for students.
5. Guide students and others to use special programs and services.
6. Assist teachers in the teaching academic field lessons to enhance learning opportunities.
7. Assist students in middle school course selection, high school selection, and possible career options.
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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Social Worker

Reports to: Lower and Middle School principals

Salary Range: $56,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Bachelor's degree or higher.

Experience Required: At least 2 years of experience as a social worker.

Certification Required: Social worker license.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$42,194-$53,798
Aldine ISD	101903	Houston	67,331	$54,456-$93,338

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: Social Worker

Reports to: Lower and Middle School principals

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Provide case management for students and families requiring multiple services and/or resources such as referral for mental health, health services, and basic needs with private and governmental agencies.
2. Identify and assess the needs of students for placement in appropriate educational settings.
3. Make regular home visits to homes as applicable.
4. Provide training to school staff, parents, and appropriate community groups.
5. Mobilize and coordinate community, social, and educational services to students and families.
6. Develop and build community agency partnerships with service agencies to expand resources available to students and families.
7. Maintain records of all case referrals to social service agencies.
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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: EL Specialist

Reports to: Lower/Middle Principal

Salary Range: $56,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: Bachelor's degree or higher, preferably in teaching English as a Second Language.

Experience Required: At least 2 years of teaching experience as an English as a Second Language teacher.

Certification Required: Teacher certification.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$57,369-$99,371
Aldine ISD	101903	Houston	67,331	$63,449-$100,345

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed.

Position Title: EL Teacher

Reports to: Lower/Middle Head of School

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan, prepare, and deliver lesson plans and instructional materials for EL students that facilitate active learning in English.
2. Use a variety of learning materials and relevant technology to support and differentiate instruction.
3. Observe and evaluate student's performance and language development.
4. Encourage and monitor the progress of individual students and use data to adjust teaching strategies.
5. Assign and grade class work, homework, tests and assignments.
6. Prepare and maintain accurate and complete records of students' progress and development.
7. Manage student behavior in the classroom by establishing and enforcing rules and procedures.
8. Communicate necessary information regularly to students, colleagues, and parents regarding student progress and student needs.
9. Participate in appropriate professional development activities.
10. Ensure compliance with the policies, rules, and regulations regarding the English learners.

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed

Position Title: Teacher Aide

Reports to: Lower School Principal

Salary Range: $27,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: High School Diploma/GED

Experience Required: At least 1 year as Teacher's Aide in a school setting

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$19,761-$21,498
Aldine ISD	101903	Houston	67,331	$22,957-$57,202

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed

Position Title: Teacher Aide

Reports to: Lower School Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Assist the teacher in devising strategies to reinforce material taught based on the students needs, interests and abilities.
2. Work with individual students or small groups of students to reinforce learning of material or skills as introduced by the teacher.
3. Prepare and develop students' records, folders, and teaching aides such as charts and graphs.
4. Operate and care for equipment and instructional materials.
5. Assist students in the library, computer lab, cafeteria, and during emergency drills.
6. Collects and distribute papers, make-up work, tests and other materials for instruction.
7. Assist the teacher in the implementation of students' behavior plans.
8. Perform other tasks as assigned by the teacher or school leader.
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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage ED

Position Title: Office Clerk

Reports to: Office Manager/Receptionist

Salary Range: $30,000

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

N/A

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

Number of Students anticipated in year one: 154 In year five: 674

Minimum Qualifications Required:

Education Required: High School Diploma or GED

Experience Required: At least two years experience in an office or school setting as an assistant

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Houston ISD	101912	Houston	214,175	$25,959-$32,106
Aldine ISD	101903	Houston	67,331	$27,480-$51,622

Name of Proposed Charter School: Heritage Classical Academy

Name of Sponsoring Entity: Heritage Ed

Position Title: Office Clerk

Reports to: Office Manager/Receptionist

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Perform clerical support to one or more supervisors.
2. Compile and maintain departmental files, visitor logs, and students' records.
3. Assist in extra-curricular functions and activities.
4. Communicate and provide employees, students, parents and other individuals with important school information and events.
5. Prepare correspondence, forms, reports, etc.
6. Receive and direct incoming calls, take reliable messages, and route to appropriate staff.
7. Perform other clerical duties, as assigned.
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.

Attachment 24: Teacher Evaluation Tool(s)

Provide any teacher evaluation tool(s) that have been developed.

Heritage Classical Academy (HCA) Teacher Evaluation Form

(adapted from the Stronge Teacher Effectiveness Performance System, the BCSI Model Teacher Evaluation Form, Charlotte Danielson's Framework for Teaching Evaluation https://danielsongroup.org/downloads/2013-framework-teaching-evaluation-instrument: and, with permission, the Founders Classical Academy in Lewisville, TX Teacher Evaluation Form)

Teachers will be formally evaluated twice annually using these seven categories for evaluation and the following performance indicators and rubrics:

1. **Professionalism:** The teacher maintains a commitment to professional ethics, communicates effectively, serves as an effective role model, and fulfills responsibilities.
2. **Knowledge and Content and Pedagogy:** Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences and participates in professional growth that enhances students learning.
3. **Instructional Planning:** The teacher plans using the state's standards, BCSI guidelines, the school's curriculum, effective strategies, resources, and data to meet the needs of all students and engages in vertical and horizontal planning with colleagues.
4. **Effective Teaching:** The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
5. **Assessment of Learning:** The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, develops targeted interventions based on data, develops assessments aligned with the curriculum, and provides timely feedback to students and parents throughout the school year.
6. **Classroom Environment and Management:** The teacher uses resources, routines, and procedures to provide an orderly, respectful, positive, safe, and engaging environment that is conducive to learning.
7. **Student Progress:** The work of the teacher results in measurable student academic progress for all student subgroups that meet the HCA goals.

Teachers will receive a score between 1 and 4, with 4 being Highly Effective for each performance indicator and an overall average, also between 1 and 4. This performance assessment is a companion to formal classroom observations which will take place twice a year. The two instruments together will inform the overall effectiveness of HCA teachers.

Indicators	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
1.Professionalism				
1.a. Demonstrates strong oral and written communication skills	**Always (100%)** speaks and writes correctly and eloquently without regard for the context or setting	**Regularly (>90%)** uses correct grammar, syntax, usage, and spelling in professional contexts	**Often (>80%)** uses correct grammar, syntax, usage, and spelling in professional contexts	**Frequently makes errors** in grammar, syntax, usage, or spelling in professional contexts
1.b. Displays a positive role model for students	**Always (100%)** Serves as a positive role model	**Regularly (>90%)** serves as a positive role model	**Often (>80%)** serves as a positive role model	**Rarely** serves as a positive role model

1.c. Fulfills all assigned duties punctually	**Always (100%)** fulfills assigned duties punctually	**Regularly (>90%)** fulfills assigned duties punctually	**Often (>80%)** fulfills assigned duties punctually	**Rarely** fulfills assigned duties punctually
1.d. Accepts, evaluates and acts upon feedback	**Always (100%)** actively seeks out feedback, criticism, suggestions, and always applies information	**Regularly (>95 %)** seeks out feedback, criticism, suggestions, and always applies information	**Often (>90%)** listens to directed feedback w/o being defensive and accepts and applies suggestions	**Rarely** accepts feedback w/o acting defensive and rarely applies criticism or suggestions
1.e. Works collaboratively with staff	Is regarded as a **highly effective** team member	Is regarded as a **very effective** team member	Is regarded as a **good** team member	Is not viewed as a team player
1.f. Exhibits a professional manner in both actions and dress.	**Always (100%)** presentable as a consummate professional	**Invariably (>95%)** acts and dresses in a professional manner	**Regularly (>90%)** acts and dresses in a professional manner	Often acts or dresses in an **unprofessional** manner
1.g. Displays sound judgment and respect in all aspects of the position.	**Invariably** ethical, honest, aboveboard, uses **impeccable** judgment, and remains respectful **(100%)**	**Invariably** ethical, honest, aboveboard, uses **impeccable** judgment, and remains respectful **(90%)**	Ethical, honest, uses **good** judgment, and acts respectful to parents & co-workers **(80%)**	Often uses **questionable** judgment, and is **disrespectful** to parents & co-workers
1.h. Develops a positive relationship with all school constituents	4.5 on school survey with school constituents re positive relationships	4.0 on school survey with constituents re positive relationships	4.0 on school survey with constituents re positive relationships	4.0 on school survey with constituents re positive relationships
2. Professional Knowledge and Skills				
2.a. Demonstrates knowledge and skills in assigned content area(s).	**Proven expertise** in all given subject matter and a **great** grasp on students' development and learning	Displays **strong know-ledge** of subject matter and **strong** grasp on students' development and learning	**Knows** the subject matter **well** and has a **good grasp** of students' development and how they learn	Shown to have **little familiarity** with the subject matter and few ideas on how to teach it
2.b. Engages in professional development ("PD") activities, *e.g.*, conferences, online seminars, professional book studies.	Participated in **100%** of PD activities and is observed using new content knowledge or methods	Participated in **100%** of PD activities and is observed using new content knowledge or methods	Participated in **>80%** of PD activities and is observed using new content knowledge or methods	Did not participate in **any** PD over the course of the year
2.c. Participates in required training	**Always** in attendance for	**Regularly** in attendance for	**Often** in attendance for required	**Rarely** in attendance for

events, *e.g.*, Grade-Level, SpEd, ELL, Testing, or Brand-Specific trainings	required training events and fully engaged (***did not miss an event***)	required training events (***missed 1 event with approval***)	training events (***missed 2 or less events***)	required training events (***missed 3 or less events***)
3. Instructional Planning				
3.a. Demonstrates systematic planning to promote effective teaching	Excellent documented evidence of planning	Good documented evidence of planning	Fair documented evidence of planning	Poor documented evidence of planning
3.b. Plans for a variety of instructional and evaluation techniques	Excellent evidence of a variety of techniques	Good evidence of a variety of techniques	Fair evidence of a variety of techniques	Poor evidence of a variety of techniques
3.c. Attends vertical and horizontal planning periods with fellow teachers	Always attends and often leads planning time	Attends but does not participate constructively	Sometimes attends	Rarely attends
3.d. Provides detailed instruction for substitutes.	Always provides details for substitutes	Provides detail for substitutes but insufficient	Sometimes provides details for substitutes	Rarely provides details for substitutes
4. Effective Teaching				
4.a. Teaches virtues and ensures students understand the critical nature of virtuous living as responsible citizens in a free society.	**Always (100%)** implements character-based philosophy and teaching and exceeds training expectations w/o exception	**Regularly (>90%)** implements character-based philosophy and follows expectations	**Often (>80%)** implements character-based philosophy and follows expectations with **few reminders**	**Rarely** shown to implement character-based philosophy or to follow expectations
4.b. Uses appropriate instructional strategies: checks for understanding, guided practice, feedback, lesson closure.	Effective instructional strategies are evident in **100%** of lesson plans and classroom	Effective instructional strategies are evident in **>90%** of lesson plans and classroom visitations	Effective instructional strategies are evident in **>80%** of lesson plans and/or classroom visitations	Effective instructional strategies are evident in **<80%** of lesson plans and/or classroom visitations
4.c. Aligns instruction with daily goals, lessons, syllabus, and informs students of goals and objectives.	Class purpose is **always (100%)** evident during all classroom visitations and student interviews	Class purpose is **regularly (>90%)** evident during classroom visitations and student interviews	Class purpose is **often (>80%)** evident during classroom visitations and student interviews	Class purpose is **rarely** evident during classroom visitations and student interviews
4.d. Uses higher level thinking/questioning skills to elicit responses from students	**Always (100%)** uses high level thinking strategies	**Regularly (>90%)** uses higher order thinking strategies	**Often (>80%)** uses higher order thinking strategies	**Rarely** uses higher order thinking strategies

4.e. Teaches difficult material using instructional strategies.	**Always (100%)** develops **multiple** strategies to overcome students' misconceptions and confusion	**Regularly (>90%)** develops a strategy to overcome students' misconceptions and confusion	**Often (>80%)** develops a strategy to overcome students' misconceptions and confusion	Proceeds **without considering** mis-conceptions that students might have about the material
5. Assessment of Student Learning				
5.a. Uses formative assessments, *e.g.*, MAP benchmarks, practice tests, quizzes, *etc.*	**100%** of formative assessments given are filed in student documentation along with **detailed** feed back	**90%** of formative assessments given are filed in student documentation along with feedback	**>80%** of formative assessments given are filed in student documentation along with feedback	**<80%** of formative assessments given are filed in student documentation along with feedback
5.b. Uses student data from MAP, benchmarks, and school's tests to identify students in need of additional support	**Always (100%)** maintains a list of identified students, & ensures they receive targeted assistance	**Regularly (>90 %)** maintains a list of identified students, & ensures they receive targeted assistance	**Often (>80%)** updates a list of identified students, & ensures they receive targeted assistance	**Rarely** has a list of identified students, & rarely ensures they receive targeted assistance
6. Learning Environment and Classroom Management				
6.a. Consistently updates student files and accountability reports to monitor progress.	**Always (100%)** submits reports, such as progress reports and academic charts, by appropriate date	**Regularly (>95%)** submits reports, such as progress reports and academic charts, by appropriate date	**Often (>90%)** submits reports, such as progress reports and academic charts, by appropriate date	**Rarely** submits reports, such as progress reports and academic charts, by appropriate date
6.b. Communicates rules to students and implements classroom rules.	Students **always (100%)** follow rules during classroom visitations w/ **no** redirection by teacher	Students **regularly (>90%)** follow rules during classroom visitations w/ **no** redirection by teacher	Students **often (>80%)** follow rules during classroom visitations w/ **little** redirection by teacher	Students follow rules during classroom visitations **only after** redirection by teacher
6.c. Teacher maintains a clean and orderly classroom	Classroom is presentable and has all classroom requirements during **all (100%)** visitations	Classroom is presentable and has all classroom requirements during **most (>90%)** visitations	Classroom is presentable and has all classroom requirements during **most (>80%)** visitations	Classroom is presentable and has all classroom requirements during **some (<70%)** visitations

6.d. Reacts to student(s) behavior consistently and administers appropriate discipline.	Always **(100%)** responds to students appropriately	Regularly **(>90%)** responds to students appropriately	Often **(>85%)** responds to students appropriately	Rarely responds to students appropriately
6.e. Consistently follows attendance accounting procedures	Required attendance-taking procedures and reports completed **>95%** of the time	Required attendance-taking procedures and reports completed **>90%** of the time	Required attendance-taking procedures and reports completed **<90%** of the time	Required attendance-taking procedures less than **80%** of time
6.f. Represents HCA core virtues through relevant classroom displays and wall hangings.	HCA core virtues are **always (100%)** evident in classroom	HCA core virtues are **regularly (>90%)** evident in classroom	HCA core virtutes are **often (>80%)** evident in classroom	HCA Core Virtues are **rarely** evident in classroom
6.g. Administers grading period reports in a timely manner	**100%** of the time provides or mails necessary student progress reports to parents w/o a reminder	**90%** of the time provides or mails necessary student progress reports to parents w/o a reminder	**90%** of the time provides or mails necessary student progress reports to parents w/o a reminder	**<80%** of the time provides or mails necessary student progress reports to parents w/o a reminder
7. Student Progress				
Documented evidence of student progress for all groups.	To be developed when metrics are in place			

Attachment 25: Proposed School Calendar (Annual)

Provide the proposed calendar for the first year of operation, including the first and last day of school, any planned breaks, and the total number of minutes of instruction.

2021-2022 School Calendar

August 2021

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2022

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

LEGEND:					
First/Last day of school	Holiday (No Teachers/No students)	☆	School celebration
Staff development/no students	*Tentative* STAAR dates	△	Bad weather make up day
Parent/Teacher meetings	Summer enrichment 1/2 days (PK-5 only)		Early dismissal

08/02-08/20: Teacher PD	12/15: Early dismissal	04/15: Good Friday
08/23: First Day of School	△ 12/20: Bad weather day	04/20: Early dismissal
09/06: Labor Day	12/20-01/03: Winter Break	☆ 05/05: Cinco de Mayo
09/09: Meet the teacher	01/17: MLK Day (Bad weather day)	05/05-05/06,05/10-05/12: *STAAR*
09/15: Early dismissal	01/19: Early dismissal	05/18: Parent/Teacher conf
11/19: Parent/Teacher conf	02/16: Early dismissal	05/27: Parent/Teacher conf
10/11: Columbus Day	02/25: Parent/Teacher conf	05/30: Memorial Day
10/20: Early dismissal	03/14-03/18: Spring Break	06/03: Last Day of School
11/17: Early dismissal	05/23: Early dismissal	06/13-07/01: Summer Enrichment
11/22-11/26: Thanksgiving Break	04/05-04/06: *STAAR*	07/11-07/29: Summer Enrichment

Attachment 26: Proposed School Schedules

Provide teacher and student versions of proposed school schedules for a sample day and a sample week.

HCA KG-1st Gr Student Sample Schedule
Monday/Wednesday = A Tuesday/Thursday = B Friday Rotates A/B

Monday/Wednesday A DAY

TIME	KA	KB	1A	1B
7:45 AM	7:45 - 8:00 Arrival			
8:00 AM	8:00 - 8:15 Breakfast			
8:15 AM 8:30 AM 8:45 AM 9:00 AM	8:15 - 9:15 Literacy: Vocabulary Spelling Handwriting		8:15 - 9:15 Literacy: Vocabulary Spelling Handwriting	
9:15 AM 9:30 AM	9:15 - 9:35 Literacy (E.g. Handwriting)	9:15 - 9:35 Math: Number Talk	9:15 - 9:35 Literacy (E.g. Handwriting)	9:15 - 9:35 Math: Number Talk
9:45 AM	9:35 - 9:55 Math: Number Talk	9:35- 9:55 Literacy (E.g.	9:35 - 9:55 Math: Number Talk	9:35- 9:55 Literacy (E.g.
10:00 AM 10:15 AM 10:30 AM	9:55 - 10:25 Specials: Music	9:55 - 10:25 Special: Art	9:55 - 10:25 Specials: PE	9:-55 -10:25 Special: MFL
10:45 AM 11:00 AM 11:15 AM	10:25 - 11:25 Math Block		10:25 - 11:25 Math Block	
11:30 AM 11:45 AM	11:25 - 11:55 Science	11:25 - 11:55 Science	11:25 - 11:55 Science	11:25 - 11:55 Science
12:00 PM	11:55 - 12:15 LUNCH	11:55 - 12:15 LUNCH	11:55 - 12:15 Literacy (E.g.	11:55 - 12:15 Literacy (E.g.
12:15 PM 12:30 PM	12:15 - 12:35 Recess	12:15 - 12:35 Recess	12:15 - 12:35 LUNCH	12:15 - 12:35 LUNCH
12:45 PM	12:35 - 1:05 Special: PE	12:35 - 1:05 Special: MFL	12:35 - 12:55 Recess	12:35 - 12:55 Recess
1:00 PM			12:55 - 1:15 Math Facts	12:55 - 1:15 Math Facts
1:15 PM	1:05 - 1:25 Literacy (E.g.	1:05 - 1:25 Literacy (E.g.		
1:30 PM	1:25 - 1:45 Math Facts	1:25 - 1:45 Math Facts	1:15 - 1:45 Special: Music	1:15 - 1:45 Special: Music
1:45 PM 2:00 PM	1:45 - 2:15 ELA: Literature	1:45 - 2:15 ELA: Literature	1:45 - 2:15 ELA: Literature	1:45 - 2:15 ELA: Literature
2:15 PM 2:30 PM	2:15 - 2:45 History/ Geography	2:15 - 2:45 History/ Geography	2:15 - 2:45 History/ Geography	2:15 - 2:45 History/ Geography
2:45 PM 3:00 PM	2:45-3:15 Literacy (E.g. Reading Practice)		2:45-3:15 Literacy (E.g. Reading Practice)	
3:15 PM	3:15 - 3:30 Virtues			

Tuesday/Thursday B DAY

KA	KB	1A	1B
7:45 - 8:00 Arrival			
8:00 - 8:15 Breakfast			
8:15 - 9:15 Literacy: Vocabulary Spelling Handwriting		8:15 - 9:15 Literacy: Vocabulary Spelling Handwriting	
9:15 - 9:35 Literacy (E.g. Handwriting)	9:15 - 9:35 Math: Number Talk	9:15 - 9:35 Literacy (E.g. Handwriting)	9:15 - 9:35 Math: Number Talk
9:35 - 9:55 Math: Number Talk	9:35- 9:55 Literacy (E.g.	9:35 - 9:55 Math: Number Talk	9:35- 9:55 Literacy (E.g.
9:55 - 10:25 Special: Art	9:55 - 10:25 Specials: Music	9:55 -10:25 Special: MFL	9:55 - 10:25 Specials PE
10:25 - 11:25 Math Block		10:25 - 11:25 Math Block	
11:25 - 11:55 Science	11:25 - 11:55 Science	11:25 - 11:55 Science	11:25 - 11:55 Science
11:55 - 12:15 LUNCH	11:55 - 12:15 LUNCH	11:55 - 12:15 Literacy (E.g.	11:55 - 12:15 Literacy (E.g.
12:15 - 12:35 Recess	12:15 - 12:35 Recess	12:15 - 12:35 LUNCH	12:15 - 12:35 LUNCH
12:35 - 1:05 Special: MFL	12:35 - 1:05 Special: PE	12:35 - 12:55 Recess	12:35 - 12:55 Recess
		12:55 - 1:15 Math Facts	12:55 - 1:15 Math Facts
1:05 - 1:25 Literacy (E.g.	1:05 - 1:25 Literacy (E.g.		
1:25 - 1:45 Math Facts	1:25 - 1:45 Math Facts	1:30 - 2:00 Special: Art	1:30 - 2:00 Special: Music
1:45 - 2:15 ELA: Literature	1:45 - 2:15 ELA: Literature	1:45 - 2:15 ELA: Literature	1:45 - 2:15 ELA: Literature
2:15 - 2:45 History/ Geography	2:15 - 2:45 History/ Geography	2:15 - 2:45 History/ Geography	2:15 - 2:45 History/ Geography
2:45-3:15 Literacy (E.g. Reading Practice)		2:45-3:15 Literacy (E.g. Reading Practice)	
3:15 - 3:30 Virtues			

Friday Rotating A/B Day

KA	1A
7:45 - 8:00 Arrival	
8:00 - 8:15 Breakfast	
8:15 - 9:15 Literacy: Vocabulary Spelling Handwriting	
9:15 - 9:35 Literacy (E.g. Handwriting)	9:15 - 9:35 Literacy (E.g. Handwriting)
9:35 - 9:55 Math: Number Talk	9:35 - 9:55 Math: Number Talk
9:55 - 10:25 Specials Music	9:55 - 10:25 Specials: PE
10:25 - 11:25 Math Block	10:25 - 11:25 Math Block
11:25 - 11:55 Science	11:25 - 11:55 Science
11:55 - 12:15 LUNCH	11:55 - 12:15 Literacy (E.g.
12:15 - 12:35 Recess	12:15 - 12:35 LUNCH
12:35 - 1:05 Special: PE	12:35 - 12:55 Recess
	12:55 - 1:15 Math Facts
1:05 - 1:25 Literacy (E.g.	
1:25 - 1:45 Math Facts	1:15 - 1:45 Special: Music
1:45 - 2:15 ELA: Literature	1:45 - 2:15 ELA: Literature
2:15 - 2:45 History/ Geography	2:15 - 2:45 History/ Geography
2:45-3:15 Literacy (E.g. Reading Practice)	
3:15 - 3:30 Virtues	

HCA 1st Gr. Teacher Sample Schedule
Monday/Wednesday = A Tuesday/Thursday = B Friday Rotates A/B

TIME	Monday/Wednesday A DAY 1A	Monday/Wednesday A DAY 1B	Tuesday/Thursday B DAY 1A	Tuesday/Thursday B DAY 1B	Rotating A/B Day 1A
7:45 AM	7:45 - 8:00 PREP		7:45 - 8:00 PREP		7:45 - 8:00 ARRIVAL DUTY
8:00 AM	8:00 - 8:15 Breakfast		8:00 - 8:15 Breakfast		8:00 - 8:15 Breakfast
8:15 AM 8:30 AM 8:45 AM 9:00 AM	8:15 - 9:15 Literacy: Vocabulary Spelling Handwriting		8:15 - 9:15 Literacy: Vocabulary Spelling Handwriting		8:15 - 9:15 Literacy: Vocabulary Spelling Handwriting
9:15 AM 9:30 AM	9:15 - 9:35 Literacy (E.g. Handwriting)	9:15 - 9:35 Math: Number Talk	9:15 - 9:35 Literacy (E.g. Handwriting)	9:15 - 9:35 Math: Number Talk	9:15 - 9:35 Literacy (E.g. Handwriting)
9:45 AM	9:35 - 9:55 Math: Number Talk	9:35- 9:55 Literacy	9:35 - 9:55 Math: Number Talk	9:35- 9:55 Literacy	9:35 - 9:55 Math: Number Talk
10:00 AM 10:15 AM 10:30 AM	9:55 - 10:25 PLANNING	9:55 - 10:25 PLANNING	9:55 - 10:25 PLANNING	9:55 - 10:25 PLANNING	9:55 - 10:25 PLANNING/ DATA MTGs
10:45 AM 11:00 AM 11:15 AM	10:25 - 11:25 Math Block		10:25 - 11:25 Math Block		10:25 - 11:25 Math Block
11:30 AM 11:45 AM	11:25 - 11:55 Science	11:25 - 11:55 Science	11:25 - 11:55 Science	11:25 - 11:55 Science	11:25 - 11:55 Science
12:00 PM	11:55 - 12:15 Literacy	11:55 - 12:15 Literacy	11:55 - 12:15 Literacy	11:55 - 12:15 Literacy	11:55 - 12:15 Literacy
12:15 PM 12:30 PM	12:15 - 12:35 LUNCH DUTY	12:15 - 12:35 LUNCH DUTY	1:15 - 1:45 PLANNING	12:15 - 12:35 LUNCH	12:15 - 12:35 LUNCH DUTY
12:45 PM	12:35 - 12:55 Recess	12:35 - 12:55 Recess	12:35 - 12:55 Recess	12:35 - 12:55 Recess	12:35 - 12:55 Recess
1:00 PM 1:15 PM	12:55 - 1:15 Math Facts	12:55 - 1:15 Math Facts	12:55 - 1:15 Math Facts	12:55 - 1:15 Math Facts	12:55 - 1:15 Math Facts
1:30 PM	1:15 - 1:45 PLANNING		1:15 - 1:45 PLANNING		1:15 - 1:45 PLANNING
1:45 PM 2:00 PM	1:45 - 2:15 ELA: Literature	1:45 - 2:15 ELA: Literature	1:45 - 2:15 ELA: Literature	1:45 - 2:15 ELA: Literature	1:45 - 2:15 ELA: Literature
2:15 PM 2:30 PM	2:15 - 2:45 History/ Geography	2:15 - 2:45 History/ Geography	2:15 - 2:45 History/ Geography	2:15 - 2:45 History/ Geography	2:15 - 2:45 History/ Geography
2:45 PM 3:00 PM	2:45-3:15 Literacy (E.g. Reading Practice)		2:45-3:15 Literacy (E.g. Reading Practice)		2:45-3:15 Literacy (E.g. Reading Practice)
3:15 PM	3:15 -3:30 Virtues		3:15 -3:30 Virtues		3:15 -3:30 Virtues
3:30 PM 3:45 PM	3:30 - 4:00 CARPOOL/DISMISSAL DUTY		3:30 - 4:00 CARPOOL/DISMISSAL DUTY		3:30 - 4:00 CP/DISMISSAL DUTY
4:00 PM 4:15 PM					

Attachment 27: Proposed Admissions and Enrollment Policy

Provide a draft of an Admissions and Enrollment Policy, which should include the following:

- Brief summary of the application and enrollment processes.
- Non-discrimination statement to be included in the proposed school's admissions policy that meets the requirements of Texas Education Code §12.111(a)(5).
- Tentative start and end dates for the application window and the enrollment period. See Texas Education Code §12.117.
- Policies and 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.
- Enrollment deadlines and procedures, including an explanation of how the school will receive and process intent to enroll forms.
- Policies and procedures for the admission of students with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems described in Subchapter A, Chapter 37. See Texas Education Code §12.111(a)(5)(A).
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- Explanation of the purpose of any pre-admission activities for students or parents.

Enrollment deadlines and procedures. If the proposed school will specialize in the performing arts, discuss whether potential students must demonstrate artistic ability as a requirement for admission to the school. Texas Education Code §12.111(a)(5)(B) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, Texas Education Code §12.1171 permits a charter school specializing in one or more of the performing arts to require an applicant to audition for admission to the school.

HERITAGE
CLASSICAL ACADEMY

Admissions Policy

Admission to Heritage Classical Academy shall be open to all students who reside in the geographic boundaries as outlined in the open-enrollment state charter and who are eligible according to state laws and regulations. The school's nondiscrimination policy applies to its admission policy and is stated as: ***The board commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, age, sex, gender identification, national origin or disability.***

Admission Eligibility

According to Texas Education Code 25.001 (b), an eligible applicant must reside within the geographic boundaries of HCA that include Houston ISD, Spring Branch ISD, Aldine ISD, and Cy-Fair ISD. Secondary geographic boundaries are Klein ISD and Spring ISD.

As authorized by Texas Education Code 12.111 (5)(A), HCA reserves the right to exclude from admission students with a documented history of criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code Subchapter A, Chapter 37. 12.111(5)(A).

Student eligible for Kindergarten must be five (5) years of age prior to September 1 of the year they seek to enroll.

Application Submission and Deadlines

Applicants must submit a complete application to be considered for admission. A complete application includes the following elements:

- Student Name
- Date of Birth
- Parent or Guardian Name
- Address
- Contact Information (phone/email)
- Home School District
- Current Grade Level
- Grade level requesting for admission

- Name of any siblings attending, applying or will be applying in subsequent years
- Whether the student has a documented history of criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code Subchapter A, Chapter 37.

HCA's application period in Year One will commence on November 1, 2020 and end on April 1, 2021.

A lottery will be held one week after the application submission deadline if there are more applicants than the school has spaces.

Attachment 28: Certificate of Occupancy for Facility

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

N/A

Attachment 29: Evidence that Facility has been Secured

If the applicant currently owns the facility, has a lease, or has an MOU or other proof of intent to secure a specific facility, provide proof of the commitment.

N/A

Attachment 30: Detailed Start-up Plan

Provide a detailed start-up plan for Year 0 (September 2020-August 2021).

HERITAGE CLASSICAL ACADEMY START-UP PLAN

Summary of Critical Milestones in Start-up Year

- Final funding plan for Start-up Year submitted and approved by BCSI by October 1, 2020
- CEO/Superintendent starts full-time employment by October 1, 2020
- Marketing/enrollment plan submitted and approved by BCSI by October 1, 2020
- School location under contract by February 15, 2021
- Enrollment at 50% capacity by March 1, 2021
- CFO and Lower School Principal hired by April 1, 2021
- CEO/Superintendent attends BCSI Training for leaders April 1, 2021
- Governing board solidified; all attend Hillsdale Board Training by April 30, 2021
- 50% of teachers hired by April 1, 2021
- Enrollment at 75% capacity by May 1, 2021
- Office Manager/Receptionist and PEIMS coordinator hired by May 1
- Part-time staff/specialists hired by May 1, 2021
- Curriculum order placed May 1, 2021
- Final draft of family/student and employee handbooks, schedule, curriculum submitted to BCSI for approval by May 1, 2021
- 100% of teachers hired June 1, 2021
- Professional Development begins August 2, 2021
- School opens August 23, 2021

DETAILED TASKS/GOALS	*Person Responsible*	*Support*	*DUE DATE*
GOVERNANCE	**Stuart Saunders and Board of Directors**	**BCSI**	
▪ **Open Board Meetings once a month**			**Ongoing**
▪ **Add Board Members as Needed**			**4/30/2021**
▪ **Create Board Committees as needed: Ad Hoc Marketing Committee**			**10/15/20**
▪ **Add to Advisory Board**			**4/30/2021**
▪ **Complete Board Training at Hillsdale**			**4/30/2021**
▪ **Approve Student/Family Handbook and Staff Handbook**			**5/30/2021**
▪ **Board Retreat (at least ½ day)**			**6/30/2021**
▪ **Keep record of all minutes**			**Ongoing**
▪ **Create needed policies for the school**			**7/1/2021**
STAFFING AND PD	**CEO/ Superintendent**	**Board members can interview; But CEO makes decisions**	**50% by 4/1/2021' 100% by 6/1/2021**
▪ **Hire Outstanding Teachers (over 50% w/MA; 2 bilingual; avg. 5 yrs. teaching experience)**			
▪ **Hire CFO; ½ time Marketing Enrollment Director**			**5/1/2021**
▪ **Hire Office Manager/Receptionist and part-time IT Director**			**5/1/2021**
▪ **Hire PEIMS Coordinator**			**5/1/2021**

▪ Training for PEIMS Coordinator ▪ 3-weeks PD for Teachers from BCSI, CLI, Neuhaus, and APQC (contracts in place for all PD providers) ▪ Identify contractors for counselor and social worker			8/20/2021 8/3-8/20, 2021 5/1/2021
STUDENT ENROLLMENT ▪ Develop marketing/PR plan ▪ Develop all enrollment forms ▪ Develop new engaging video ▪ Update website post charter approval ▪ Post HCA with Apply Houston ▪ Develop student database ▪ Place ads in local publications ▪ Execute marketing plan including open houses, small home meetings, speaking engagements, etc. ▪ Hold Lottery if Needed ▪ Enroll 154 Students (target: 55% FRL and 10% SPED) ▪ Home visit each new student	CEO/ Superintendent	Board Marketing Committee	10/1/2020 10/1/2020 10/15/2020 10/15/2020 11/1/2020 11/1/2020 Ongoing Ongoing 4/1/2021 7/1/2021 8/20/2021
CORE CURRICULUM AND PROGRAMS ▪ Review any revisions to curriculum recommended by TEA in charter review process ▪ Finalize Discipline Policy ▪ Finalize scope and sequence for K-1 in all subjects ▪ Order curriculum materials ▪ Organize curriculum materials in new space and classrooms	CEO/ Superintendent and instructional staff as hired	Board Committee BCSI Children's Learning Institute	10/15/2020 3/1/2021 4/1/2021 5/1/2021 8/20/21
AUXILIARY PROGRAMS ▪ Select and contract with Transportation Vendor ▪ Select and contract with Food Service Vendor ▪ Select and contract with custodial service ▪ Select and contract with security service ▪ Finalize contract with YMCA for After School Programs	CEO/ Superintendent	Chief Financial Officer when hired	6/1/2021 6/1/2021 6/1/2021 6/1/2021 6/1/2021
FACILITIES ▪ Select contractor for renovations ▪ Issue Contract ▪ Post Heritage school sign and	Board of Directors	Finance Committee CEO/ Superinten-	10/20/2020 11/1/2020 11/15/2020

remodeling plan ▪ Begin remodeling ▪ Review plans/specify any changes ▪ Place change orders ▪ Order furniture and equipment ▪ Install needed security at school ▪ Renovations completed ▪ Ribbon Cutting Ceremony		dent	 12/15/2020 2/1/2021 2/1/2021 3/1/2021 5/1/2021 6/1/2021 6/15/2021
FINANCES ▪ Finalize start-up budget ▪ Start-up cash flow ensured ▪ Finalize 3-year operating budget ▪ Develop Strategic Business Plan ▪ Finance Policies Manual Developed ▪ Install accounting software and load financial into the system ▪ PEIMS Data System in place ▪ Contract with Auditor	Board Finance Committee CEO/ Superintendent	CFO	 10/1/2020 10/1/2020 12/1/2020 2/15/2021 5/1/2021 5/1/2021 6/15/2021 7/1/2021
FINALIZE SYSTEMS ▪ Finalize School Calendar ▪ Finalize Daily schedule ▪ Dress code/uniforms ▪ Management Information System (integrated data system) ▪ Student Handbook ▪ Faculty Handbook ▪ Home/School Communication Plan ▪ Arrival and Dismissal Plans	CEO/ Superintendent	Instruction-al staff prior to start of school	 10/15/20 10/15/20 11/1/20 5/1/2021 5/30/2021 5/30/2021 7/1/2021 8/10/2021
DEVELOPMENT ▪ Secure TEA start-up grant if available ▪ Get $150,000 Walton start-up grant if available ▪ Secure additional grants from Houston Foundations, such as Brown Foundation and National Foundations interested in classical education	Board Development Committee CEO/ Superintendent	Board Members	 1/30/2021 3/1/2021 6/1/2021

Attachment 31: Financial Plan Workbook

Using the template provided on the Subchapter D application page, complete the Financial Plan Workbook.

Once complete, applicants are instructed to submit this attachment as follows:

> ***Hard Copy:*** print a hard copy of **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 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 school is projecting.

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 the charter school has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.**

After these steps are complete, federal funds may only be accessed after a request for reimbursement has been submitted. Generally, 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.

Heritage Classical Academy
FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
REVENUE						
Total State Revenue		$ 1,322,524	$ 2,129,264	$ 3,236,482	$ 4,239,791	$ 5,299,739
Total Federal Revenue		$ 204,050	$ 336,683	$ 542,059	$ 753,462	$ 956,896
Total Local and Other Revenue	$ 415,000	$ 357,000	$ 149,940	$ 83,966	$ 15,114	$ -
TOTAL REVENUE	**$ 415,000**	**$ 1,883,574**	**$ 2,615,887**	**$ 3,862,507**	**$ 5,008,367**	**$ 6,256,635**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 146,958	$ 493,250	$ 521,250	$ 666,500	$ 839,500	$ 1,142,500
Total Instructional Personnel Costs	$ 41,949	$ 531,000	$ 810,000	$ 1,186,500	$ 1,521,500	$ 1,843,000
Total Non-Instructional Personnel Costs	$ 2,370	$ 15,000	$ 30,000	$ 30,000	$ 55,000	$ 80,000
Total Payroll Taxes and Benefits	$ 35,539	$ 209,721	$ 276,062	$ 383,755	$ 494,797	$ 630,880
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 226,817**	**$ 1,248,971**	**$ 1,637,312**	**$ 2,266,755**	**$ 2,910,797**	**$ 3,696,380**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 3,840	$ 187,300	$ 290,425	$ 476,815	$ 644,486	$ 796,927
Total School Operations	$ 71,000	$ 209,626	$ 294,460	$ 414,584	$ 511,852	$ 611,907
Total Facilities Operations and Maintenance	$ 101,267	$ 197,100	$ 335,525	$ 623,731	$ 829,776	$ 1,010,630
Reserves / Contingencies	$ 5,000	$ 25,000	$ 37,500	$ 56,250	$ 76,500	$ 93,330
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 181,107**	**$ 619,026**	**$ 957,910**	**$ 1,571,380**	**$ 2,062,613**	**$ 2,512,795**
TOTAL EXPENSES	**$ 407,923**	**$ 1,867,997**	**$ 2,595,221**	**$ 3,838,135**	**$ 4,973,410**	**$ 6,209,175**
NET OPERATING INCOME (before depreciation)	**$ 7,077**	**$ 15,578**	**$ 20,665**	**$ 24,372**	**$ 34,957**	**$ 47,460**
STUDENT ENROLLMENT						
Projected Student Enrollment		154	248	377	495	619
Revenue Per Pupil		$ 12,231	$ 10,548	$ 10,245	$ 10,118	$ 10,108
Expenses Per Pupil		$ 12,130	$ 10,465	$ 10,181	$ 10,047	$ 10,031

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New Charter School Application Financial Plan Workbook Instructions

General Instructions and Notes

- **Colors for tabs and cells may be different on MAC computers and Apple products.**
- Complete all four tabs in GREEN. The BLUE tabs are informational only and do not require data entry.
- For MAC users, the BLUE tabs are **Budget**, **Financial Plan Workbook Summary**, **SOF**, and **Payment Formula Example**. All other tabs are GREEN data entry tabs.
- Formula driven cells are locked and should remain locked. Enter information into the GRAY cells ONLY.
- For MAC users, the GRAY cells may appear blue.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All **Notes** and **Notes and Descriptions of Assumptions** cells are editable. Adding as much detail as possible in these columns is encouraged. All Notes and Notes and Descriptions of Assumptions should be verifiable with support documents if requested by TEA.

School Info Tab

- Enter the Lead Applicant's name, email address, and phone number.
- In the row **Start-Up (Year 0) Fiscal Year End**, enter the fiscal year the proposed charter school will be in for it's startup year.
- In the row **Year One Fiscal Year End**, enter the fiscal year the school will be in for its first operational year.
- In the row **Fiscal Year End Date**, use the drop-down list box to select the proposed charter school fiscal year end date.
- In the row **Total School Year Minutes**, enter the number of minutes the proposed charter school will be open for operation.

Enrollment Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**

ENROLLMENT Section

- Enter the anticipated enrollment for the proposed school by grade and year in the GRAY cells only. The anticipated enrollment for all five years is mandatory because those enrollment assumptions will directly impact the five year budget/operational plan.

- Enter the anticipated average daily attendance (ADA) percentage by year.
- **WARNING** - Enter conservative and realistic enrollment numbers. The state funding for your proposed charter school will be adjusted to your actual ADA, not your budgeted ADA! If you enter ambitious enrollment numbers or your estimated enrollment numbers are not realistic compared to your waiting list of students within commuting distance, then your projections may be invalid. Additionally, your enrollment numbers may change frequently during the school year. Over budgeting revenue is the most frequent cause of financial distress for charter holders.

STUDENT POPULATION Section

- Enter the anticipated number of students for each population designation by year in the gray cells only. The numbers entered will automatically generate the percentage of students anticipated for that designation based on the total enrollment entered.

TRANSPORATION Section

- Enter the anticipated transporation allotments for the specified programs.

Personnel Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**
- Column C - Enter the position description.
- Column D - Select the category for the position entered in column C from the drop down list box. Categories listed in the drop down box align with the **Start-Up, Y1, & Assumptions** and **Budget** tabs.
  ***PLEASE NOTE** - Before selecting a category, be sure to review the **Budget** tab to see where each category falls in terms of the Personnel section.*
- Column E - Enter the starting salary for each position.
- Columns F - K - Enter the number of full-time equivalents (FTE) for each position for the given year.
- Coumn M - Enter any notes related to each position.
- Cells P10 - S10 - Enter the anticipated percentage of salary increases for each year. Salaries for each position for each year will be automatically generated based on the yearly raise percentages entered in the worksheet.

Start-Up, Y1, & Assumptions Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**
- Column C - All line descriptions are locked and are to remain locked except those shaded gray and labeled **Custom**. **Custom** cells can be edited by the applicant.
- Columns E - F - Enter budgeted amounts for the proposed charter school in column E for the start-up year (Year 0) and in column F for Year 1.
- Columns H - M - Enter the percentage increase OR decrease that is anticipated for each line item from year to year.
  ***** PLEASE NOTE** - The percentages entered in the PAYROLL TAXES AND BENEFITS section are for the percentage of total payroll for that particular year and NOT the percentage of increase from year to year.***
- Enter any notes and descriptions of assumptions that need further explanation.

Budget Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment**, **Personnel**, and **Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

Financial Plan Workbook Summary Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment**, **Personnel**, and **Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

SOF Tab

- Summary of Finances (**SOF**) tab displays the estimate for Total State Aid.
- No data should be entered on this tab.

Payment Formula with Example Tab

- Actual cash flows are based on average attendance for each 6 week period reported to TEA. If you experience a substantial change in enrollment during the year, your ADA will change and so will your payments.
- No data should be entered on this tab.

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Heritage Classical Academy

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	Stuart Saunders	
Contact Email:	sdsaunders@missionheights.net	
Contact Phone:	713-906-8700	
Start-Up (Year 0) Fiscal Year End:	2021	*Enter the 4-digit year (XXXX)*
Year One Fiscal Year End:	2022	*Enter the 4-digit year (XXXX)*
Fiscal Year End Date:	June 30	*Select date*
Total School Year Minutes:	80,100	*Enter the number of minutes (e.g., 75,600)*

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Heritage Classical Academy

ESTIMATE OF STATE AID ENTITLEMENT INPUT

ENROLLMENT	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
Pre-Kindergarten **(Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)**			33.00	55.00	55.00
Kindergarten	88.00	88.00	88.00	88.00	88.00
1st Grade	66.00	88.00	88.00	88.00	88.00
2nd Grade		72.00	96.00	96.00	96.00
3rd Grade			72.00	96.00	96.00
4th Grade				72.00	96.00
5th Grade					100.00
6th Grade					
7th Grade					
8th Grade					
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Total Number of All Students Enrolled (Average Membership)	**154.00**	**248.00**	**377.00**	**495.00**	**619.00**
Total Number of High School Students Enrolled	**-**	**-**	**-**	**-**	**-**
Average Daily Attendance (ADA) %	**95%**	**95%**	**95%**	**95%**	**95%**
Average Daily Attendance (ADA)	**146.30**	**235.60**	**358.15**	**470.25**	**588.05**
Percent change YOY		61%	52%	31%	25%

STUDENT POPULATION — Data for the following fiscal years must be based on reasonable estimates and projections.

Special Education Data:	2022	EYS 2022	2023	EYS 2023	2024	EYS 2024	2025	EYS 2025	2026	EYS 2026
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	8.00		12.00		18.00		24.00		29.00	
Number Enrolled in Resource Room	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Off-Home Campus	-	-	-	-	-	-	-	-	-	-
Number Enrolled in VAC	-	-	-	-	-	-	-	-	-	-
Number Enrolled from State Schools	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	-	-	-	-	-		-		-	-
Number Enrolled in Mainstream	8.00		12.00		18.00		24.00		29.00	
Special Education Student Count (SPED)	**16.00**	**-**	**24.00**	**-**	**36.00**	**-**	**48.00**	**-**	**58.00**	**-**
Special Education Student Count %	**10.39%**		**9.68%**		**9.55%**		**9.70%**		**9.37%**	
Percent change YOY			50%	0%	50%	0%	33%	0%	21%	0%

Career and Technology (C&T) Data:	2022	Advanced C&T FTE 2022	2023	Advanced C&T FTE 2023	2024	Advanced C&T FTE 2024	2025	Advanced C&T FTE 2025	2026	Advanced C&T FTE 2026
Number Enrolled in One-hour Class		-								
Number Enrolled in Two-hour Class		-								
Number Enrolled in Three-hour Class		-								
Number Enrolled in Four-hour Class		-								
Number Enrolled in Five-hour Class		-								
Number Enrolled in Six-hour Class		-								
Career & Technology Students Enrolled	-	-	-	-	-	-	-	-	-	-
% of Career & Technology Students										
Percent change YOY			0%	0%	0%	0%	0%	0%	0%	0%

Gifted and Talented, Pregnancy Related, & Bilingual/ESL Data:	Data for the following fiscal years must be based on reasonable estimates and projections.				
	2022	2023	2024	2025	2026
Number Gifted and Talented Students Enrolled	15.00	24.00	37.00	49.00	62.00
% of Gifted and Talented Students Enrolled	**9.74%**	**9.68%**	**9.81%**	**9.90%**	**10.02%**
Number of Pregnancy Related Students					
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual/ESL	46.00	74.00	113.00	148.00	185.00
% of Students Enrolled in Bilinguel/ESL	**29.87%**	**29.84%**	**29.97%**	**29.90%**	**29.89%**

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment	77.00	124.00	189.00	248.00	310.00

TRANSPORTATION	2022	2023	2024	2025	2026
Regular Program Transportation Allotment	-	-	-	-	-
Special Education Program Transportation Allotment	-	-	-	-	-
Career and Technology Program Transportation Allotment	-	-	-	-	-
Transportation Total	-	-	-	-	-
Percent change YOY		0%	0%	0%	0%

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Heritage Classical Academy

PERSONNEL

Position Description	Position Category (Categories align with the categories on the Five Year Budget)	Year Count	Number of FTEs						Notes	Total of Salaries					
			Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FYE	2021	2022	2023	2024	2025	2026		2021	2022	2023	2024	2025	2026
		Starting Salary	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs		Yearly Raise %					
										0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
Homeroom/General Subject Teacher	Teachers - Regular	$ 56,000	0.6	7.0	11.0	16.5	21.5	26.5	Not entering in yearly raise %	$ 30,968	$ 392,000	$ 616,000	$ 924,000	$ 1,204,000	$ 1,484,000
Specialist Teacher	Specialty Teachers	$ 56,000	0.1	1.0	1.5	2.0	2.5	3.0		$ 4,424	$ 56,000	$ 84,000	$ 112,000	$ 140,000	$ 168,000
Teacher Aide	Aides	$ 27,000	0.1	1.0	2.0	3.5	4.5	5.0		$ 2,133	$ 27,000	$ 54,000	$ 94,500	$ 121,500	$ 135,000
Special Education Teacher	Teachers - SPED	$ 56,000	0.1	1.0	1.0	1.0	1.0	1.0		$ 4,424	$ 56,000	$ 56,000	$ 56,000	$ 56,000	$ 56,000
Special Education Coordinator	Deans, Directors & Coordinators	$ 65,000	0.0	0.0	0.0	0.0	1.0	1.0		$ -	$ -	$ -	$ -	$ 65,000	$ 65,000
Counselor	Deans, Directors & Coordinators	$ 56,000	0.0	0.5	1.0	1.0	1.0	1.0		$ -	$ 28,000	$ 56,000	$ 56,000	$ 56,000	$ 56,000
Social Worker	Deans, Directors & Coordinators	$ 56,000	0.0	0.0	0.0	0.0	0.5	1.0		$ -	$ -	$ -	$ -	$ 28,000	$ 56,000
EL Specialist	Deans, Directors & Coordinators	$ 58,000	0.0	0.5	0.5	1.0	1.0	1.0		$ -	$ 29,000	$ 29,000	$ 58,000	$ 58,000	$ 58,000
Custodian	Custodian	$ 30,000	0.1	0.5	1.0	1.0	1.0	1.0		$ 2,370	$ 15,000	$ 30,000	$ 30,000	$ 30,000	$ 30,000
Office Manager	Administrative Staff	$ 45,000	0.1	1.0	1.0	1.0	1.0	1.5		$ 3,555	$ 45,000	$ 45,000	$ 45,000	$ 45,000	$ 67,500
Office Clerk	Administrative Staff	$ 30,000	0.0	0.0	0.0	0.0	0.5	1.0		$ -	$ -	$ -	$ -	$ 15,000	$ 30,000
Principal	Instructional Management	$ 80,000	0.1	1.0	1.0	1.0	1.0	2.0		$ 6,320	$ 80,000	$ 80,000	$ 80,000	$ 80,000	$ 160,000
Assistant Principal	Instructional Management	$ 65,000	0.0	0.0	0.0	0.0	1.0	1.0		$ -	$ -	$ -	$ -	$ 65,000	$ 65,000
Superintendent	Executive Management	$ 140,000	0.9	1.0	1.0	1.0	1.0	1.0		$ 128,333	$ 140,000	$ 140,000	$ 140,000	$ 140,000	$ 140,000
Chief Academic Officer	Executive Management	$ 70,000	0.0	0.0	0.0	0.0	0.0	1.0		$ -	$ -	$ -	$ -	$ -	$ 70,000
Director of Enrollment/Community	Deans, Directors & Coordinators	$ 60,000	0.0	0.5	0.5	1.0	1.0	1.0		$ -	$ 30,000	$ 30,000	$ 60,000	$ 60,000	$ 60,000
Chief Operating Officer	Operation / Business Manager	$ 70,000	0.0	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ -	$ 70,000	$ 70,000	$ 70,000
Chief Financial Officer	CFO / Director of Finance	$ 75,000	0.1	1.0	1.0	1.0	1.0	1.0		$ 6,250	$ 75,000	$ 75,000	$ 75,000	$ 75,000	$ 75,000
Director of IT	Deans, Directors & Coordinators	$ 65,000	0.0	0.3	0.3	0.5	0.5	1.0		$ -	$ 16,250	$ 16,250	$ 32,500	$ 32,500	$ 65,000
PEIMS Manager	Deans, Directors & Coordinators	$ 50,000	0.1	1.0	1.0	1.0	1.0	1.0		$ 2,500	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 50,000
Nurse	Nurse	$ 50,000	0.0	0.0	0.0	0.0	0.5	1.0		$ -	$ -	$ -	$ -	$ 25,000	$ 50,000
HR Director	Deans, Directors & Coordinators	$ 55,000	0.0	0.0	0.0	0.0	0.0	1.0		$ -	$ -	$ -	$ -	$ -	$ 55,000
		$ -	0.0	0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -	$ -

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Heritage Classical Academy
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	2021	2022	2021	2022	2023	2024	2025	2026		
			Enter the % change below for which the amount entered in column F should change each year. Consider using the % changes in the Enrollment Tab.							
REVENUE										
TOTAL STATE REVENUES		1,322,524			61.00%	52.00%	31.00%	25.00%		
TOTAL FEDERAL REVENUES		204,050			65.00%	61.00%	39.00%	27.00%		Federal Breakfast, Lunch, and Snack Program plus Title and IDEA B funds
TOTAL LOCAL & OTHER REVENUES	415,000	357,000			-58.00%	-44.00%	-82.00%	-100.00%	see pledge letters in application packet	see pledge letters in application packet
TOTAL REVENUE	**$ 415,000**	**$ 1,883,574**								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	128,333	140,000								
Instructional Management	6,320	80,000								
Deans, Directors & Coordinators	2,500	153,250								
CFO / Director of Finance	6,250	75,000								
Operation / Business Manager	-	-								
Administrative Staff	3,555	45,000								
Other - Administrative	-	-								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 146,958**	**$ 493,250**								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	30,968	392,000								
Teachers - SPED	4,424	56,000								
Substitute Teachers	-	-								
Teaching Assistants	-	-								
Specialty Teachers	4,424	56,000								
Aides	2,133	27,000								Aides will help with substitute teaching duties as part of their training to become lead teachers
Therapists & Counselors	-	-								
Other - Instructional	-	-								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ 41,949**	**$ 531,000**								
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-								
Librarian	-	-								
Custodian	2,370	15,000								
Security	-	-								Security is a contracted service
Other - Non-Instructional	-	-								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 2,370**	**$ 15,000**								
TOTAL PERSONNEL EXPENSES	**$ 191,277**	**$ 1,039,250**								
			For each line item in the Payroll Taxes and Benefits section, enter the % of Total Personnel Expenses that line item should represent.							
PAYROLL TAXES AND BENEFITS										
Social Security	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Medicare	2,774	15,069	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%		
State Unemployment	995	5,404	0.52%	0.52%	0.52%	0.52%	0.52%	0.52%		
Worker's Compensation Insurance	1,167	6,339	0.61%	0.61%	0.61%	0.61%	0.61%	0.61%		
Custom Other Tax #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Other Tax #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Health Insurance	13,389	72,748	7.00%	7.00%	7.00%	7.00%	7.00%	7.00%		
Dental Insurance	2,869	15,589	1.50%	1.50%	1.50%	1.50%	1.50%	1.50%		
Vision Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Life Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Retirement Contribution	14,346	78,983	7.50%	7.60%	7.70%	7.80%	7.90%	8.00%		Retirement Contribtuion increases annually per new state law
Staff Bonuses and Appreciation	-	15,589	0.00%	1.50%	1.50%	1.50%	1.50%	1.50%		
Custom Fringe #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL PAYROLL TAXES AND BENEFITS	**$ 35,539**	**$ 209,721**								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 226,817**	**$ 1,248,971**								

Heritage Classical Academy
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	2021	2022	2021	2022	2023	2024	2025	2026		
			Enter the % change below for which the amount entered in column F should change each year.							
CONTRACTED SERVICES										
Accounting / Audit	2,400	8,150			10.00%	20.00%	10.00%	10.00%		
Legal	-	5,000			10.00%	80.00%	5.00%	5.00%		
Management Company Fee	-	-			0.00%	0.00%	0.00%	0.00%		
Nurse Services	-	3,500			5.00%	5.00%	5.00%	-100.00%		
Food Service / School Lunch	-	157,850			60.00%	68.00%	37.00%	25.00%		
Payroll Services	1,440	5,300			50.00%	30.00%	35.00%	30.00%		
Special Ed Services	-	7,500			57.00%	50.00%	30.00%	23.00%		
Titlement Services (i.e. Title I)	-	-			0.00%	0.00%	0.00%	0.00%		
	-				0.00%	0.00%	0.00%	0.00%		
	-				0.00%	0.00%	0.00%	0.00%		
Custom Contracted Services #3	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL	**$ 3,840**	**$ 187,300**								
SCHOOL OPERATIONS										
Board Expenses	1,000	1,000			0.00%	0.00%	0.00%	0.00%		
Classroom / Teaching Supplies & Materials	-	35,000			61.00%	52.00%	31.00%	25.00%		
Special Ed Supplies & Materials	-	2,500			61.00%	52.00%	31.00%	25.00%		
Textbooks / Workbooks	-	39,000			61.00%	52.00%	31.00%	25.00%		
Supplies & Materials other	-	1,000			61.00%	52.00%	31.00%	25.00%		
Equipment / Furniture	38,000	22,000			10.00%	40.00%	-10.00%	-17.00%		
Telephone	-	11,000			50.00%	40.00%	25.00%	20.00%		
Technology	-	22,000			5.00%	5.00%	5.00%	10.00%		
Student Testing & Assessment	-	2,500			61.00%	52.00%	31.00%	25.00%		
Field Trips	-	5,000			61.00%	52.00%	31.00%	25.00%		
Transportation (student)	-	2,526			61.00%	52.00%	31.00%	25.00%		for any special education student whose IEP includes transportation
Student Services - other	-	6,300			61.00%	52.00%	31.00%	25.00%		
Office Expense	-	5,000			50.00%	40.00%	20.00%	15.00%		
Staff Development	5,000	7,500			50.00%	40.00%	30.00%	20.00%		
Staff Recruitment	10,500	10,500			0.00%	0.00%	0.00%	0.00%		
Student Recruitment / Marketing	15,000	15,000			0.00%	0.00%	0.00%	0.00%		
School Meals / Lunch	-	-			0.00%	0.00%	0.00%	0.00%		
Travel (Staff)	1,500	6,800			50.00%	40.00%	30.00%	20.00%		
Fundraising	-	-			0.00%	0.00%	0.00%	0.00%		
After School Program	-	15,000			61.00%	52.00%	31.00%	25.00%		
Custom Operations #1	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL SCHOOL OPERATIONS	**$ 71,000**	**$ 209,626**								
FACILITY OPERATION & MAINTENANCE										
Insurance	3,167	19,000			90.00%	50.00%	30.00%	20.00%		
Janitorial Services	-	12,000			200.00%	40.00%	5.00%	5.00%		
Building and Land Rent / Lease	20,500	123,200			55.00%	110.00%	40.00%	25.00%		
Repairs & Maintenance	-	6,100			100.00%	100.00%	5.00%	5.00%		
Security Services	-	12,500			100.00%	0.00%	0.00%	0.00%		
Utilities	2,100	19,500			55.00%	110.00%	40.00%	25.00%		
Internet	500	4,800			5.00%	5.00%	5.00%	5.00%		
Tenant Improvements not included in Rent	75,000	-			0.00%	0.00%	0.00%	0.00%		
Custom Facilities Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 101,267**	**$ 197,100**								
RESERVES / CONTIGENCIES	5,000	25,000			50.00%	50.00%	36.00%	22.00%		
TOTAL EXPENSES	**$ 407,923**	**$ 1,867,997**								
NET OPERATING INCOME (before Depreciation)	**$ 7,077**	**$ 15,578**								
DEPRECIATION & AMORTIZATION	-	-			0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	**$ 7,077**	**$ 15,578**								

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Heritage Classical Academy
PROJECTED BUDGET / OPERATING PLAN

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
SUMMARY						
Total Revenue	**415,000**	**1,883,574**	**2,615,887**	**3,862,507**	**5,008,367**	**6,256,635**
Total Expenses	**407,923**	**1,867,997**	**2,595,221**	**3,838,135**	**4,973,410**	**6,209,175**
Net Operating Income (before Depreciation)	**7,077**	**15,578**	**20,665**	**24,372**	**34,957**	**47,460**
Revenue Per Pupil		12,231.00	10,547.93	10,245.38	10,117.91	10,107.65
Expenses Per Pupil		12,129.85	10,464.60	10,180.73	10,047.29	10,030.98
REVENUE						
TOTAL STATE REVENUES		1,322,524	2,129,264	3,236,482	4,239,791	5,299,739
TOTAL FEDERAL REVENUES		204,050	336,683	542,059	753,462	956,896
TOTAL LOCAL & OTHER REVENUES	$ 415,000	357,000	149,940	83,966	15,114	-
TOTAL REVENUE	**$ 415,000**	**$ 1,883,574**	**$ 2,615,887**	**$ 3,862,507**	**$ 5,008,367**	**$ 6,256,635**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	128,333	140,000	140,000	140,000	140,000	210,000
Instructional Management	6,320	80,000	80,000	80,000	145,000	225,000
Deans, Directors & Coordinators	2,500	153,250	181,250	256,500	349,500	465,000
CFO / Director of Finance	6,250	75,000	75,000	75,000	75,000	75,000
Operation / Business Manager	-	-	-	70,000	70,000	70,000
Administrative Staff	3,555	45,000	45,000	45,000	60,000	97,500
Other - Administrative	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 146,958**	**$ 493,250**	**$ 521,250**	**$ 666,500**	**$ 839,500**	**$ 1,142,500**
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	30,968	392,000	616,000	924,000	1,204,000	1,484,000
Teachers - SPED	4,424	56,000	56,000	56,000	56,000	56,000
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	4,424	56,000	84,000	112,000	140,000	168,000
Aides	2,133	27,000	54,000	94,500	121,500	135,000
Therapists & Counselors	-	-	-	-	-	-
Other - Instructional	-	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ 41,949**	**$ 531,000**	**$ 810,000**	**$ 1,186,500**	**$ 1,521,500**	**$ 1,843,000**
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	25,000	50,000
Librarian	-	-	-	-	-	-
Custodian	2,370	15,000	30,000	30,000	30,000	30,000
Security	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 2,370**	**$ 15,000**	**$ 30,000**	**$ 30,000**	**$ 55,000**	**$ 80,000**
TOTAL PERSONNEL EXPENSES	**$ 191,277**	**$ 1,039,250**	**$ 1,361,250**	**$ 1,883,000**	**$ 2,416,000**	**$ 3,065,500**

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
PAYROLL TAXES AND BENEFITS						
Social Security	-	-	-	-	-	-
Medicare	2,774	15,069	19,738	27,304	35,032	44,450
State Unemployment	995	5,404	7,079	9,792	12,563	15,941
Worker's Compensation Insurance	1,167	6,339	8,304	11,486	14,738	18,700
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	13,389	72,748	95,288	131,810	169,120	214,585
Dental Insurance	2,869	15,589	20,419	28,245	36,240	45,983
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-
Retirement Contribution	14,346	78,983	104,816	146,874	190,864	245,240
Staff Bonuses and Appreciation	-	15,589	20,419	28,245	36,240	45,983
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	**$ 35,539**	**$ 209,721**	**$ 276,062**	**$ 383,755**	**$ 494,797**	**$ 630,880**
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 226,817**	**$ 1,248,971**	**$ 1,637,312**	**$ 2,266,755**	**$ 2,910,797**	**$ 3,696,380**
CONTRACTED SERVICES						
Accounting / Audit	2,400	8,150	8,965	10,758	11,834	13,017
Legal	-	5,000	5,500	9,900	10,395	10,915
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	3,500	3,675	3,859	4,052	-
Food Service / School Lunch	-	157,850	252,560	424,301	581,292	726,615
Payroll Services	1,440	5,300	7,950	10,335	13,952	18,138
Special Ed Services	-	7,500	11,775	17,663	22,961	28,242
Titlement Services (i.e. Title I)	-	-	-	-	-	-
#REF!	-	-	-	-	-	-
-	-	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-	-
TOTAL	**$ 3,840**	**$ 187,300**	**$ 290,425**	**$ 476,815**	**$ 644,486**	**$ 796,927**

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
SCHOOL OPERATIONS						
Board Expenses	1,000	1,000	1,000	1,000	1,000	1,000
Classroom / Teaching Supplies & Materials	-	35,000	56,350	85,652	112,204	140,255
Special Ed Supplies & Materials	-	2,500	4,025	6,118	8,015	10,018
Textbooks / Workbooks	-	39,000	62,790	95,441	125,027	156,284
Supplies & Materials other	-	1,000	1,610	2,447	3,206	4,007
Equipment / Furniture	38,000	22,000	24,200	33,880	30,492	25,308
Telephone	-	11,000	16,500	23,100	28,875	34,650
Technology	-	22,000	23,100	24,255	25,468	28,015
Student Testing & Assessment	-	2,500	4,025	6,118	8,015	10,018
Field Trips	-	5,000	8,050	12,236	16,029	20,036
Transportation (student)	-	2,526	4,067	6,182	8,098	10,122
Student Services - other	-	6,300	10,143	15,417	20,197	25,246
Office Expense	-	5,000	7,500	10,500	12,600	14,490
Staff Development	5,000	7,500	11,250	15,750	20,475	24,570
Staff Recruitment	10,500	10,500	10,500	10,500	10,500	10,500
Student Recruitment / Marketing	15,000	15,000	15,000	15,000	15,000	15,000
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	1,500	6,800	10,200	14,280	18,564	22,277
Fundraising	-	-	-	-	-	-
After School Program	-	15,000	24,150	36,708	48,087	60,109
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	**$ 71,000**	**$ 209,626**	**$ 294,460**	**$ 414,584**	**$ 511,852**	**$ 611,907**
FACILITY OPERATION & MAINTENANCE						
Insurance	3,167	19,000	36,100	54,150	70,395	84,474
Janitorial Services	-	12,000	36,000	50,400	52,920	55,566
Building and Land Rent / Lease	20,500	123,200	190,960	401,016	561,422	701,778
Repairs & Maintenance	-	6,100	12,200	24,400	25,620	26,901
Security Services	-	12,500	25,000	25,000	25,000	25,000
Utilities	2,100	19,500	30,225	63,473	88,862	111,077
Internet	500	4,800	5,040	5,292	5,557	5,834
Tenant Improvements not included in Rent	75,000	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 101,267**	**$ 197,100**	**$ 335,525**	**$ 623,731**	**$ 829,776**	**$ 1,010,630**
RESERVES / CONTIGENCIES	5,000	25,000	37,500	56,250	76,500	93,330
TOTAL EXPENSES	**$ 407,923**	**$ 1,867,997**	**$ 2,595,221**	**$ 3,838,135**	**$ 4,973,410**	**$ 6,209,175**
NET OPERATING INCOME (before Depreciation)	**$ 7,077**	**$ 15,578**	**$ 20,665**	**$ 24,372**	**$ 34,957**	**$ 47,460**
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	**$ 7,077**	**$ 15,578**	**$ 20,665**	**$ 24,372**	**$ 34,957**	**$ 47,460**

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Heritage Classical Academy
FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
REVENUE						
Total State Revenue		$ 1,322,524	$ 2,129,264	$ 3,236,482	$ 4,239,791	$ 5,299,739
Total Federal Revenue		$ 204,050	$ 336,683	$ 542,059	$ 753,462	$ 956,896
Total Local and Other Revenue	$ 415,000	$ 357,000	$ 149,940	$ 83,966	$ 15,114	$ -
TOTAL REVENUE	**$ 415,000**	**$ 1,883,574**	**$ 2,615,887**	**$ 3,862,507**	**$ 5,008,367**	**$ 6,256,635**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 146,958	$ 493,250	$ 521,250	$ 666,500	$ 839,500	$ 1,142,500
Total Instructional Personnel Costs	$ 41,949	$ 531,000	$ 810,000	$ 1,186,500	$ 1,521,500	$ 1,843,000
Total Non-Instructional Personnel Costs	$ 2,370	$ 15,000	$ 30,000	$ 30,000	$ 55,000	$ 80,000
Total Payroll Taxes and Benefits	$ 35,539	$ 209,721	$ 276,062	$ 383,755	$ 494,797	$ 630,880
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 226,817**	**$ 1,248,971**	**$ 1,637,312**	**$ 2,266,755**	**$ 2,910,797**	**$ 3,696,380**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 3,840	$ 187,300	$ 290,425	$ 476,815	$ 644,486	$ 796,927
Total School Operations	$ 71,000	$ 209,626	$ 294,460	$ 414,584	$ 511,852	$ 611,907
Total Facilities Operations and Maintenance	$ 101,267	$ 197,100	$ 335,525	$ 623,731	$ 829,776	$ 1,010,630
Reserves / Contingencies	$ 5,000	$ 25,000	$ 37,500	$ 56,250	$ 76,500	$ 93,330
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 181,107**	**$ 619,026**	**$ 957,910**	**$ 1,571,380**	**$ 2,062,613**	**$ 2,512,795**
TOTAL EXPENSES	**$ 407,923**	**$ 1,867,997**	**$ 2,595,221**	**$ 3,838,135**	**$ 4,973,410**	**$ 6,209,175**
NET OPERATING INCOME (before depreciation)	**$ 7,077**	**$ 15,578**	**$ 20,665**	**$ 24,372**	**$ 34,957**	**$ 47,460**
STUDENT ENROLLMENT						
Projected Student Enrollment		154	248	377	495	619
Revenue Per Pupil		$ 12,231	$ 10,548	$ 10,245	$ 10,118	$ 10,108
Expenses Per Pupil		$ 12,130	$ 10,465	$ 10,181	$ 10,047	$ 10,031

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Heritage Classical Academy
ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		146.300
High School ADA	$ 275	0.000
Prior Year Refined ADA		0.000
SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.317
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total Special Education FTE		0.317
Total Special Education Weighted FTE		1.583
EXTENDED YEAR SERVICES (EYS) SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.000
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total ESY Special Education FTE		0.000
Total ESY Special Education Weighted FTE		0.000
Mainstream ADA	1.10	7.600
Career & Technology FTEs	1.35	0.000
Advanced Career & Technology Education FTEs	$ 50	0.000
Regular Program ADA		145.983
Gifted & Talented Enrollment	0.12	7.315
State Compensatory Education Enrollment	0.20	77.000
Pregnancy Related FTEs	2.41	0.000
Bilingual ADA	0.10	43.700
Adjusted GYA		0.9733
Total Weighted Average Daily Attendance (WADA)	SOF pg	220.127
Did Charter Holder Participate in TRS Active Care in 2005-06?		NO
Full-Time Staff (not MSS)	1	0.000
Part-Time Staff (not MSS)	1	0.000
State Average Funding Components	SOF pg	
Per Capita Rate	2	$ 447.180
District Basic Allotment (DBA)	7	$ 5,102.00
Adjusted Basic Allotment (ABA)	7	$ 5,390.00
Adjusted Allotment	7	$ 6,535.00
District Tax Rate Level 1 (DTR1)	12	$ 0.057339

District Tax Rate Level 2 (DTR2)	12	$	0.049003
2018-2019 State Average I&S Rate that limits spending to $60 million	16	$	0.060035
EDA Guaranteed Yield (GY)	16	$	37.00
Level 1 Entitlement	12	$	106.28
Level 2 Entitlement	12	$	31.95
Program Intent Codes -TIER I Allotments	SOF pg		
11-Regular Program Allotment	2	$	954,001
21-Gifted & Talented Adjusted Allotment (spend 55% of amount)	2	$	5,736
25-Bilingual Education Allotment (spend 52% of amount)	2	$	28,558
99-New Instructional Facility Allotment	2	$	-
31-High School Allotment (spend 100% of amount)	2	$	-
Special Education Detail:	SOF pg		
Regular Special Education	10	$	10,347
Mainstream	10	$	54,633
Residential Care and Treatment	10	$	-
State Schools	10	$	-
Extended Year Special Education	10	$	-
23-Special Education Adjusted Allotment (spend 52% of amount)		$	64,980
Career & Technology Detail:	SOF pg		
Regular Career & Technology (CTE) Allotment	10	$	-
Advanced CTE Allotment	10	$	-
22-Career and Technology Allotment (spend 58% of amount)	2	$	-
State Compensatory Education Detail:	SOF pg		
State Compensatory Allotment	11	$	100,639
Pregnancy Related	11	$	-
24-Compensatory Education Allotment (spend 52% of amount)	2	$	100,639
Transportation Detail:	SOF pg		
Regular	9	$	-
Special Education	9	$	-
Career & Technology Education	9	$	-
99-Transportation Allotment	2	$	-
TOTAL COST OF TIER I / STATE SHARE OF TIER I	2	$	1,153,914
TIER II	SOF pg		
Tier II Level 1	12	$	134,146
Tier II Level 2	12	$	34,464
TOTAL TIER II	3	$	168,610
OTHER PROGRAMS			
Staff Salary Allotment	13	$	-
Charter has at least an acceptable academic performance rating?			NO
HB21 - State Facilites Allotment	16	$	-
TOTAL OTHER PROGRAMS	3	$	-
	SOF pg		
TOTAL STATE AID	3	$	1,322,524
Available School Fund (ASF)	3	$	-
Foundation School Fund (FSF)	3	$	1,322,524

1/24/2020 10:07

Heritage Classical Academy

PAYMENT FORMULA EXAMPLE

FSP Allotment	$	1,322,524
Adjustments to Allotments	$	-
Less Total Paid to Date	$	-
FSP Remaining Balance	$	1,322,524

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	$ 109,770
October	11	9.1%	$ 110,361
November	10	10.1%	$ 111,342
December	9	11.1%	$ 110,007
January	8	12.4%	$ 109,250
February	7	14.4%	$ 111,139
March	6	16.6%	$ 109,669
April	5	19.9%	$ 109,647
May	4	25.1%	$ 110,777
June	3	33.2%	$ 109,748
July	2	49.7%	$ 109,746
August	1	100.0%	$ 111,071
		Total Payments	**$ 1,322,524**

Attachment 32: Budget Narrative

Provide a detailed budget narrative. Describe the assumptions behind the projections for revenue, staffing levels, and costs that are outlined in the Financial Plan Workbook.

Budget Narrative

Enrollment

Heritage Classical Academy (HCA) will balance its focus on ensuring the students receive a strong educational program with ensuring the school remains in a healthy financial position to continue serving the students, families and community. This balance starts with enrollment. HCA envisions serving students in PreK - 8th grade, but to build a solid foundation with a supportive culture, year 1 will start with just Kindergarten and 1st grade. Starting with more grades would help the budget health, but risk the educational and cultural strong start. To ensure the budget is not at risk, HCA will still start with more than 150 students and grow the school over eight years to a PreK-8th grade school that serves nearly 1,000 students. Because Kindergarten is an easier grade in which to recruit families and students, HCA will budget for a full Kindergarten class of 88 students and a smaller 1st grade of 66 students. If HCA can enroll just as many 1st grade students as Kindergarteners, we would consider opening with an additional classroom, but to be conservative, our budget assumes the 1st grade class will be smaller in year 1.

Kindergarten and 1st grade in all years of the school will have 22 children per classroom. When HCA grows down to PreK in year 3, those classrooms also will have a maximum enrollment of 22 children per classroom (with a second adult in the PreK classrooms). The maximum enrollment in the 2nd - 4th grade classrooms will be 24 students, and the enrollment in the 5th - 8th middle school grade classrooms will be 25 students. Again, the balance here is to have enough students in the classroom to have a sustainable budget, but limit how much better the budget could be ensuring the class sizes are manageable to deliver the excellent instruction and personalized attention that will be a cornerstone of HCA.

The attendance rate goal for HCA is at least 98%, but to be more conservative for budgeting purposes, our budget assumes an attendance rate of 95%. At 95%, every student in the school would be missing an average of 9 days per year, or the equivalent of one day per month. If this attendance rate were actually happening at HCA, the Principals, CEO/Superintendent, Board, and Director of Enrollment and Community Relations would be having emergency meetings to plan how to respond in a more supportive way to our families and community to ensure the children were coming to school more frequently. Also of note, staffing the school with a Director of Enrollment and Community Relations is one strategy to ensure our students meet the attendance goal of 98% and thus, provide a healthier budget than what is assumed in our application budget.

In its desire to serve all children in the community, HCA is assuming a special education population of 10%, as well as a Gifted and Talented population of 10%. The Special Education enrollment assumes students with Individual Education Plans (IEP's) ranging from Speech to Mainstream. HCA also aligns its Bilingual/EL enrollment assumptions with the data from the community in which we intend to operate. That assumption is 30% Bilingual/EL. We anticipate a higher Bilingual/EL population in the early grades, and after several years in HCA, those students will begin to be mainstreamed. HCA is strategically searching for a facility in the community where both low income families and families with more financial means will be able to attend. Our goal is to be a "diversity by design" school with geography supporting this goal, and that means our Compensatory Education assumption is 50% of the student body. Lastly, given HCA will start serving young children, and eventually, PreK children where HCA is their first public

school, HCA has staffed accordingly to ensure a robust early identification process to both be compliant with state and federal law's Child Find, and do a quality job of serving children with special needs as quickly as possible after enrollment.

The enrollment growth will be a methodical one adding a grade level per year through 8th grade, and in year 3, when the school is more stable after a two-year start, the school also will grow down to PreK4 year olds. In year 5, the school will include a half-day program for PreK 3 year olds as well, thus growing a PreK3- 8th grade school in eight years.

Personnel

People make the difference, so a majority of the charter school budget will be allocated to personnel, and a majority of the personnel will be teachers. There will be one teacher for every cohort of 22 students (PreK - 1st grade), 24 students (2nd - 4th grade), and 25 students (5th - 8th grade). The homeroom teachers will be supported by Instructional Aides, with one Aide in every PreK classroom, and additional Aides supporting the K-2nd grade classrooms. Those K-2 Aides will also serve as substitute teacher support as needed, with a dual purpose of training the aides to become classroom teachers when they have the necessary educational degrees. Beyond homeroom teachers, HCA will have specialist sto provide the students with a well-rounded education, teaching subjects such as Music, Art, Technology, Spanish, and PE. In the first few years, these specialists will be part time. The average teacher salary is $56,000 to be competitive with the salary scales of the school districts in the Houston area. Our budget is not incorporating annual salary increases given the revenue assumptions do not increase annually as well. HCA plans to give annual teacher salary increases assuming state and federal revenues increase accordingly. Historical teacher salaries in Houston increase in years when state aid increases and remains flat in periods of recession and when state aid does not increase or occasionally decreases. HCA's goal is to have its teacher salaries 5% higher on average than teacher salaries in surrounding school districts.

Other personnel at the campus level include a full-time Special Education teacher who will also serve as the Special Education Coordinator in year 1, a part-time Counselor in year 1 (growing to a full-time Counselor in year 2), a part-time EL Specialist in year 1 (growing to a full-time EL Specialist in year 3), an Office Manager, a part-time Custodian (growing to full time in year 2), and a Lower School Principal who will lead the teachers. Even if the school cannot afford all the positions to be full-time in year 1 with lower enrollment, it is important to have these services available to the children and families right away, and their workload will grow as the enrollment grows. Given how important it is that the school serve special education students and Bilingual/EL students from the beginning, it is a priority investment to have a Special Education teacher right away, and at least a half-time resource with the EL Specialist to support the homeroom teachers right away.

As the school grows to full size, other positions that will be added include a second Special Education teacher who is also the Special Education Coordinator, a Middle School Principal to lead the middle school grade faculty, a Social Worker, an Assistant Principal, and an Office Clerk.

Supporting the instructional team will be a lean administrative team in year 1, consisting of the Superintendent, PEIMS Manager, Chief Financial Officer, a part-time Director of Enrollment and

Community Relations (growing to full time in year 3), and a part-time Director of IT (growing to full time in year 3). As the enrollment grows, the charter will add a Chief Operating Officer, Chief Academic Officer, Nurse, and HR Director.

Additional Budget Allocations
The budget also includes items to support the school programs, such as $5,000 for field lessons ($20,036 in year 5), $39,000 for curriculum and program materials ($156,284 in year 5), $22,000 for technology to support both students and teachers ($28,015 in year 5), and $15,000 for after school program subsidies for FRL students ($60,104 in year 5), and $6,300 for students services ($25,246 in year 5) that includes uniform subsidies as needed. For all five years, the budget allocation for staff recruitment is $10,500 and student recruitment is $15,000.

Start-Up Budget
We are budgeting for all the year 1 personnel to start in year 0, with the superintendent starting one month after the charter hopefully is awarded, and all the teachers starting 3 weeks before the school year begins. Other personnel will start between 2-4 weeks before the school year begins. In this time, the personnel will undergo professional development in their field, they will collectively set the charter school culture, make home visits to their students, and they will prepare for the students to arrive. The budget for PD in year 1 is $5,000 with an additional $1,500 allocated for travel.

Resources will also be dedicated to student and staff recruitment in year 0, as it will continue in every year to help ensure the school is filled with enrollment and has an excellent faculty. Additional dollars will be allocated to the classroom furniture, technology, and professional development for the staff. Lastly, the Board will meet monthly during the start-up year to govern the charter as well as participate in board training, so there will be expenses to support these board meetings and trainings.

We are assuming our facility lease will start two months before the school year begins, and we are assuming that $75,000 will need to be spent on getting the facility up to code and ready as a school that will be beyond the Tenant Improvements built into our lease.

The revenue in the Start-Up year, as well as in the growth years, comes from pledges secured by the Board Attachment xx on page xx that total $1,015,000. HCA is fortunate to have secured these pledges and is using these precious resources to supplement the state and federal revenue in years 0 through year 4. Several additional pledges totaling $8,000 came in after the financial workbook was completed and are also included in Attachment xx on page xx.

Assumptions
HCA is budgeting 20.18% for benefits on top of salaries, and this percent grows to 20.58% over the growth years, as state legislation was enacted to increase district contributions to the state retirement system (TRS) over the next several years.

Contracted services include accounting/audit, legal, special education services such as testing and other services beyond the scope of the special education teachers, nursing services before a full time Nurse is hired, payroll services, and food services. The food services will include breakfast,

lunch, and snacks for the students, and we are assuming the federal reimbursement will match the expenses.

HCA will dedicate sufficient resources to support the classical education curriculum and other education needs of the students. The school will have liability insurance of at least $2 million with an additional umbrella coverage so that the school will have $5 million of coverage. There will also be a security service hired to provide a guard during school hours to help ensure the students and faculty are safe. The health and safety of our children is Priority 1A, with Priority 1B to ensure the students flourish in the classrooms.

Given that HCA plans to serve the community surrounding the campus and develop innovative solutions to transportation with Good Reason, a new Houston nonprofit organization, the school is not planning to provide transportation in year 1, but we do budget for transportation in case we enroll a special education student(s) whose IEP requires transportation. If enrollment does not meet target and transportation is an issue, HCA will seek to raise funds to start transportation for students and will seek reimbursement from the state at that time.

HCA has budgeted an annual contingency of close to 1.5% of the overall budget to account for any areas that the budget assumptions were too low or for any surprise expenses. Beyond the contingency, it was important to also see a surplus annually. While we do not want to hold resources that can be used by the school to help children and families, this budget is a balance of allocating those resources with being good stewards of the public and private dollars. This contingency and budget also will offset any inflation on salaries and expenses beyond what is expected in the economy. Given this budget assumes flat revenues from the state and federal government in all years, our budget has kept the expense escalation flat as well. Therefore, our budget allows for increasing revenues to match increasing expenses. Should that match not happen, the contingency and surplus will cover areas in the budget where the expenses are outpacing the revenues.

Attachment 33: Evidence of Other Financial Support

Provide evidence of financial support from intended community partners such as:

- Letters of intent/commitment;
- Memoranda of understanding; and/or
- Contracts.

Applicants having no responsive documents to this attachment shall provide a statement on this attachment attesting, "The applicant has no documents in response to this attachment."

SAUNDERS FOUNDATION

602 SAWYER STREET, SUITE 720
HOUSTON, TX. 77007

713-914-9778

December 17, 2019

The Texas Education Agency
Generation Twenty-five Charter School Application
1701 N. Congress Ave.
Austin, TX. 78701

Re: Commitment of Start-Up Funds to Heritage Classical Academy
Project Start Date: August 2021

To Whom It May Concern,

This letter is to share that Heritage Classical Academy has been awarded a school start-up grant from the Saunders Foundation in the amount of $750,000, with an additional $250,000 available if needed to cover early year operating losses. This grant will serve to support the school's start-up needs for the launch of its campus along with covering any operating revenue shortfalls which might occur in the school's first few years of operation.

The grant is subject to the following restrictions:

1. Seven hundred fifty thousand ($750,000) is contingent upon Heritage Ed receiving a charter from the State of Texas;
2. In the event start-up operating losses are larger than budgeted, the Saunders Foundation is prepared to grant an additional $250,000 in funding in years 2 – 5 of operations; and
3. Heritage Ed. must maintain its tax-exempt 501 (c)(3) status.

Thank you for your consideration of Heritage Classical Academy. We are excited for more Houston families to gain access to a high-quality, classical school choice option.

Sincerely,

F. M. Saunders
Chairman

Heritage Classical Academy Pledges/Donations

Last Name	First Name	Pledge/Donation	Notes
[redacted]		$1,000.00	[redacted]
		$100.00	
		$500.00	
		$500.00	
		$1,000.00	
		$200.00	
		$100.00	
		$500.00	
		$100.00	
		$1,000.00	
		$100.00	
		$100.00	
		$500.00	
		$100.00	
		$50.00	
		$100.00	
		$1,000.00	
		$250.00	
		$50.00	
		$250.00	
		$500.00	
		$8,000.00	

Board of Directors

[redacted]		$1,000.00	[redacted]
		$3,500.00	
		$500.00	
		$500.00	
		$500.00	
		$9,000.00	
		$15,000.00	

Foundations/Corporations

Saunders Foundation		$1,000,000.00
		$1,000,000.00

HERITAGE
CLASSICAL ACADEMY

PLEDGE FORM

I am pleased to pledge a gift of $ 200.00, to be paid on the condition that Heritage Ed.* receives a charter from the Texas Education Agency to operate Heritage Classical Academy in Houston, Texas.

Note: It is expected that the Texas Education Agency will award charters in mid-September 2020. If Heritage Classical Academy is granted a charter at that time, my/our pledge will be due and payable on or before May 31, 2021.

Printed Name: [redacted]

Address:

Phone:

Email:

Signature:

* Heritage Ed. is a Texas non-profit corporation.

HERITAGE
CLASSICAL ACADEMY

PLEDGE FORM

I am pleased to pledge a gift of $ 500.00, to be paid on the condition that Heritage Ed.* receives a charter from the Texas Education Agency to operate Heritage Classical Academy in Houston, Texas.

Note: It is expected that the Texas Education Agency will award charters in mid-September 2020. If Heritage Classical Academy is granted a charter at that time, my/our pledge will be due and payable on or before May 31, 2021.

Printed Name:

Address:

Phone:

Email:

Signature:



* Heritage Ed. is a Texas non-profit corporation.

Subject: Fwd: [Heritage] Contact - new submission
Date: Friday, January 17, 2020 at 11:59:58 AM Central Standard Time
From: Farrell Saunders
To: Brenda Harvell, Stuart Saunders
Category: Farrell

Begin forwarded message:

From: [redacted]
Subject: [Heritage] Contact - new submission
Date: January 16, 2020 at 8:11:26 PM CST
To: farrell@missionheights.net
Reply-To: [redacted]

[redacted]**e** just submitted your form: Contact on Heritage

First Name: [redacted]

[redacted]

Email: [redacted]

Phone: [redacted]

Address: [redacted]

[redacted]

Short Text Field: [redacted]

copy of Short Text Field: [redacted]

copy of copy of Short Text Field: [redacted]

Short Text Field 2: $1,000

Dropdown Field: [redacted]

HERITAGE
CLASSICAL ACADEMY

PLEDGE FORM

I am pleased to pledge a gift of $ 2500.00, to be paid on the condition that Heritage Ed.* receives a charter from the Texas Education Agency to operate Heritage Classical Academy in Houston, Texas.

Note: It is expected that the Texas Education Agency will award charters in mid-September 2020. If Heritage Classical Academy is granted a charter at that time, my/our pledge will be due and payable on or before May 31, 2021.

Printed Name

Address:

Phone:

Email:

Signature:

[redacted]

* Heritage Ed. is a Texas non-profit corporation.

HERITAGE
CLASSICAL ACADEMY

PLEDGE FORM

I am pleased to pledge a gift of $9,000.00, to be paid on the condition that Heritage Ed.* receives a charter from the Texas Education Agency to operate Heritage Classical Academy in Houston, Texas.

Note: It is expected that the Texas Education Agency will award charters in mid-September 2020. If Heritage Classical Academy is granted a charter at that time, my/our pledge will be due and payable on or before May 31, 2021.

Printed Name: [redacted]

Address: [redacted]

Phone: [redacted]

Email: [redacted]

Signature: [redacted]

* Heritage Ed. is a Texas non-profit corporation.

HERITAGE
CLASSICAL ACADEMY

PLEDGE FORM

I am pleased to pledge a gift of $ 500.00, to be paid on the condition that Heritage Ed.* receives a charter from the Texas Education Agency to operate Heritage Classical Academy in Houston, Texas.

Note: It is expected that the Texas Education Agency will award charters in mid-September 2020. If Heritage Classical Academy is granted a charter at that time, my/our pledge will be due and payable on or before May 31, 2021.

Printed Name

Address:

Phone:

Email:

Signature:

[redacted]

* Heritage Ed. is a Texas non-profit corporation.

HERITAGE
CLASSICAL ACADEMY

PLEDGE FORM

I am pleased to pledge a gift of $ 500.00 , to be paid on the condition that Heritage Ed.* receives a charter from the Texas Education Agency to operate Heritage Classical Academy in Houston, Texas.

Note: It is expected that the Texas Education Agency will award charters in mid-September 2020. If Heritage Classical Academy is granted a charter at that time, my/our pledge will be due and payable on or before May 31, 2021.

Printed Nam

Address:

Phone:

Email:

Signature:

[redacted]

* Heritage Ed. is a Texas non-profit corporation.

602 Sawyer Street, Suite 720, Houston, Texas. 77007

HERITAGE
CLASSICAL ACADEMY

PLEDGE FORM

I am pleased to pledge a gift of $ 100, to be paid on the condition that Heritage Ed.* receives a charter from the Texas Education Agency to operate Heritage Classical Academy in Houston, Texas.

Note: It is expected that the Texas Education Agency will award charters in mid-September 2020. If Heritage Classical Academy is granted a charter at that time, my/our pledge will be due and payable on or before May 31, 2021.

Printed Name

Address:

Phone:

Email:

Signature:

[redacted]

* Heritage Ed. is a Texas non-profit corporation.

Subject: Fwd: [Heritage] Contact - new submission
Date: Friday, January 17, 2020 at 12:01:57 PM Central Standard Time
From: Farrell Saunders
To: Brenda Harvell, Stuart Saunders
Category: Farrell

SAMPLE of SMALLER PLEDGES THROUGH ASCEND

Begin forwarded message:

From: [redacted]
Subject: [Heritage] Contact - new submission
Date: January 13, 2020 at 9:47:06 AM CST
To: farrell@missionheights.net
Reply-To: [redacted]

[redacted]

Short Text Field 2: 500

[redacted]

Attachment 34: Audit Report

Provide a copy of the sponsoring entity's 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 2) found at,

http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial__Accountability_System_Resource_Guide/.

Audit reports are not required for organizations that are less than one year old or for 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, the following:

- Statement of financial position
- Statement of activity
- Cash flow statement

CALLOWAY, STINSON & CO., P.C.
CERTIFIED PUBLIC ACCOUNTANTS
8554 KATY FREEWAY, SUITE 110
HOUSTON, TEXAS 77024
713-468-4133
FAX: 713-468-2580

Cured During Remedy Period

JEAN M. CALLOWAY, CPA
RICHARD M. STINSON, CPA

MEMBERS OF
TEXAS SOCIETY OF
CERTIFIED PUBLIC ACCOUNTANTS

To the Board of Trustees of
Heritage Ed.

Management is responsible for the accompanying financial statements of Heritage Ed. (a nonprofit organization), which comprise the statement of financial position as of September 30, 2019, and the related statements of activities and cash flows for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America. We have performed a compilation engagement in accordance with Statements on Standards for Accounting and Review Services promulgated by the Accounting and Review Services Committee of the AICPA. We did not audit or review the financial statements nor were we required to perform any procedures to verify the accuracy or completeness of the information provided by management. Accordingly, we do not express an opinion, a conclusion, nor provide any assurance on these financial statements.

Management has elected to omit substantially all the disclosures required by accounting principles generally accepted in the United States of America. If the omitted disclosures were included in the financial statements, they might influence the user's conclusions about the Organization's financial position, changes in net assets, and cash flows. Accordingly, these financial statements are not designed for those who are not informed about such matters.

Respectfully submitted,

Calloway, Stinson & Co., P.C.
Certified Public Accountants

Houston, Texas
February 12, 2020

Heritage Ed.

Statement of Financial Position

September 30, 2019

Cured During Remedy Period

ASSETS	
Current Assets	
Cash	$ 1,000
Total Current Assets	$ 1,000
TOTAL ASSETS	$ 1,000
LIABILITIES & NET ASSETS	
Net Assets	
Unrestricted Net Assets	$ 1,000
Total Net Assets	$ 1,000
TOTAL LIABILITIES & NET ASSETS	$ 1,000

See Accountant's Compilation Report

Heritage Ed.

Cured During Remedy Period

Statement of Activities

For The Fiscal Year Ended September 30, 2019

Operating Revenues & Gains	
Contributions:	
Corporate, foundation & individual giving	$1,000
Total Contributions	$1,000
Total Operating Revenues & Gains	$1,000
Change in Net Assets from Operations	$1,000
Net Assets, October 1, 2018	-
Net Assets, September 30, 2019	$1,000

See Accountant's Compilation Report

Heritage Ed.

Statement of Cash Flows

For the Fiscal Year Ended September 30, 2019

Cash flows from Operating Activities	
Change in net assets	$1,000
Net cash provided by operating activities	$1,000
Net increase in cash and cash equivalents	$1,000
Cash and cash equivalents, inception	-
Cash and cash equivalents, end of year	$1,000

See Accountant's Compilation Report

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Respectfully submitted,

Calloway, Stinson & Co., P.C.
Certified Public Accountants

Houston, Texas
February 12, 2020

Heritage Ed.

Statement of Financial Position

September 30, 2018

Cured During Remedy Period

TOTAL ASSETS	0
TOTAL LIABILITIES & NET ASSETS	0

See Accountant's Compilation Report

Heritage Ed.

Statement of Activities

For the Fiscal Year Ended September 30, 2018

Cured During Remedy Period

Total Operating Revenues & Gains	0
Total Operating Expenses	0
Change in Net Assets from Operations	0
Net Assets, October 1, 2017	0
Net Assets, September 30, 2018	0

See Accountant's Compilation Report

Heritage Ed.

Statement of Cash Flows

For The Fiscal Year Ended September 30, 2018

Cured During Remedy Period

Cash flows from Operating Activities	
Change in net assets	0
Net cash provided by operating activities	0
Net increase in cash and cash equivalents	0
Cash and cash equivalents, October 1, 2017	0
Cash and cash equivalents, September 30, 2018	0

See Accountant's Compilation Report

CALLOWAY, STINSON & CO., P.C.
CERTIFIED PUBLIC ACCOUNTANTS
8554 KATY FREEWAY, SUITE 110
HOUSTON, TEXAS 77024
713-468-4133
FAX: 713-468-2580

JEAN M. CALLOWAY, CPA
RICHARD M. STINSON, CPA

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TEXAS SOCIETY OF
CERTIFIED PUBLIC ACCOUNTANTS

To the Board of Trustees of
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Respectfully submitted,

Calloway, Stinson & Co., P.C.

Calloway, Stinson & Co., P.C.
Certified Public Accountants

Houston, Texas
February 12, 2020

Heritage Ed.

Statement of Financial Position

September 30, 2017

Cured During Remedy Period

TOTAL ASSETS	0.00
TOTAL LIABILITIES & NET ASSETS	0.00

Heritage Classical Academy

440k

See Accountant's Compilation Report

Heritage Ed.

Statement of Activities

For the Fiscal Year Ended September 30, 2017

Operating Revenues & Gains	
Return of Contributions:	
Corporate, foundation & individual giving (return of contributions)	($596,786)
Total Return of Contributions	($596,786)
Total Operating Revenues & Gains	($596,786)
Operating Expenses	
Supporting Services	
Management & General	$1,656
Total Supporting Services	$1,656
Total Operating Expenses	$1,656
Change in Net Assets from Operations	($598,442)
Net Assets, October 1, 2016	598,442
Net Assets, September 30, 2017	$0

See Accountant's Compilation Report

Heritage Ed.
Statement of Cash Flows
For The Fiscal Year Ended September 30, 2017

Cash flows from Operating Activities	
Change in net assets	($598,442)
Net cash provided by operating activities	($598,442)
Net increase in cash and cash equivalents	($598,442)
Cash and cash equivalents, October 1, 2016	598,442
Cash and cash equivalents, September 30, 2017	$0

See Accountant's Compilation Report

Heritage Ed. has not had a professional audit conducted and therefore does not have an Audit Report. Attached are its most recent financial documents.

Heritage Ed.
Balance Sheet

	Dec 31, 19
ASSETS	
Checking/Savings	
SouthTrust Bank	13,345.90
Total Checking/Savings	13,345.90
Total Current Assets	13,345.90
TOTAL ASSETS	**13,345.90**
LIABILITIES & EQUITY	
Total Current Liabilities	0.00
Total Liabilities	0.00
Equity	
Total Equity	0.00
TOTAL LIABILITIES & EQUITY	**13,345.90**

Attachment 35: Credit Report

Provide a copy of the sponsoring entity's credit report dated within the last six months. If the entity was incorporated prior to January 1, 2018, 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, 2018, a credit report is not required. Instead, the applicant shall provide a statement on this attachment attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2018."

HERITAGE
CLASSICAL ACADEMY

January 17, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX. 78701

Re: Heritage Classical Academy — Credit Report

Dear Commissioner Morath,

I am writing to provide some context to the attached Dun & Bradstreet credit report. First, as a reminder, the credit report is in the name of EnterpriseU. We changed the name of our nonprofit corporation about a year ago, and the name change has not yet found its way into Dun & Bradstreet's information system.

In addition, I wish to point out that there is virtually no credit information in the report. All the data fields are marked "unavailable" because Heritage Ed (formerly EnterpriseU) has not conducted much business and certainly never borrowed any money. Unfortunately, when there is no data, their system starts making assumptions, which results in a low credit score and an unfair prediction of credit risk.

Today Heritage Ed is a nonprofit company with several thousand in cash in a checking account, over $1 million in pledges, and zero liabilities. Nevertheless, the credit report looks awkward because of a lack of credit history and virtually no business activity.

Sincerely,

Stuart D. Saunders
President

COPYRIGHT MATERIAL

8 pages have been withheld

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

Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ

Provide 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.

990 FORM

PAGES 467 to 492 = 26 PAGES

UNDER SECTION 6103 & 6104 OF U.S. CODE TITLE 26

26 PAGES HAVE BEEN WITHHELD

Attachment 37: Plan for Insurance Coverage

Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.

USI PROTECT. MANAGE. GROW.

USI Southwest
9811 Katy Freeway
Suite 500
Houston, Texas 77024
Main 713-490-4600
Fax 713-490-4700

January 6, 2020

Mr. Stuart Saunders
Heritage Ed. (Heritage Classical Academy)
602 Sawyer St. Suite 720
Houston, TX 77007

RE: Estimated Insurance Premiums

Dear Mr. Saunders:

Highlighted below are estimated annual insurance premiums for Heritage Classical Academy for the insurance that your Board plans to secure should the new school be approved for a charter in September 2020. These premiums are based on similar operations with comparable profiles. They are based on current insurance market conditions which vary.

1. General liability - $1,000
2. Sexual and Physical abuse liability - $1,000
3. Non owned auto - $400
4. Umbrella - $1,500 for $1 million ($750 for each million above the first excess)
5. Professional liability - $1,500
6. Director's & Officers liability - $691 (currently in place)
7. Property - $1,500 (.30 per $100 on $50,000 contents)
8. Workers compensation - $3,770 - $5,940 (based on $943,000 in payroll)

Additional premiums will be required for building coverage which cannot be estimated until a facility has been leased.

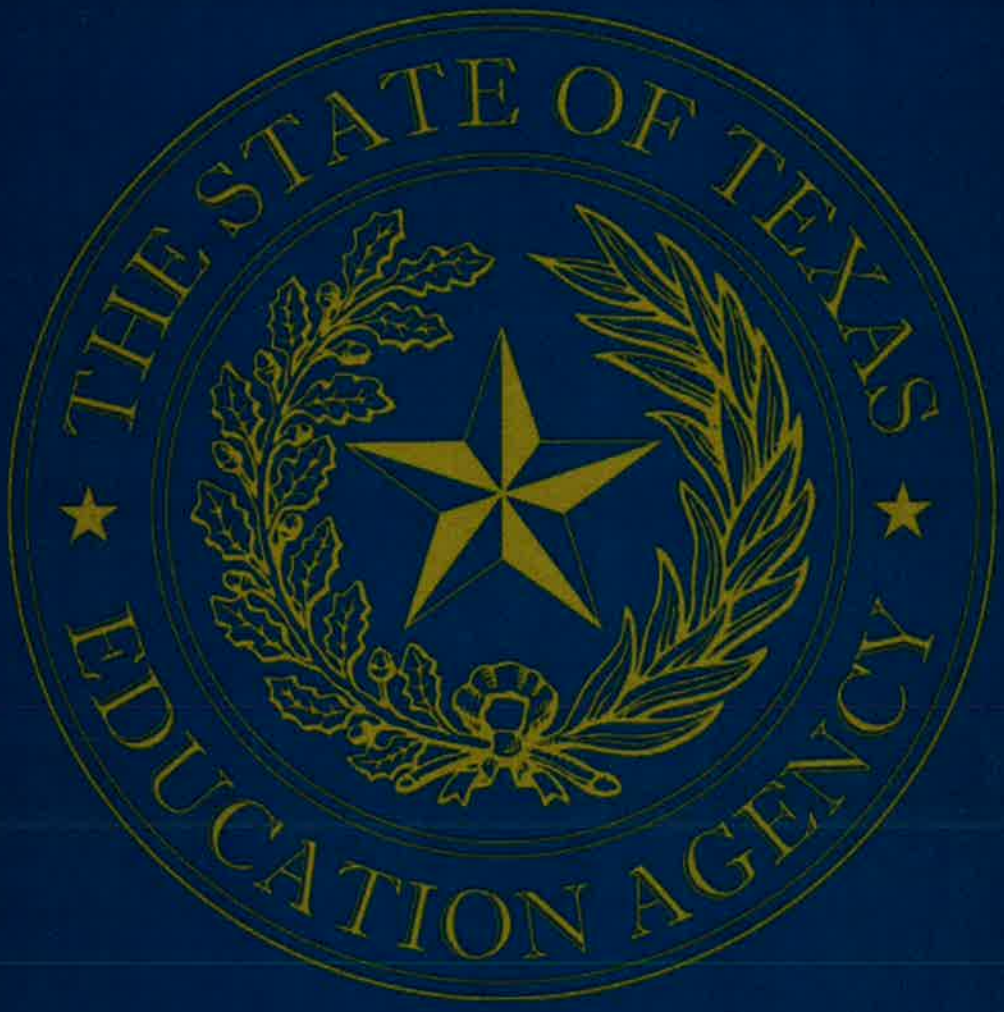
Please let me know if additional information is needed.

Sincerely,

Kirk Jelinek
Senior Vice President

GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



SPECIAL ASSURANCES

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

Sponsoring Entity: Heritage Ed, a Texas nonprofit corporation

Proposed Charter School Name: HERITAGE CLASSICAL ACADEMY

The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.

I. Open Meetings Requirements

CH 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.

CH 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

CH 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

CH 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 62.001(5) Code of Criminal Procedure.

IV. Annual Training Requirements

CH 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

CH 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

CH 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: HERITAGE ED.

Proposed Charter School Name: HERITAGE CLASSICAL ACADEMY

VII. Admission and Enrollment

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.

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.

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.

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.

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)

The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment 6 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

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.

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: HERITAGE ED

Proposed Charter School Name: HERITAGE CLASSICAL ACADEMY

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: HERITAGE ED

Proposed Charter School Name: HERITAGE CLASSICAL ACADEMY

I, the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.

STUART SAUNDERS
Printed Name of Sponsoring Entity Board Chair

Signature of Sponsoring Entity Board Chair

1-17-2020
Date