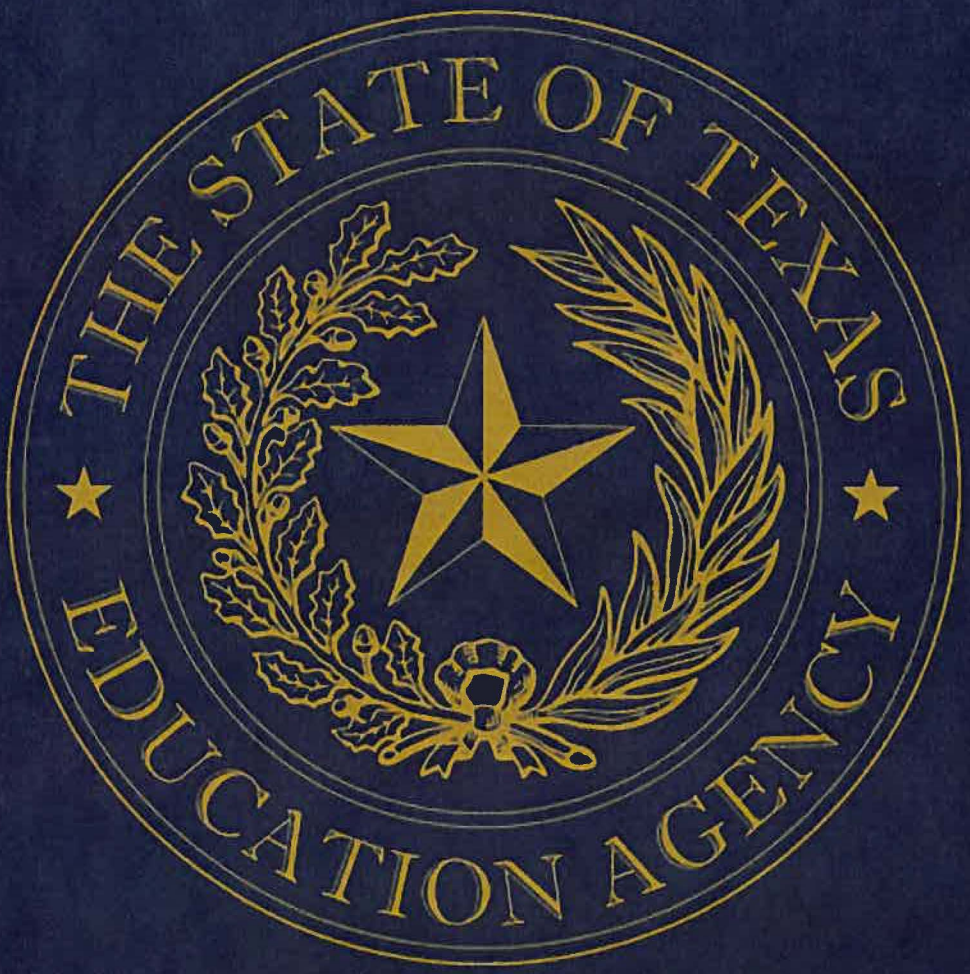
GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



RESPONSES AND ATTACHMENTS

Proposed Charter School Name: Houston School of Technology

Sponsoring Entity: Newman-George International Education Organization

RFA: 701-19-113

SAS: 566-19

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Applicant Checklist

Use this checklist to ensure the application is complete. In the third column, write "yes" to indicate that each section has been included in the Application Package.

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 and Development	Talent Management	yes
	Professional Development and Evaluation	yes

Sections	Required Elements	Complete (yes/no)
	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	yes
	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	yes

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 29: Evidence that Facility Has Been Secured	yes
	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	
Houston School of Technology	
NAME OF SPONSORING ENTITY	
Newman-George International Education Organization	
The sponsoring entity is a:	☒ 501(c)(3) Nonprofit Organization ☐ Governmental Entity ☐ College or University

1. As **Attachment 1 and 2**, submit Articles of Incorporation for the sponsoring entity and proof of non-profit status and tax-exempt status, as applicable.

   Please see **Attachment 1**, Articles of Incorporation of the sponsoring entity, Newman-George International Educational Organization. **Attachment 2**, 501(c)(3) Determination Letter will be furnished before May 15, 2020.

2. 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: _____

   * If the answer is yes, the applicant must complete the CMO Addendum.

I. PRIMARY CONTACTS

	Applicant Team Lead	Proposed Superintendent	Proposed Board Chair
Name	**Sarah Stanley**	**TBA**	**Sarah Stanley**
Mailing address	**5727 Carta Valley Ln., Richmond, Texas 77469**	**TBA**	**5727 Carta Valley Ln., Richmond, Texas 77469**
Email address		**TBA**	
Phone number	**713-443-0621**		**713-443-0621**

3. As **Attachment 3**, submit the information session registration form to document that at least one governing board member from the sponsoring entity attended the session.

   Please see Attachment 3, the information session registration form as proof of attendance of a governing board member of Newman-George International Educational Organization. Also note that Sarah Stanley and Dr. Sheba George, members of the Application Lead Team attended this information session.

II. CHARTER SCHOOL INFORMATION

Grade level(s) served in Year 1	Kindergarten to 3rd Grade
Number of students served in Year 1	150
Grade levels served at capacity	Pre-K to 12th Grade
Number of students served at capacity	1500
Number of campuses requested	1
Number of districts within geographic boundary	21

Note: The information in this table should align with the data in the Targeted Community and Anticipated Student Population section of the application.

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:**
Fort Bend, Richmond

III. GOVERNANCE/LEADERSHIP

Number of Board Members	9
Chairperson of the Governing Board	Sarah Stanley
Chief Executive Officer of the Sponsoring Entity	Sarah Stanley
Superintendent of Proposed Charter School	TBA
Board Member Who Attended Applicant Conference	Betty Sims

Note: The information in this table should align with the list of board members in the Board Structure and Qualifications section of the application.

IV. APPLICATION TEAM MEMBERS

4. For all members of the applicant team, list their names, current position, and position or role in the proposed charter school. (*Add additional rows as needed.*)

Full Name	Current Job Title and Employer	Position or Role with Proposed Charter School
Sarah Stanley	CFO, Grace Software, Inc.,	Board President, CEO
Dr. Sheba George	Superintendent, Newman International Academy of Arlington	Board Vice President
Janet Singleton	Benefits Coordinator, Fort Bend ISD	Secretary
Betty Sims	Assistant Superintendent, Newman International Academy of Arlington	Board Member

5. Identify any individual(s) or organization(s) that prepared, assisted, and/or provided **professional** advice on the contents of the application herein.

Name of individual or organization	Was this individual/organization paid?	
Geoff Cherry	Yes ☐	No ☒
J.B. Morgan	Yes ☐	No ☒
Gideon Stanley	Yes ☐	No x☐
Donna Hart		No x
Josiah Jerome		No x
Colette Franklin		No x
Alison Zacharias		No x
Jenny Gondeiro		No x
Cherith Long		No x
Ana Voldavinos		No x
Matt Antkowiak		No x
James Chavez		No x
Kristen Stock		No x
Johanna Jacob		No x

Attachments

- 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.

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

School Overview

Executive Summary

Proposed Community:

Greater Houston: An interest that was brewing over the last 6 years among 300 families spread over 13 Churches in Greater Houston has resulted in this endeavor to start a charter school to meet the needs of alternative school choice in this region and for this community. This community covers many homeschooling families, diverse cultures that are looking for an intercultural celebration, more than 40% of economically disadvantaged students, and schools ranging from low performance to high performance ratings in 21 districts that covers rural, suburban and urban strata of the society.

Pioneers, the Board and School: Sarah Stanley and her husband, Gideon Stanley, who have worked in the Greater Houston area as youth ministers and pastors for more than 20 years, are the main pioneers in the efforts to establish Houston School of Technology. They have been ministering to children and youth, rescuing young people from jails and juvenile homes, and have worked with a passion to start a charter school in their community. Under Stanley's leadership, the Houston community of parents and educators, following the demands expressed by the community, began to research charter schools. In the process, they visited Newman International Academy in Arlington, observed its operations and chose Newman Academy's educational philosophy and model. They requested the Newman Board and administrators to help mentor the prospective charter school leaders of Houston. Ms. Stanley also gathered other educators (apart from those serving at Newman Academy) and community leaders to establish the Board, Newman-George International Education Organization, and the school, Houston School of Technology. The relationship between Newman International Academy of Arlington and Houston School of Technology is strictly based on mentorship. The name "Newman George" was given to the Board to honor the Houston community's wish to embrace Newman Academy's philosophy and model of education.

Efforts and Preparation of the Community: This community of Greater Houston is prepared for the establishment of Houston School of Technology as it has (a) assessed and researched the needs and desires of its families for alternative choice of education, (b) it is prepared and equipped to be innovative and creative in meeting such needs through the support and help of successful charter school educators, and (c) it has the potential to enable its students to excel in the areas of technology, college and career, and help students to love learning and become inventors in the field of science and technology.

Educational philosophy of the application team and an explanation of how that philosophy aligns with the school's mission, key design elements, and innovative design: A Pre-K through 12th Grade model with an emphasis on technology and science, and hands on projects that makes studies meaningful and encourages students to be scientists and inventors will be the model of the Houston School of Technology. A student-centered learning that produces life - long learners bound to succeed in college and career; a project and research-based education with character development and value-based education as its center; an integrated and innovative learning that stirs the curiosity of the student and allows critical thinking, computational and creative thinking; discipline with nurture and care that shapes the will without breaking the student's spirit and

upholds his or her dignity without making him or her narcissistic; well-rounded education through emphasis on fine arts, athletics; classical education as may be experienced through chess, debate, C.S. Lewis and the classics; STEM introduced through robotics and cybersecurity at an early age to produce inventors, scientists and cyber professionals; without making robots of humans; technology - aided collaborative learning environments that will not replace traditional instruction, but will supplement, scaffold and model positive behaviors; skills and interests in STEM disciplines, a belief that every child is gifted and differentiated education is paramount; parental involvement that makes school a home for children, and a celebration of diverse cultures that brings appreciation for American life, education and heritage is the crux of Houston School of Technology's educational philosophy.

The philosophy, key design elements and innovative design of HST will lead every student to be a leader in his/her field of interest and gifting. Irrespective of the economic, cultural and social background, the student will have an opportunity even from an early age to translate his/her learning into inventions in the field of science and technology. In this way, scientific and technological competence adapted will overcome the shortage of prized STEM skills, bridge the gap to the demand in the STEM workforce and allow the students of HST to get an early exposure to persist in STEM programs and potentially careers of the like. Success in college and career will be accomplished when a STEM focused curriculum and instruction from Pre-K to 12th grade is woven into study of all subjects.

Capacity of the proposed board and superintendent to successfully open and operate a high quality charter school: The Newman-George International Education Board (NEIO) is comprised of nine individuals whose experiences include establishing and operating a successful charter school; serving as community leaders; working with children and youth; starting and operating educational institutions locally and globally; restoring lives and raising leaders in school, college and military arenas; serving in legal and financial leadership positions of organizations, industries or schools, and teaching in school and collegiate levels with a focus on curriculum and instruction. This Board is committed to the cause of education and children, and is equipped to operate a high quality, model school that will excel in academic, financial and governance aspects of a school operation. The board members are Sarah Stanley, Janet Singleton, Betty Sims, Dr. Sheba K. George, Dave Roever, J.B. Morgan, John Yerby, Lisa McFarland and Dr. LaVerne Raine.

The Board is in the process of identifying a superintendent who will understand the culture of home-schooled students, have the heart and commitment to work with students of diverse cultures and economically disadvantaged students, and be qualified and skilled for the erudite and rigorous, college and career 'prep,' science and 'high tech – focused' educational environment of Houston School of Technology.

Explanation of how the model will effectively serve students in the proposed community: With no charter school for the general student population in a fifteen - mile radius of Richmond and Rosenberg, with 1500 homeschoolers residing just in the Fort Bend area, with 43% of Hispanic students living in the proposed occupied location, and with 42% of economically disadvantaged students in this region deserving a Title I charter school, the Houston School of Technology is the solution for many families that are demanding innovative high quality choice of education.

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 ☐x

1. Tables in the Geographic Boundaries section are complete.

2. Tables in the Enrollment Projections section are complete

3. Rationale for number of campuses requested: HST requests one campus to begin with, so growth and development may be synonymous with excellence. At HST, more student numbers do not mean more funding, but that more students' lives are being touched to become the men and women they must become - more scientists, more responsible leaders and citizens, more inventors. In order to build a quality program, HST desires to start small and begin with 150 students the first year. So, one campus will be sufficient the first year.

4. Proposed enrollment projects: HST will start with Kinder to 3rd grade the first year and add 4th, 5th and 6th grades the second year, 7th grade the third year, 8th grade the fourth year and 9th grade the fifth year to ensure a sure and steady development and growth in the areas of curriculum, instruction, personalized education, discipline, rigor and rating that match its vision. Growing too soon too quickly may not help with having a quality program. Smaller number of students and fewer grade levels in the beginning years will enable HST to lay a strong and lasting foundation for a great educational program that will eventually accommodate many campuses and students. A culture of character, discipline, respect, honor, service and excellence may be best cultivated in students at an early age. So, starting with the elementary students who will grow with the school would mean growing a HST culture from its grass root levels.

Growth plan: Therefore, projected enrollment for the first year for Kinder through 3rd grade is 150. Although there are nearly 300 families that have requested a charter school and are eager to see the start of Houston School of Technology, not all families have children in Kinder-3rd grade. The following year, the number will grow to be more than 300. The third and fourth year will be important years of growth for HST as middle school will be added and the numbers will grow to 600 and more than 1000, respectively. The fifth year, HST hopes to reach its full capacity of 1500 students. Additional campus/campuses may be needed to meet student needs after the third year.

5. Tables in the Demographic Projections section are complete

6. Proposed campus location: The first proposed charter campus will be in the Richmond area. This area is centrally located within the Fort Bend County and is easily accessible to families from all other selected districts. Richmond alone has an elementary population of more than 17,000

including students in private and public schools (https://elementaryschools.org/directory/tx/cities/richmond/), and there is not one charter school for general education population in a 15 mile radius.

Why these geographic locations were selected? Apart from the reason that the families within these boundaries have expressed an interest and demand for an alternative school choice and that the applicants are connected to this community, these boundaries were also selected for the following reasons:

- These districts that are selected have some of the fastest growing populations of the country. Some of these districts are situated in and around these fastest growing districts. Fort Bend County's population will increase by 368% or more than 2.1 million people by 2050 according to *new projections* by researchers at the University of Houston's Hobby School of Public Affairs.
- Richmond--Rosenberg is in the very center of such exponential growth in population.
- The county southwest of Houston is projected to experience the fourth-highest growth in the state in raw numbers behind Harris, Collin and Denton counties, and the third highest in percentage terms behind Hays and Collin counties. Fort Bend County's population now is about 700,000 (www.chron.com/neighborhood/fortbend).
- There is a significantly large home school population in the Fort Bend County Region. Many of these families have either left or never entered the public-school system, because they desire a better academic education and environment for their child. According to the "U.S Department of Education's National Center for Education Statistics (NCES), the highest rated reason parents choose to home school is the negative environment of their child's public school." https://nces.ed.gov/pubs2020/2020001.pdf
- Sugar Creek Christian Home Educators serves more than 300 families. According to their web site, they serve "members residing in Houston, Missouri City, Richmond, Sugar Land, and neighboring communities" (https://www.homeschool-life.com/996/). The Katy Association of Christian Homeschoolers serves 400 families, https://kachconnect.com/. These two home school associations alone represent a minimum of 1500 children in the Fort Bend county region.
- There are schools that are low performing, and the low performing students of these schools may advance in learning with a more personalized and nurturing environment that HST will offer. Lamar CISD has four schools with low academic ratings of D and F. Alief ISD has four schools with unacceptable performance ratings as well.
- These are realistic attendance boundaries mainly because families in these counties have expressed their demand for a charter school. About 300 families have signed to request a charter school. They are even willing to drive many miles to bring their children to a safe, value-based school where their children will develop intellectually, emotionally, socially and morally. A parent of Newman International Academy of Arlington (a charter school that serves more than 60 districts) says that she drives one hour each way for an education that is valuable to her child.
- Most of the anticipated students of HST will be from the Fort Bend county, namely the cities of Richmond, Rosenberg, Fort Bend, Katy, Sugar Land and Missouri City areas.

- The campus will be located in Richmond which is fairly a central location to all the districts that HST will serve.
- The multicultural appreciation that HST would like to cultivate in the students is best suited for this location in Richmond and the surrounding districts that are ethnically diverse.

Student Populations and their needs: HST, on the one hand, will have the opportunity to serve 42% of economically disadvantaged students, 13% of English learners, and 45% of at-risk students, and on the other, also serve students who are high performing, affluent and self-motivated. HST will endeavor to reduce disparity and make every child successful according to its mission.

As stated above, these districts have a high concentration of home schooled children whose parents are looking for a safe, private-school environment, a home away from home for their children. So they are interested in what a charter school can offer – a free, rigorous, disciplined and nurturing citadel of learning. HST will be that citadel for them. The other top reasons parents choose to home school are dissatisfaction with academic instruction, desire to provide moral and/or religious instruction, and a desire to provide a non-traditional approach of learning. (https://www.calverteducation.com/should-i-homeschool/top-5-reasons-parents-homeschool-kids).

The Houston School of Technology with its intention of creating a safe, nurturing environment, rigorous academics, and also a value based education with weekly sessions on character development will address many of the home - school population's interests and priorities for their children's education. Every child of HST regardless of income and ethnicit, will deserve an opportunity to be prepared with 21st century skills for future STEM careers, encouraged and made aware the need for minority representation in STEM and the historical realities that have created the gap. Students of color and underrepresented communities of Houston School of Technology will engage in strategic mentoring interactions through STEM mentoring programs (via core teaching and advising) that contributes positively to persistence in STEM fields.

7. **Targeted Community**: The targeted community that Houston School of Technology will serve includes the 21 districts of Alief ISD, Aldine ISD, Alvin ISD, Angleton ISD, Columbia-Brazoria ISD, Cypress-Fairbanks ISD, Damon ISD, Fort Bend ISD, Hempstead ISD, Houston ISD, Katy ISD, Klein ISD, Lamar CISD, Needville ISD, Pearland ISD, Royal ISD, Spring ISD, Spring Branch ISD, Stafford MSD, Tomball ISD and Waller ISD. These districts are in the following heavily populated and growing counties/cities: Fort Bend, Rosenberg, Richmond, Houston, Harris, Brazoria, Lamar, and Waller respectively.

Why this community was chosen: This is the targeted community that HST will serve if granted a charter, because there is a need for a carter school in this location - a charter school that will meet the challenges and needs of students. There are 1500 home schooled students just in the Fort Bend area, 43% of Hispanics students and 42% of economically disadvantaged students that need a Title I alternative school of choice. This community was also chosen because it has been expressing an interest in alternative educational choice for the last six years and worked towards the goal of obtaining a charter. Members of this community have shown their proof of support to the start of this charter school in attending the Public Hearing Meeting and enthusiastically voicing their ideas.

This community has been part of the planning process for the establishment of Houston School of Technology. HST hopes to serve the children of this community well, a community that has expressed a demand for a charter school.

Demographic projections: This community is culturally diverse. HST, if approved, may have a cultural mosaic of 20% of African American students, 44% of Hispanic students, 28% of White students, 0.4 % of American Indian students, 7% of Asian students, 0.1% of Pacific Islander, 42% of economically disadvantaged students, 13 % of English Learners, 45% of at-risk students and 8.5% of special needs students (schools.texastribune.org/districts). The demographics of the school will lead to a celebration and understanding of cultures. The high percentage of at-risk students and economically disadvantaged students will give HST an opportunity to serve them. HST will also "create professional opportunities that attract new teachers to the public school system" serving the 21 districts throws open an avenue for a generation/generations of young men and women who will become successful in college and the world marketplace especially in the fields of science and technology as they go through the portals of HST irrespective of their color, race and economic backgrounds.

The Applicant's Current Connections to the Community: The pioneers in the project of establishing Houston School of Technology are Pastors Gideon and Sarah Stanley. Their focus has been to provide opportunities for children and youth to be successful in schools and colleges, and even restore young lives from prisons, jails and juvenile centers. They have served as community leaders mainly in Richmond, Rosenberg, Sugarland and Missouri City and also in other parts of Houston. As a result of (1) working in and for Greater Houston for more than 20 years with churches and families, (2) committing themselves to starting a charter school that meets the needs of the families, communities and churches they work with, (3) working with educators and community leaders who have been part of a successful establishment and operation of schools including charter schools, and (4) being instrumental in establishing a Board that has the "capacity to open and operate a high - quality charter school," (Generation 25: Application Instruction and Guidance, p. 21), and (5) having done research and analysis on needs, challenges and desires of families regarding schooling of their children, Sarah Stanley and the Houston team have identified the above mentioned geographic boundaries and the student population that needs Houston School of Technology.

HST's ability to serve the targeted community: The capacity of HST to provide high quality learning experience to students from Pre-K to 12th grades are rooted in the following features:

- A very supportive and involved community and parents
- A Board that is dedicated to the cause of education and serving children
- Members of the Board who are experienced and skilled in the field of education and community service
- Mentors like administrators of Newman International Academy who have been in charter school operation for 9 years and with excellence. They have the same mindset of serving students sacrificially and with excellence
- A team of educational leaders and educators who are equipped for the task
- An attitude of serving the students with commitment and dedication

- A belief that all children are gifted and that the school must identify the gift, feed it and help students to develop it
- A sound, innovative and creative educational plan with an increased emphasis in STEM
- An educational philosophy that is student centered
- A skillset and mindset to help low performing students
- A spirit of excellence

These features of HST will enable it to serve its targeted community with excellence. The students will have positive school experience, imbibe a love for learning and show improvement in learning. In line with HST's vision and mission, it will help students to appreciate and understand all cultures amidst ethnically diverse population. HST will emphasize character development, rigor, college, career and military preparation. Its thrust will be in the area of science and technology from the very early years of learning. HST will continue to give importance to parental and community involvement.

8. More unique features of HST:

- HST will provide a home away from home for home schooled children who will taste public school setting, pay no fees and yet have a promising college, career and STEM focus.
- HST will offer a low student- teacher ratio unlike most public school settings.
- HST will draw all strata of the community from rural, urban and suburban areas from 21 districts unlike a public school ISD that can draw students only from one district.
- HST will have a curriculum that is fashioned to match its mission and vision
- HST will partner with organizations that provide Before and After School care for the convenience of the families and also to provide a safe haven to children where their talents are nurtured, hungry children are fed through free meal programs (like Purple Heart, etc.), and tired parent's needs are met as their children finish homework before going home.
- HST will give priority to safety. Its culture is a culture of safety as students will be taught to respect one another and authority. Teaching students about keeping the environment safe, staying safe by being aware of their environment will be important to the safety of students along with implementing SB 11 regulations.
- HST will offer a research-based and project-based curriculum starting at the Pre-K level with an emphasis in science and technology. The STEM curriculum will be woven into all core subject courses and co-curricular courses. The culmination of this curriculum will be seen in graduating students who are ready for college, career or military. They will be leaders, inventors, entrepreneurs and marketplace leaders.
- HST will offer its students, a collaborative curriculum integrating robotics, computer programming, cybersecurity and aerodynamics right from early childhood education to support the development of a range of cognitive and social milestones for its students and also foster their computational thinking. Integration of technology with relevant curricula will foster competence in problem solving and solution design without jeopardizing traditional instruction and human interaction.

- HST will raise well - rounded individuals with chess, debate, C.S. Lewis and the classics, robotics and cyber security classes as part of their weekly schedule. Athletics will make them men and women of stature and draw out the champion in them. Enrichment classes like PE, music, drama, band, Civil Air Patrol, mentorship classes, civics and college preparation, warrior education involving advance tactical training (in their senior year) will enhance their education beyond what just core subjects can do. They will be prepared for life and career including military service (if they desire it), and they will also be appreciative of the arts if they do not become artists themselves.
- HST will place much emphasis on the learning of foreign languages starting at an early age. Apart from developing brain power, better understanding and appreciation of one's own language, learning of a foreign language bridges the gaps between cultures and nations preparing students to be leaders in their place of work and neighborhood.
- HST believes that education that does not prepare students for life to be an incomplete education. At HST, students in high school will do community service and jobs outside and/or inside school to earn credit (but no pay). A portfolio maintained as the student shadows a science teacher setting up and operating a lab will help that student be gainfully employed as lab assistant at college.
- HST will make scientists and engineers of even mediocre students who have no interest in anything except playing games on their phones or playing video games. A love for learning inculcated through connecting the day's lessons with the plants in the backyard or the math problem with mom's kitchen budget will lay the foundation for the rise of future scientists, and mathematicians.
- HST will place great emphasis on the discipline and character building part of education. When the root of discipline is love, children appreciate it and realize that they cannot do without it. Boundaries keep them safe, and they enjoy it once they are consistently allowed to taste its benefits. We have heard the saying, "Character is not ready made, but created bit by bit and day by day". Every day and every moment at HST will be a character building day and moment with teacher role models for the students to emulate, with rewards for good behavior and plenty of opportunities to "show off" good character. "When we train a child in the way in which he should go, he shall not depart from it when he is old" is another saying that HST will hold dearly while raising young people of wisdom, stature and favor.

These features will make HST unique and unparalleled. HST will stand apart serving its students with all the above mentioned features in one package. Thus, HST's "proposed model," "will provide students and families with an innovative, high - quality" education "that is currently not available in one package or in one campus within the proposed geographic boundaries."

Geographic Boundaries

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

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

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

Attendance Boundary	**Primary Attendance Boundary** (*if applicable*)
Aldine ISD	
Alief ISD	
Alvin ISD	
Angleton ISD	
Columbia Brazoria ISD	
Cypress – Fairbanks ISD	
Damon ISD	
Fort Bend ISD	
Hempstead ISD	
Houston ISD	
Katy ISD	

Number of charter school campuses currently operating within the occupied district:	1
Number of traditional school campuses currently operating within the occupied district:	46
Number of traditional school districts within ten miles of the proposed location:	1

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 x☐
School Name(s):	

Enrollment Projections

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

Enrollment Summary Table: Complete the following table for the charter school (not each campus), marking any grades not to be served with an "x". This table should be aligned with the Financial Plan Workbook.

Grade Level	Projected Number of Students					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
EE3	x	6	8	11	22	22
PK 4	x	10	72	144	198	198
K	30	60	80	160	180	180
1	40	60	80	160	180	180
2	40	60	80	160	180	180
3	40	40	60	100	160	160
4	x	40	60	100	120	120
5	x	20	60	80	120	120
6	x	20	60	100	120	120
7	x	x	40	80	100	100
8	x	x	x	40	80	80
9	x	x	x	x	40	40
10	x	x	x	x	x	x
11	x	x	x	x	x	x
12	x	x	x	x	x	x
Total enrollment	150	326	600	1135	1500	1500
For the projections below, specify by campus						
Students per classroom	15-20	6-19	8-20	11-25	11-25	11-25
Number of classrooms	9	17	32	58	74	74

Demographic Projections

Provide the anticipated demographics (as percentages) for the first proposed charter campus as well as current demographics for the Occupied District and two Contiguous Districts.

NOTE: The term Occupied District refers to the traditional school district in which the first proposed charter campus will be located. Contiguous District 1 and 2 must be contiguous to the school district in which the first proposed charter campus will be located.

	First Proposed Charter Campus	Occupied District	Contiguous District 1	Contiguous District 2
Name	Houston School of Technology	Lamar CISD	Alief ISD	Fort Bend ISD
African-American	20%	19.4%	29%	27.3%
Hispanic	44%	43.4%	53.1%	26.3%
White	28%	27.3%	4%	16.7%
American Indian	0.4%	0.3%	1.1%	0.4%
Asian	7 %	6.8%	12%	26.1%
Pacific Islander	0.1%	0.1%	0.1%	0.1%
Two or More Races	2.8%	2.6%	0.6%	3%
Economically Disadvantaged	42%	41.3%	79.7%	37.3%
English Learners	13%	13.0%	44%	15.8%
At-Risk	45%	43.9%	77.8%	42.9%
Gifted/Talented	8.5%	8.2%	4.4%	7.3%
Special Education	8.5%	8.8%	7.3%	7.7%

(https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/Texas_Academic_Performance_Reports)

Community Engagement

Enter narrative response to the prompts in this section of the application. *Reference **Attachments 4-6** in the response.*

1. Under the leadership of Sarah Stanley, President of the Board of Newman-George International Education Organization, parents, educators, churches and community leaders have come together in the last six years to discuss the need for alternative school choice in the Richmond, Rosenberg, Sugarland, Missouri, Fort Bend and the surrounding areas. In the process of researching and analyzing suitable culture, philosophy, curriculum and mentors for the Houston charter school endeavor, the Houston community approached Betty Sims and Dr. Sheba George, administrators of Newman International Academy of Arlington (now members of the Board of Newman-George International Education Organization that Sarah Stanley chairs) to support and help its cause.
The Houston community embraced the culture and philosophy of Newman International Academy, as it best addresses the needs and desires of the Houston community that is applying for the Charter. So Betty Sims and Dr. Sheba George were involved with the efforts of the Houston community to start a charter school for the community that sincerely yearned and worked for a charter school. Thus, they became a part of this endeavor for many years and have seen Sarah Stanley and her team of parents and educators hold several meetings to start a charter school in Greater Houston.

Ms. Stanley, Betty Sims and Dr. George (members of the application lead team) continued to be a part of the Houston Charter School endeavor and attended various church and home meetings in the last few years. Some of the parents who plowed the ground for a charter school endeavor were present at the December 2019 Public Hearing meeting. From being "interested parents and enquiring folks", they had now become partners manning the doors and sign-in tables.

At all these meetings, parents signed in to show interest and demand for a charter school in the Greater Houston area. Many leaders of churches, parents and educators participated and discussed the need for a charter school that embraces a philosophy like Newman International Academy of Arlington in the following meetings:

November 17, 2015, 10:30 a.m. at 5727, Carta Valley Dr. Richmond, Texas 77469

November 17, 2015, 1:00 p.m. at Ashford Community Church, 2100 Eldridge Parkway, Houston, Texas 77077

November 17, 2015, 6 p.m. at 5727, Carta Valley Dr., Richmond, Texas 77469

(Please note that references to these meetings are made only to point out the many years of effort on the part of the Houston community to establish a school, their continued interest in this project, and support of the community members and potential parents of students. Some of these parents who attended the 2015 meetings served as greeters and helpers in the Public Hearing Meeting of December 2019!).

As community engagement and outreach strategies, meetings were also held with community and church leaders who expressed challenges for their children and youth in public school. They felt that public ISDs were not value-based enough for them, while they felt the homeschool settings was not "public" enough for them. Letters and emails were sent out to interested families and organizations to participate in these meetings. There were no flyers or mailers sent at this point on behalf any school name as Ms. Stanley, Ms. Sims and Dr. George were drawing input from the community and encouraging them to be engaged in the process of acquiring a charter or at least having a charter school campus.

Leaders, parents and educators have attended Newman International Academy's professional development meetings, professional learning community gatherings, special events and administrative meetings to learn and understand the process of starting a charter school. Since a number of families involved in this endeavor are home schooling their children, they fell in love with Newman International Academy's culture and philosophy that provides a safe haven for home schooled children. Newman Academy's administrators have agreed to serve as mentors to the educational and operational team of Houston School of Technology.

A Public Hearing Notice **(See Attachment 6)** was published in *Fort Bend Herald* on November 27, 2019, and a Public Hearing Meeting was held on Dec 8, 2019. The meeting was well attended by parents, educators, pastors, community leaders, and also a member of the Texas State Board of Education and Texas State Legislature. The meeting witnessed great parent involvement and sound board input.

This community is not only engaged but also prepared for the establishment of Houston School of Technology as it has (a) assessed and researched the needs and desires of its families for alternative choice of education, (b) it is prepared and equipped to be innovative and creative in meeting such needs through the support and help of successful charter school educators, and (c) it has the potential to enable its students to excel in the areas of technology, college and career, and help students to love learning and become inventors in the field of science and technology.

As a result of several years of interaction with the community and also current and continued significant board/applicant team's involvement with the planning and implementation of outreach activities, and advertising and social media campaigns **(See Attachment 4** for advertising material), the demand of the community is currently evidenced in (1) the nearly 300 signatures of families that are looking forward to the start of HST, (2) in the 40 families that were present in Public Hearing Meeting with eagerness, enthusiasm and questions that pertained to the establishment, growth and development of a fine school as well as the success of its students, and (3) the pledges from individuals and entities to support the vision and development of the school. **See Attachment 4.**

(c) Considerations for any barriers to engagement for parents and families: Several families contacted to say that the advent of the Christmas season kept them from attending the meeting.
2. Parents and community members have,

(1) Attended community engagement meetings showing their demand and interest in a charter school (2) Organized or helped with the organizing of community engagement meetings and the Public Hearing Meeting held on December 8, 2019. (3) Helped with marketing and advertising, and social media campaigns (4) Opened up their homes and Churches for meetings (5) Offered to lease facilities or look for facilities for school operation (6) Discussed the start and operations of a charter school (7) Assessed and researched the need for alternative choice of education (8) Attended Newman International Academy's professional development meetings, professional learning community gatherings, special events and administrative meetings to learn and understand the process of starting a charter school. They observed classes at Newman International Academy as well. (9) Showed support by providing nearly 300 signatures to mark their demand for a charter school (10) Participated in the Public Hearing Meeting on December 8, 2019 and asked insightful and meaningful questions, made suggestions for how their school should function and showed great enthusiasm about the prospects of acquiring a charter school in their desired area. (11) Thus, the parents and community members requesting a charter school have played a remarkable role in developing a plan for this proposed charter school.

3. Newman International Academy's Administrators – Betty Sims and Dr. Sheba George have agreed to mentor and volunteer their time. They are charter school leaders willing to mentor HST and its leaders.

4. The applicant team notified regarding Public Hearing Meeting, via certified mail, the members of the SBOE and the Texas State Legislature who represent the geographic area to be served by Houston School of Technology. The applicant team also notified the superintendent and board president from each school district located within the school's proposed geographic boundaries. **See Attachment 5, copy of certified mail receipts.**

SBOE Member and State Representative Lawrence Allen Jr., attended the Public Hearing Meeting. He addressed the gathering and gave very insightful information about the charter application and its requirements. He supported the community and its endeavor to start a charter school.

Sarah Stanley, Board President, spoke to SBOE member Matt Robinson over the phone. She said the conversation was productive.

5. List and describe all public meetings held to date to discuss the proposed charter school.

a. Date and location of each meeting: December 8, 2019, 5 p.m. at 710 E Hwy 90a, Richmond, Texas 77406

b. The number of attendees at this meeting: There were 60 people in attendance. 8 of them reside within five miles of the meeting location; 27 of them reside within ten miles of the meeting location, 25 of them reside within twenty miles or more of the meeting location.

c. Outreach efforts to promote each meeting: Letters, emails, announcements by pastors and ministers in churches, flyers distributed in churches and public meetings, and also distributed in neighborhoods, and social media communication were some methods used to promote this meeting.

d. Board members in attendance in each meeting:

- President, Sarah Stanley from Richmond, Texas
- Vice President, Dr. Sheba George, Arlington, Texas
- Secretary, Janet Singleton from Missouri City, Texas
- Betty Sims, Arlington, Texas

This Public Hearing Meeting **(See Attachment 6 for Notice of Public Hearing)** was very well attended with 60 individuals. The ethnic diversity of the gathering reflected the diversity that HST envisions to see and celebrate if the charter is granted. The presence of SBOE Member, Mr. Lawrence Allen Jr., encouraged the community greatly.

The agenda **(Please Agenda in Attachment 4)** included a greeting by the Board President, Sarah Stanley; an overview of charter schools and a note on the importance of community and parental involvement by Dr. Sheba George followed by a video of Newman International Academy's (Charter School in Arlington, Texas) start, growth and accomplishments. This introductory session was followed by a Q & A session. Parents and children had very meaningful questions pertaining to the charter school. **(Please see Attachment 4 for Public Meeting Protocol).** Mr. Allen Jr. addressed the people upon request from the community. He was delightful and very informative.

Strategies that made this Public Hearing Meeting well attended and successful were not just the marketing, advertising efforts and social media campaigns, but more importantly, the years of interaction with the community by leaders like Sarah Stanley, and mobilization of parent support culminating in parent involvement.

There were three official meetings held in November of 2015 in Richmond and the Houston area to mobilize support for the start of the charter school endeavor, get input from parents and plan for the start of the charter school. Please note that the agenda of these meetings held in 2015 are NOT included in Attachment 4, because they are referenced here only to (a) point out the years of labor of the Houston community to obtain a charter, and (b) to show the continuous and significant involvement of the members of this charter application team and members of the Board (Sarah Stanley, Betty Sims and Dr. Sheba George) in this effort to establish charter school. Reference to these meetings held in 2015 also prove that Richmond was the school location that the community was focused on for several years. These meetings were mostly held in Richmond as a number of families interested in a charter school for their children came from that area. Some of these parents showed up again for the Public Hearing Meeting in December 2019!

All meetings held between 2015 and 2019 were informal, home gatherings and discussions on Sundays in the fellowship hall of churches by involved and interested families. Sarah Stanley and her leaders kept the flame of interest alive. The movement among this community thus gathered momentum and has become the "community demand and support" for Houston School of Technology as we see today.

It will be an understatement to say that this applicant team has "built parent and community demand for the proposed school."

School Design

Mission, Vision, and Overview of School Design

1. Mission: Meet the needs of children and youth by offering an education in the context of American heritage that makes them successful nationally and globally in college and career by identifying and nurturing their gifts and raising them as a generation of young people who will be leaders of compassion and service, and innovators and inventors in all fields especially technology and science.

Vision: The vision of the Houston School of Technology is to raise young people of confidence, courage and success in all fields especially technology and science, so they can be national and global leaders, inventors and entrepreneurs who will be well-rounded individuals with discipline and character, and successful in college and career while serving their communities and families.

2. The mission and vision of Houston School of Technology was established in gatherings in homes, church fellowship halls and community engagement meetings over the last few years. As a result of leaders like Sarah Stanley (President of Board), educators, parents and community leaders gathering together to discuss the need for a charter school and what they would like for their children to experience at that school, the mission and vision emerged. Board members, Dr. Sheba George and Betty Sims, who were a part of some of the gatherings and community meetings, were able to formulate that mission and vision in accordance with the dreams and desires of the rest of the stakeholders. Other members of the Board, John Yerby, J.B. Morgan and Dr. Lavern Raine and Janet Singleton helped refine the mission and the vision of Houston School of Technology. The input of parents, community, faculty, staff, administrators and the changing needs of the students of Houston School of Technology (if the charter is granted) coupled with the continued commitment and involvement of the Board of Newman-George International Education Organization will "iteratively" refine "the school's mission, vision and values" in an on - going basis if the charter is granted.

3. Overview of School Design: A Pre-K through 12th Grade model of a minimum of 76500 minutes of school per year with an emphasis on technology and science, hands on projects that makes studies meaningful and encourages students to be scientists and inventors will be the model of Houston School of Technology. All subjects including core subjects of ELAR, Math, Science and Social Studies, and enrichment (elementary level) and endorsement/elective courses (secondary level) such as PE, music, drama, visual arts foreign language will have an interdisciplinary emphasis and a thrust on technology and science. For example, an English assignment will require students of 4th grade to describe the robot they put together in their science class. While the students learn to write in order to help the reader to "see," "hear," and "touch" the robot, they will also have an opportunity to fine tune their engineering skills they learnt in the robotics class.

Educational Philosophy:

The educational philosophy that this Houston School of Technology (HST) is embracing may be summarized in the following words:

- Curriculum, instruction and training of teachers will be focused on *stirring and creating curiosity and interest in science and technology in all disciplines of study.*
- *A collaborative learning environment adapting scientific and technological competence* to overcome the shortage of prized STEM skills, bridge the gap to the demand in STEM workforce by harnessing the transferrable and critical thinking skills of the students of Houston School of Technology
- *A cutting-edge STEM curriculum* relevant to current market trends by partnering with technological companies and educational institutions
- *STEM Education* that places an emphasis on computer aided learning, computer simulation and game-based curriculum supporting inquiry-based approaches to instruction, providing virtual laboratories and field learning experiences for the students of HST
- *Integrating robotics, computer programming, cybersecurity and aerodynamics* to support the development of a range of cognitive and social milestones for the students of HST and also foster their computational thinking. Integration of technology with relevant curricula will foster competence in problem solving without jeopardizing traditional instruction and human interaction
- *An emphasis on fine arts* will both keep students engaged in learning of core subjects and allow those students who are gifted in the area of visual and performing arts to be successful. *Fine Arts and Athletics* do much to make students *well - rounded individuals.*
- *Assessment and accountability go together with a love for learning at HST,* because every student is given an opportunity to rise up to his or her expectation and also given an "opportunity to show off" what he or she has learned. Testing becomes a joy, not a drudgery.
- *Emphasis on (a) learning in the context of American heritage, (b) appreciating and understanding the cultures of the world including that of North America, (c) preparation for life with an education focused on life, (d) learning to serve people in one's household, school, neighborhood, city nation and world* will be key to HST's education *as the "Heart of education is the education of the heart" (Newman International Academy Charter Philosophy). Raising national and global leaders begins at home and at school.*
- *Parents are the first educators of their children and partnership with parents will be key to the success of the students and the school.*
- *Rapid innovation and technological process are changing the way of Texas workforce and higher education must prepare students for this reality (http://www.60x30tx.com/). In this regard, HST higher education will provide students an efficient pathway to college and prepare them to be a part of a skilled and dynamic workforce.*
- *Critical thinking, creative thinking, divergent thinking and free thinking all go hand* in hand in HST philosophy of education.

- *Every child is gifted and differentiation of education is therefore important* at HST to meet the needs and gifting of every child, who with *the nurture, care and discipline that he or she is enveloped* with, will thrive to experience success.
- Believing in the students and helping them to see that someone believes in them will keep them from failing or dropping out. *As much personalized education as possible with a strong mentorship program* will help the students learn, improve and succeed academically, socially and emotionally.
- HST believes in providing *the best possible education for every child by creating a risk-free environment and opportunities to be a leader and an elite member in his or her community in the future.*

An explanation of how the educational philosophy aligns with the school's mission, key design elements, and innovative design:

The educational philosophy mentioned above aligns with the school's mission of helping students from all strata of the society to have an opportunity even from an early age to translate their learning into inventions in the field of science and technology. The school's mission of helping students be leaders and be successful in college and career will be accomplished when a STEM focused curriculum and instruction from Pre-K to 12th Grade is woven into study of all subjects, and students are encouraged even from elementary grades to look forward and prepare for college and career.

The key design elements and innovative design of the educational plan of HST as they relate to this philosophy include opportunities for students to be involved in robotics, computer coding, cyber security, aerodynamics and invention opportunities. Inquiry based pedagogical methods as hands – on projects, virtual laboratories, field learning experiences that will stimulate students' motivation and application of research skills would be incorporated into relevant disciplines of study, which will be important to fulfill the vision of Houston School of Technology.

This enables the students of HST to visualize, explore and formulate scientific and technological explanations and strengthens their understanding of open-ended problem solving, learning from failures and leading them to be creative and practical in their solutions.

For instance, in a 3rd grade language class, integrating robotics into storytelling and incorporating them as learning peers improves the reading and learning skills of the HST students, introduces them to new words and conversations, models more advanced speech patterns (https://www.media.mit.edu/projects/collaborative-robot-storyteller). A 6th grade student engaging with the game "Code of Aegis" will be able to write a narrative, construct pseudocode, comprehend the engineering design process, understand foundational mathematical concepts and application of movements, variables and loops (https://www.codeofaegis.com/). It is important to emphasize here that these computer-aided collaborative teaching methods will not replace the traditional instruction, but supplement, scaffold and model beneficial behaviors, skills and interests towards STEM disciplines. Additionally, incorporating robotics and coding right from early

childhood education helps the students of Houston School of Technology to get an early exposure to persist in STEM courses and potentially careers of the like.

At the same time, research and work stations with adequate computers in all classrooms will foster students' research capabilities, collaborative work, ability to use computers with good skills and yet not forget the importance of relationship and human interaction in a robot - driven world.

A seamless blending of core subjects (ELAR, Math, Science, Social Studies) with co-curricular subjects like chess, robotics, debate, C.S. Lewis and classical literature, coding, media and journalism, civics, digital applications, Civil Air Patrol, etc., and enrichment classes like PE, music, band, visual arts will enable the budding scientists and engineers of HST be well - rounded students.

Part of the key design elements of the educational plan will be the courses in high school in Historical Literature, International Studies, and WIT (Workforce In Training, involving vocational training/internship and community service) that will be required for graduation. These courses and other courses that will be offered as electives or endorsement courses align with the philosophy of HST that our students are tomorrow's global and national leaders, inventors, entrepreneurs who will be successful in the "world marketplace" (Newman International Academy's Vision Statement), and they should, therefore, have training and experience related to cultural awareness, travel, field trips, projects, invention opportunities, internship opportunities inside and/or outside school.

Thus, the philosophy, key design elements and innovative design of HST will produce students and citizens who are well - rounded, successful citizens and leaders with an emphasis in leadership, service, character, and excellence mainly in the field of science and technology whether they become inventors, scientists in NASA, world famous engineers or not in Houston School of Technology. For example, a high - school student who is interested in being a science teacher in the future, will have opportunities at HST to shadow a teacher, help tutor elementary students in science, help students in their projects for competition and inventions, and prepare a portfolio with the mentoring teacher's help to show what she has learned and experienced as a developing teacher. He or she will also gain credit for internship/community service. He or she will be guided to take courses that offer practicum opportunities at HST, dual credit classes, SAT/ACT to prepare for an educational degree at college. Then what will the future of this HST student look like? (a) A student of HST will be successful in college and career, (b) prepared to serve as a teacher in his/her own neighborhood being trained to love and appreciate the people and culture of America (in a class like Historical Literature and Civics), or (c) be able to teach in China if he or she so desires, because the student was a part of the international studies program and was guided to take Chinese as his or her foreign language based on her goal in life, or (d) be absorbed as a science teacher at HST one day because he/she has been trained the HST way and can now raise people like him/her, and (e) be a science teacher who will inculcate a desire in his/her science students to have a passion for invention in order to address a particular need in the community, because he/she has been through HST's curriculum and learning experience that inculcated a desire in him/her to be a leader and builder of communities and the globe with an emphasis on science and technology.

Curriculum and Instruction

Enter narrative response to the prompts in this section of the application. *Reference **Attachment 7** in the response.*

1. An overview of the planned curriculum: Following several years of research, visits and observations of schools in Texas, other states and countries, the Houston community has chosen the curriculum of Newman International Academy to be the foundation and pillar of the curriculum of Houston School of Technology. Newman International Academy of Arlington is a successful Texas charter school dedicated to students and excellence. Newman International Academy and its Board have agreed to serve as a mentor school to Houston School of Technology. The curriculum of Houston School of Technology will, therefore, be based on the following highlights of our educational plan and philosophy:

- *A student-centered learning* provided by (a) qualified and trained educators, (b) based on the school's vision and mission, and (c) focused on success in college and career.
- *An education that fosters a love for learning* rather than create a fear of tests. A curriculum and instruction focused on a "love for learning" is bound to help students advance in their learning process and desire to pursue higher education or vocational paths with a taste for excellence. Students of Houston School of Technology will be life-long learners. Hands - on projects that connect the lessons with learning and connect the students with the world they know and do not know outside their classroom will take precedence over work sheets and drills. Thus, the vision of HST to produce inventors and entrepreneurs in the field of science and technology even at an early age will become a reality.
- Curriculum, instruction and training of teachers will be focused on *stirring and creating curiosity and interest in science and technology in all disciplines of study.*
- *Education at Houston School of Technology will integrate Robotics, Computer programming and Aerodynamics into relevant curricular areas that will lead to innovative education in arts, natural and social sciences, computer science and mathematics*. This will help students of HST develop a versatile love to be engagers, active learners, excited, intrinsically motivated and have positive attitude towards creative and computational thinking.
- HST students will be engaged (in an age appropriate way) in active inquiry and playful experiences using robots. Activities using RoboLab, Robot construction kits, Beebots, LEGO MindStorms, Dash and Dot, Spheros, EV3, Astrobots etc. will be integrated into their curriculum relevantly in order for HST students to indulge in constructivist activities.
- *K-12 Cybersecurity Education* will equip HST students to become aware of cyber issues, engage in cyber literacy, and hands – on activities (provide simulated real world cyber-attacks for students to practice network defense), encourage participation in statewide cyber competitions and hence, pique their interest to enter cybersecurity career fields (https://www.josephpcohen.com/papers/seccomp.pdf).

- *An emphasis on fine arts* will both keep students engaged in learning of core subjects and allow those students who are gifted in the area of visual and performing arts to be successful. *Fine Arts and Athletics* do much to make students *well - rounded individuals.*
- *Assessment and accountability go together with a love for learning at HST,* because every student is given an opportunity to rise up to his or her expectation and also given an "opportunity to show off" what he or she has learned. Testing becomes a joy, not a drudgery.
- *Character building* will go along with learning as a fundamental part of the curriculum and culture of the school because good grades and skills that the school will emphasize will help the students find good jobs but only good character traits like discipline, integrity, sense of responsibility and team work will help them keep their jobs and be successful in personal and public life. *Value-based education* will be the foundation of HST.
- *Emphasis on (a) learning in the context of American heritage, (b) appreciating and understanding the cultures of the world including that of North America, (c) preparation for life with an education focused on life, (d) learning to serve people in one's household, school, neighborhood, city nation and world* will be key to HST's education *as the "Heart of education is the education of the heart" (Newman International Academy Charter Philosophy). Raising national and global leaders begins at home and at school.*
- *Critical thinking, creative thinking, divergent thinking and free thinking all go hand* in hand in HST's philosophy and curriculum.

These tenets or highlights of HST's educational plan will be reflected in every core subject classroom, every enrichment and co-curricular classroom, activities and clubs from Pre-K 3 to 12th grades. So how would these courses and classrooms look like? Beginning with staff development and training, classroom arrangement, materials and devices, YAGs, scope and sequence, instruction, learning and assessment, Texas Essential Knowledge and Skills, GT programs, RTI, special education, English learners programs, bilingual classes, endorsements, CTE courses, graduation, and college, career and military preparation, etc. the name of the game will be academic outcomes, student engagement, student achievement, student progress, differentiated educated in a multicultural environment, data disaggregation, and college and career preparation. An "A" rating in the A-F report card, a high pass in the Charter School Performance Framework and RDA etc., then simply should not be a problem!

The curriculum design in <u>every subject/course in every grade level described below</u> should reflect what Newman International Academy of Arlington describes in its charter application thus: The curriculum design will

(a) reflect and feed the campus mosaic that includes multicultural, international, home-school trained groups from all socio-economic backgrounds, (b) provide for this diverse group a high tech environment where they will receive rigorous learning in science, technology, engineering (especially Aerospace and Computer Science engineering) and mathematics to equip them for the 21st century market place in line with the Academy's vision, (c) draw content from the curricula of the world and place it within the curricula selected for each grade level English, Math, Science

and Social Studies, (d) facilitate a methodology of teaching which will reflect sound pedagogy as well as cutting edge, research-based techniques, (e) emphasize reading and writing greatly as communication is key to success in school and beyond school, (f) involve theory and practice that will support each other and guide systematic evaluation, (g) prepare students for college and career" and " incorporate extracurricular and enrichment activities that will enhance learning. Thus, the curriculum will prepare students from rural, sub urban and urban areas," students from low and middle income homes who do may not be able to afford a private - school education and make them successful in the "the national and international market."

a. Elementary, middle and high school curriculum of HST will align with Texas Essential Knowledge and Skills as may be seen in **Attachment 7**, a Sample Scope and Sequence.
Mentored by Newman International Academy, HST leadership team has learned that "The TEKS provide the framework for the development" of the school's "curriculum and teacher lesson plans. The state-adopted textbooks will be" HST's "resource in that process." HST, therefore, will use the Texas State adopted textbooks as a resource when developing its curriculum with lesson plans for teaching state mandated T.E.K.S. The state adoption will be a reference for developing" the school's "curriculum with lessons which will be rich in rigor and developed far beyond the basic skill level. Each teacher will have the resources available to him/her, such as the state adopted text, to teach all of the TEKS, but he/she will be encouraged to implement higher level questioning techniques, 'hands on or applied learning,' and spiraling with repeated engagements to improve and deepen concepts, skills and values. (Newman International Academy of Arlington, Charter Application, 2010). Alignment to TEKS will be very important to HST as "assessment in keeping with state standards" (STAAR) is administered to students to "determine if students learned what was taught" (TEA, Effective Schools Framework).

b. Testing of ESL students will take place prior to beginning of classes if possible. Every core subject teacher at HST will be ESL certified, and so the needs of English learning students will be addressed in the classrooms. Special attention will be given to these students as needed. Bilingual program will be established based on student needs.

If the curriculum presented to the English learners cannot be comprehended by English learners, then the teachers who are trained to address their needs will, upon assessing the needs of the students and evaluating their level of proficiency, tutor them before or after school, and/or teach them (with as much personal attention as possible) during the school's scheduled RTI time, and/or find material that the student can understand easily until he or she develops English proficiency level, and/or recommend the student for a bilingual program.

Based on ARD, special education students will be served according to their IEPs.

- 504 students will have accommodations put in place through a 504 plan to help them have success in the general education classroom.
- At-risk students will be assessed and as much personalized education as possible will be provided. RTI will be recommended and implemented if necessary.
- Gifted and Talented Program is two - fold at HST. (1) Since every child is gifted at HST, each child's gifting will be identified by the teachers, and opportunities will be provided

for them to "show off" their gifting, work on it in special projects in each subject area. They can go to the Challenge Lab if they have finished their assignment or project and take on a new GT project that will be given to them at the challenge lab in the area of gifting—ELAR, Math, Science, Social Studies, Fine Arts, Performing Arts, Leadership or Creativity.

Those students who are clearly advanced and need additional level of rigor will be identified and special GT projects and opportunities will be presented to them.

Thus, differentiated education will be given high priority at HST.

Please note that the response below provides courses to be offered at each grade level, learning goals for each course, and expectations for student success. It also explains how students will develop critical thinking skills across the curriculum from Pre-K 3 to 12th Grades. Further, the response below addresses the following prompt:

c. HST's Pre-3 program will be a half - day program, and Pre-4 program and Kindergarten will be a full day program.
Readiness" is a key word for HST's Pre-K Program and Kindergarten, and "readiness" will be the focus in the following areas:

- Readiness for school and life by focusing on mental, emotional and social development and wellness, by creating a home away from home, by using play-way methods that teach cognitive and motor skills, by incorporating story time, play time and rest time and also time for parent and family interaction will be very important.
- Readiness in reading will be emphasized through phonics (using textbooks like Saxon phonics textbooks).
- Readiness for numbers, awareness of the world and their own good selves, will be presented through *Frogstreet* material and the like. The foundation for higher cognitive levels of thinking will begin at the Pre-K program.
- Readiness for robotics, science and technology will be incorporated through Lego projects, "invention talk time," and art.
- Readiness for life and school may be different for special needs, English learning and bilingual children; however, early assessment, services provided by the school, and follow up of plans implemented will help them be successful.

It is difficult to summarize pre-school experience and its importance better than how TEA has summarized it in its guidelines: "The learning experiences of the preschool years provide a foundation that guides children academically, socially, and emotionally. These experiences can influence the rest of a child's life. Children's learning and intellectual growth are affected by the specific experiences (e.g., instruction, guidance) they have in a preschool classroom." Although Kindergarten is not quite pre-school, this statement will hold good for them as well.

An EC certified teacher with Learning Academy credentials (as defined by HB3) and continuous professional development will be very important for the success of HST's Pre-K and Kindergarten program and the success of its students.

Information and guidelines of the HST Pre-K program will be given to parents as they too need to be made ready for their children's education as well.

While Kindergarten also is a readiness program where students need to be nurtured and introduced to the joys and challenges of education, here they are taught to advance in their levels of reading and writing. They are now ready for programs like Learning A to Z, the ELAR program. By the end of Kindergarten, most students, if provided the right help, encouragement and tools, will read (as the Houston team observed in Newman Academy's Kindergarten classes).

1st through 6th Grade ELAR, Math, Science, Social Studies:

1st through 6th Grade ELAR: It will be no exaggeration to say that ELAR is the core of the core subjects helping students to communicate in oral and written form (a function essential to live normal to very accomplished human life) and read and understand all other subjects in the context of education and life in America. It is also a no-brainer to realize that reading, writing and listening make up the basis of English Language Arts and Reading instruction and learning. The conventions of oral and written communication, especially the art of writing is rudimentary to all subjects including science and technology, a special focal point at Houston School of Technology.
The TEKS pertaining to reading, writing, listening and research will be followed by HST. Programs like Learning A to Z that is TEKS aligned and provides scope and sequence for the instruction of the year will be used in Kindergarten through 2nd grade. Softwares like I Station is helpful for reinforcing reading and comprehension skills. C.S. Lewis and classical literature will be a part of not only co-curricular courses but also part of the ELAR classes making learning a continually enjoyable process at HST.

Science and Technology will be integrated into ELAR at HST at all grade levels. For example, an English assignment will require students of 4th grade to describe the robot they put together in their science class. While the students learn to write in order to help the reader to "see," "hear," and "touch" the robot, they will also have an opportunity to fine tune their engineering skills they learnt in the robotics class. Critical thinking and creative thinking will go hand in hand at HST.

See Attachment 7 for a sample 3rd Grade ELAR Scope and Sequence to show integration of subjects, differentiation of learning with special emphasis on English Language Proficiency. This sample scope and sequence shows learning goals and expectations for student success. It also lays out how students will develop critical thinking skills in ELAR.

1st through 6th Grade Mathematics: Life becomes a zero without the understanding of Mathematics. A love for Math rather than a fear of the subject (like some students develop at an early age) can be inculcated at an early age where hands on projects and trade and shopping exercises in the Math classroom will fulfill HST's philosophy of teaching children to love learning and also help the students master the concepts and discover problem-solving strategies.

The Houston community is very attracted to the following guideline of education put forth by the American National Council of Teachers of Mathematics, National Science Education Standards and National Research Council. This guideline is strictly followed by Newman International Academy of Arlington, HST's mentor school: Students need procedural fluency, conceptual understanding, strategic competency, adaptive reasoning and productive disposition in all areas of learning. So, the charter application of Newman Academy points out that "a balance between rote understanding that contributes in many ways to the procedural fluency of the East, and the creative application abilities as may be seen in adaptive reasoning and productive disposition in America and the West" is essential. While *Dream Box, Code of Aegis* and other fun Math online programs may be fun to the students, removing their fear of the subject, Math textbooks such as *Envision* and *Saxon* (TEKS aligned) may be considered as the foundation for scope and sequence for 1st through 6th grades.

1st through 6th Grade Science: Science and Math will be the life line of HST, feeding its technology emphasis. Discovery and invention will be an integral part of Science. Students' hands-on projects will reinforce their science concept or theory and will also guide them to discover and invent. For example, an egg-drop project from 1st grade to 6th grade will require an understanding of the law of gravity (based on their grade levels) and the means that each child uses to protect that dropped egg from breaking will sow seeds of invention and discovery in them. Text books like *Fusion* (TEKS aligned) may be used to undergird the learning process in all these grade levels.

1st through 6th grade Social Studies: At HST, the story of the Wright Brothers and their inventions could spark an interest in the teacher and student to invent something. Also the history of World War II and stories of brave American soldiers and visiting with their family members will achieve multiple results such as driving home the message of patriotism, preparing students for military service, stirring a desire to be sacrificial and responsible citizens, etc.

TEKS aligned text books like *TCI Social Studies Alive* may be used to lay the foundation of US and world history. Integrating ELAR, Science and Social Studies will be ideal to build understanding of all subjects and see how they are all connected. *Learning A – Z* integrates science and social studies into ELAR at the elementary level.

7th and 8th Grade (Middle School), and 9th through 12th Grade (High School) ELAR, Math, Science and Social Studies: Integration of ELAR, Math, Science and Social Studies with special emphasis on science and technology will be a special thrust of the Houston School of Technology. Hands – on projects, research, invention and discovery opportunities through instruction and exposure to inventors will be part of HST's curriculum. Research stations, work stations, lab researches, peer assessments and group projects, preparing for district, state and national competitions, UIL competitions will be the hall mark of HST students.

State adopted text books will be used in all these core subjects to ensure teaching of TEKS standards in all these areas.

The objective of learning ELAR at the middle school and high school at Houston School of Technology will be to become the best communicators, writers, and literary artists that the students

can become. Producing a manual for the robot he or she created in the robotics class will prepare the student for a career in technical writing. Photography and graphic design may be considered to be furthest from ELAR, but not so at HST. Writing captions and news stories for the Yearbook, and thus combining technology with ELAR will be a common feature of HST's education plan. C.S. Lewis and the classical studies will be incorporated into all levels of ELAR at HST.

The objective of learning Math at HST is not just to graduate. Math paves the way to be successful individuals and maintain bank books on the one hand, and on the other, it opens doors to become scientists and engineers.

The objective of learning Science at HST is to be responsible about the knowledge of the world, preservation of the world, and most importantly, creating and discovering, so the world can be a better place. Research manuals, medical discoveries, forensic science discoveries are all within the reach of HST science students.

Social Studies is to prepare the students of HST to be knowledgeable in civics, world history and geography, because they are groomed to be national and global leaders. Lectures from political and public leaders and visiting them in their places of work will help students to see what it takes to be leaders of people.

9th through 12th Grade Endorsement Courses: HST considers offering all five endorsement track that is recommended by TEA: STEM, Business and Industry, Human Services, Arts and Humanities and Multidisciplinary Track. The students will have no lack of opportunities to shine in an area of interest and gifting. The science and technology courses will be given much emphasis. CTE courses will be part of the high school program. The Board of HST will work on the building of science labs, technology labs, etc. to bolster the program that it anticipates to be full-fledged in 2029. See endorsement course matrix in responses to Promotion and Graduation.

Dual Credit/ AP/Honors Classes: HST students will be encouraged to take as many college level courses as possible. Honors and AP classes are also valuable to these students who are pursuing higher studies.

1st through 12th Grade Enrichment and Co-Curricular Courses

Physical Education: PE at HST is more than offering the mandated 135 minutes of physical activity for the students. We are firm believers that our students must be given opportunities to be healthy and athletic at an early age. Obesity can be contended through good and enjoyable physical activity that may lead students to a strong athletic career. Our students are Warriors and they must be trained. PE is a great training time for students at all grade levels.
CATCH is a TEA approved curriculum that may be considered for PE.

At the high school level, PE/Athletics will be required for six semesters.

Technology: In the day and age when cyber security and coding has become child's play in other countries of the world, it will be a travesty for students in America and especially students of HST to be wasting their time playing cell phone games.

Technological devices will pervade every core subject and enrichment class at HST not just by way of being used for research or class work in work stations, but also because the students know that they have the potential to construct a computer and code it so they can make their class robots work. Emphasis on space technology and coding (in an age appropriate way) will help students to become adept at computer science, cybersecurity, coding and robotics at the middle school and high school levels. HST students right from early childhood will be engaged in active inquiry and playful experiences using robots in an age appropriate manner. Activities using RoboLab, Robot construction kits, Beebots, LEGO MindStorms, Dash and Dot, Spheros, EV3, Astrobots etc. will be integrated into their curriculum relevantly in order for them to indulge in constructivist activities.

K-12 Cybersecurity Education will equip HST students to become aware of cyber issues, engage in cyber literacy, and hands – on activities (provide simulated real world cyber-attacks for students to practice network defense), encourage participation in statewide cyber competitions and hence, pique their interest to enter cybersecurity career fields (https://www.josephpcohen.com/papers/seccomp.pdf).

Introduction to Computer Science and programming languages as C, Python and JAVA will equip students who want to pursue a career in Computer Science with the applicable and foundational understanding of Computer Science.

Key boarding, use of WORD and Excel, Adobe, PowerPoint, etc., will be introduced in an age appropriate way to these elementary grade levels.

Students of Technology at HST will also be taught about safe ways of using technology, the dangers of social media and the consequences of cyber bullying.

Students of Houston School of Technology will also be encouraged to participate in learning opportunities beyond the school day that will improve their attitudes and skills in STEM fields and careers. Passionate HST students will be provided a platform to spark their interests in STEM disciplines by meeting in an informal environment to work on inquiry-based activities (STEM Clubs). Summer enrichment programs will provide the students of HST to develop creative programming and programming skills (through classes as Video Game Design and Development, Python and C, Web Designing and Mobile Application Development etc.,).

In this manner, the students of HST will move from the idea of "using" computers and technology and surely move away from allowing technology to "use" them. With technology integrated into all subjects and courses, students will be directed through projects, lessons, discussions and research about the need for inventions in the field of technology and realize that they are the answer to the world's needs and problems. They can invent! They can construct! They can create!

The Board of Newman-George International Education Organization will fine tune this model (course matrix in Promotion and Graduation) as necessary in the future. For the inception years of HST, Newman's model best fits the vision and mission of Houston School of Technology.

Music and Fine Arts: Well-rounded development has become a buzz word around the Houston community that has already been through Newman Academy's staff training and attended their special events. If Newman Academy students who are being selected for NASA summer camps on the one hand can also be awarded an opportunity to perform at Disney World (Newman Academy is the only school in all of Texas to receive that award this year), then, fine arts and core subjects can be married to produce a fruit of student engagement, 95% of attendance rate, an opportunity to choose to sing perform at Disney or attend NASA camp, and success in and college, career.

Houston School of Technology will, therefore, offer classes like music, drama, dance and visual arts. At the middle school and high school level, students will be able to choose these courses as electives or endorsement. See page for secondary catalog.

College, Career and Military Readiness: At HST, students from PreK through 12th grade will be prepared for college, career and military. We will be warriors at HST and our students will have warrior education (self-defense, advanced tactical courses etc.,) on the one hand and be groomed for college with visits to universities, and college preparation sessions from elementary level on the other hand.

Athletics: No HST middle school and high school student will ever have to look back in time and say that attending HST, a charter school, deprived him or her of a highly competitive athletic program that will prepare him or her for college and even professional sports. HST's Athletic program will be second to none.

Co-curricular Classes of Chess, Debate, C.S, Lewis and Classics: While chess, debate and C.S Lewis and the Classics lay a foundation in classical thinking and learning, cyber security and robotics underscore science and technology. The courses in classical education make the students better thinkers, writers, speakers, leaders and citizens. The budding scientist and engineers of HST need to be good communicators and responsible inventors. These co-curricular courses enable students to be well- rounded, engaged and purposeful. There is no time or need for students to be playing on their cell phones at HST. They are chess corners in classroom and hallways that drives to drop their cell phones and play chess. It is a school culture. This practice will eventually become a habit of the HST students.

The co-curricular classes will be scheduled along with core subjects. At the elementary level, these courses will be offered as enrichment classes once a week and also as clubs for students who want to specialize in their area of gifting. Other activities like Spelling B will happen during after school hours. At the middle and high school, these courses will be scheduled for two or three times a week. Students may choose co-curricular classes of their choice in a semester.

7th and 8th Grade and 9th through 12th Grade Enrichment Classes: Enrichment classes like College, Career and Military Preparation, College Application, SAT/ ACT Preparation, Certification Preparation Courses, Mentorship, National Honor Council, Junior National Honor Council, Student Council, Houston School of Technology Media and Broadcast Courses, Civics Courses (in which students interested in political office shadow public officials), RTI and

Scholar's Hall will enable HST students to fill their day at HST with productive, meaningful and goal-oriented work. It will be hard for HST students to fail or drop out when learning is fun and engaging. Students will see their future in their classroom every day and work for their own success.
In conclusion of the response for prompt (c), HST holds that the curriculum, materials and text books chosen for its Pre-3 to 12th grade program are ideal for its student population that will attend HST as an alternative to public school ISDs and also as an alternative to home school in order (a) to have a private-school experience of rigor and college preparation (b) to have a learning experience of innovation that prepares him or her to be an innovator and even an inventor, (c) to have opportunities to prepare for college and career, and (d) to learn in a character building environment that makes him or her well - rounded and responsible leaders of tomorrow.

2. Instruction and pedagogy at Houston School of Technology will be student-centered. The needs of the students will be assessed, differentiated education will be given priority, and every student will know that there is a hope and a future for him or her HST. He or she will experience respect, safety and equality in the instruction and delivery of the lessons. Every race, culture and religion will be respected. Cultures will be celebrated in this very culturally diverse campus. The students will be in a risk-free environment. They will love learning as the teacher demonstrates nurture, care, knowledge of the subject and a focus on excellence. This student population that transitioned from a home schooling environment, will wish to study in a home away from home, and a rigorous and caring environment that HST will provide.

Innovation is the meat they will live by at HST. No child will be left behind for any difference, negative or positive. No child will be special because of special needs or gifting. Students who are at risk, students who come from low and middle income homes and economically disadvantaged homes will all be captivated by the teachers' demonstration of respect, honor and excellence.

Teachers will help the students to understand classroom rules and underscore them with consistency from the beginning of the school year (He/she is aware of the IEP of their special education students)

In this environment, high quality instruction will begin with the teachers greeting the students (if possible at the door) with a smile, thereby, providing a warm, welcoming vibe. They will capture the hearts of their students before they every deliver their quality instruction (like Capturing Kid's Heart recommends).

A 7th grade English teacher will begin her class with a "bell ringer" activity requiring the students to write a sentence or two in a journal as a response to a prompt (already written on the board). This "bell ringer" will help the students to focus on the topic of the day - "Eagle." They must brain storm and ask the questions, who, when, why, what and where about the eagle.

A recapitulation of the previous day's lesson on figures of speech will be followed by opportunities to discuss homework and ask questions about the lesson already taught. The teacher will collect all students' homework and direct them to their computer work stations where they will now research the topic (in groups) that the bell ringer gave them an opportunity to think about. The

teacher will facilitate a discussion in their groups on the topic, and now show a video of an eagle. An interactive board will allow students to write their points and ideas. Integration of subjects will take place as the teacher encourages the students to explore questions pertaining to the eagle seen in the video: At what speed does the eagle fly to catch its prey? (The teacher directs the question to a student whose gifting is in Math)

What makes the eagle see its prey from a great distance? Would it be nice for human beings to have eagle vision? What would it take for a human being to have an eagle vision? (The teacher directs these questions at the student who has expressed interest to be an eye surgeon).

The teacher has initiated some higher thinking order skills in her class.

The teacher has her eyes on the social needs, at risk and bilingual English learner and illicit their questions. The class erupts with ideas and discussion about the eagle. She commends them and every child for his or her participation and great questions.

The teacher now asks if each student can write a sentence or two about an eagle. She asks them to compare their informed ideas about the eagle as opposed to the bell ringer response. The initial brain storming thought that the bell ringer sparked is also important according to her.

She presents on the projector what Lord Alfred Tennyson says about the eagle in his poem, "The Eagle."

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

The teacher introduces the lesson on personification and points out human attributes are given to a non-human creature in this poem and how effectively the poet used this figure of speech to present his ideas. She points out that the eagle is a "he" has "crooked hands." She asked if the students can point out other personifications in the poem. The students' hands go up as she calls them out to answer: "He stands." He crawls," "He watches." "He falls."

The students are asked to compare the eagle the poet describes with the eagle they all wrote about. The teacher directs the students to use their own words and write a poem about an eagle. They may use all the figures of speech they have studied so far. They will read their poem in the next class the following week. The teacher reminds the students to also do their research about the speed of the eagle and its remarkable eye sight. She reminds the special education students to write down his/her assignment in his/her planner.

She asks if the students have questions. Following a quick question answer session, she asks the students to put their things neatly and line up for their PE class. She stands at the door and

Character building will be one of the central aspects of HST educational plan. "The heart of education is the education of the heart" at HST. Assemblies called POWWOW (Preparing Outstanding Warriors to Overcome and Win) will be a place of learning to appreciate and reward students for good behavior. Character traits that counteract toxic behaviors will be emphasized.

Teachers will follow up in their classes the effects of bad behavior and reinforce good behavior through story - telling, singing songs of character, rhymes that emphasize good character, etc.

At the upper elementary and middle school, mentorship programs that specifically address ways of addressing and combating toxic behavior will be introduced. Self-regulatory exercises may be taught during mentorship classes and also PE classes.

From Pre 3 to 2nd grade levels, report cards that reflect character rather than just performance in tests will be used to encourage SEL.

4. The effectiveness or weakness of any program in a school will be seen in the classroom and in students' assessment results. The principal of HST will closely watch the students' daily assessments, benchmark testing, 9 - week grades, STAAR scores, etc., and will identify weakness of the student. He or she will also watch for flaw in instructional strategies, lack of training of the teacher and/or curriculum deficiencies. The trend in the data of assessment results will be analyzed by the principal of the campus and reported to the superintendent every month. The superintendent of HST as well as the principal will track the failure of students and teachers and analyze the cause of such failure. Data disaggregation will be important to all analysis. If need for curriculum change or any curriculum flaw that causes student and teacher failure is identified, the superintendent will make note of it. He or she will also get input from all concerned - teacher, principal, students and parents. A-F report card and CSPF indicators will be closely monitored and teachers/students' progress will be tracked accordingly. As a Title I campus, the Campus Improvement and Needs Assessment Committees made up of teachers, community, parents and administrators will also discuss effectiveness of curriculum or need for curriculum change. The superintendent will work with the curriculum committee and look for resolutions. He or she will research along with the curriculum committee an alternative choice of text books, material or curriculum. Problem and suggested solutions with regards to curriculum will be presented by the school leaders. Any curriculum change will be approved or disapproved by the Board after it carefully analyzes the needs, challenges and suggestions for change by the school leaders.

If the Board approves the change, updates will be made to the curriculum.

The Board will revisit curriculum effectiveness and instructional strategies before the end of the school year. STAAR scores, A-F report card and CSPF that reflect student achievement, progress and post-secondary success will be used to determine problem areas. Timelines, strategies and plans for corrections will be set. Thus, curriculum or instructional strategy will be updated at HST.

The Board will also review curriculum and make changes if TEA directs HST to do modifications in this charter request application.

Strategies for Assessment of Learning and Data-Driven Instruction

1. Instruction is never complete without assessment that helps to "determine if students have learned what they were taught" (TEA Effective Schools Framework). Education is flawed if there is no way of measuring student achievement, student progress and student success. Therefore, assessments and the tools of assessment are indispensable in an educational system.

Houston School of Technology will administer local and state assessments as planned by the district and as scheduled by the state. HST will and track, measure and evaluate students' academic progress, and use assessment data and data-driven research to help students advance in their proficiency levels, gain mastery of content and prepare for college and career.

a. TEA-required assessments that will be administered.

State of Texas Assessment of Academic Readiness (STAAR)

- reading and mathematics, grades 3–8
- writing at grades 4 and 7
- science at grades 5 and 8
- social studies at grade 8

The STAAR measures Texas Essential Knowledge and Skills (TEKS) curriculum standards.

End of Course STAAR Exams (9-12)

Subject	Assessed Curriculum
English Language Arts	English I | English II | English III
Mathematics	Algebra I | Algebra II
Science	Biology
Social Studies	U.S. History

For special populations, STAAR "includes assessments that address students receiving special education services and also for English learners (ELs) who meet particular participation requirements." (https://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness")

b. Other summative and formative assessments: Formative assessments help to assess the development, progress or non-progress of students' learning while the program is being conducted.

They help to formulate and change methods of learning and teaching when there is still time for progress for that student in that grade level. They also help to evaluate the progress of the program (which includes teachers' performance) and the course. They answer questions such as, "Did the student understand what was taught this week?" "Is the student loving this subject?" "Do I have to reteach this concept to this student before he takes the end of nine-weeks' test?" "Do I have to adopt a different method of teaching for this English learner?" etc.

At Houston School of Technology, these formative assessments may include (a) projects and presentations, (b) weekly tests and quizzes, (c) homework, (d) assessment-based group discussions, (e) assignments/papers, and (f) end - of - nine-weeks tests. The end-of-nine week exams will usually require more paragraph responses to questions than just objective type of questions to encourage critical thinking skills.

(Please note that diagnostic tests like placement tests for home schoolers, ESL testing, benchmark tests, etc., are not listed here as they help more with placement of students than with formulating their learning).

Since summative assessments help with making judgements about the program and its effectiveness, they are usually administered as the "final exam." At HST, the last exam for the year will be a summative assessment.

At the high school, test at the end - of – nine - weeks could be the final exam for the semester (if the course is a half credit course), or final exam for the year (if the course is a full credit course). The final exam may include (a) more paragraph responses to questions than just objective type of questions to encourage critical thinking skills, (b) projects/ presentations, and (c) research papers.

The school will prepare students at the high school level for SAT/ACT and Certification Exams.

c. Assessment schedule for all major formative and summative assessments: As presented in HST's proposed calendar for 2021-2022, the dates for nine-weeks formative assessment are the week of October 5, 2021, the week of December 14, 2021, and the week of March 1, 2022; Summative assessment will be in the week of May 17, 2022.

See Attachment 26, Proposed Calendar.

d. Alignment with the school's curriculum, performance, goals, and Texas State Standards (TEKS).

HST's formative and summative assessments align first and foremost with the TEKS standards. All scope and sequence and planning guides of teachers are based on TEKS standards. The text books are TEKS aligned. The teachers may use other only as supplementary materials to increase rigor and support differentiated learning.

So, assessments at HSYT test students in order to "determine if they learned what they were taught." The assessments' results will indicate if the students have not understood the TEKS standards. (If the teacher finds that the student has understood the standards but does not have

good test-taking skills, the teacher will work with the student in that area of deficiency. More practice in taking tests helps students do better on their tests).

HST will keep the goal set at mastery of content for students in all subject areas in all grade levels and use formative assessments to help the students to progress towards mastery. Teachers will work with students based on assessments and help those who "do not meet grade level" to progress to "meets grade level. HST will help those students who approaches grade level" to "masters grade level."

Student achievement as may be seen in STAAR scores, student improvement as revealed in the progress they make from one year to another, closing gaps in student achievement and progress among demographic groups and special populations, and post - secondary success (college, career and military readiness) will be accomplished by HST by focusing on TEKS aligned curriculum, textbooks, data-driven testing and instruction.

The goals of securing an "A' in A-F School report card, or highest rating in Charter School Performance Framework, or highest rating in federal report of RDA should not be a problem for HST if it focusses on student progress every day.

2. Assessment data related to student progress will be collected in data analysis systems such as DMAC on a weekly, nine-week, end - of - semester and end - of - year basis. STAAR scores are also available to teachers and leaders through DMAC. Student progress will be tracked and analyzed for student progress (with graphs and charts that programs like DMAC offer) on a daily, weekly, three-week periods, nine - week periods and end of year. Assessment analysis will be done in a professional learning community (PLC) meetings of teachers and in one-on one meeting of principal and teachers, throughout the year. Analysis of student progress and teacher instruction will involve even details such as the SE the student did not do well in his previous STAAR test or in the weekly test.

Data disaggregation will show that a particular student in grade 3 has got his answer wrong from not understanding the SE, "Represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines."

The teacher begins to zero in on this concept in class, in tutorial sessions, Saturday classes, rotating reviews (where students are helped by groups of teachers who rotate in a tutorial schedule to give extra help to students), RTI sessions (if applicable for this student), and then retests him or her on this concept until e or she gets it.

The analysis will also show how many students have failed to understand that particular concept, thus enabling the teacher and principal to determine the method in which extra help may be provided to student/students.

Results and analysis of testing will be presented to the superintendent every month and to the board quarterly, so the board and superintendent can provide guidance, take corrective actions if necessary, and help the school meet challenges in the area of instruction, testing, curriculum, materials, etc.

HST will be a Title I school, and so data disaggregation will inform District Improvement and Campus Improvement plans for assessment goal setting, plan and implementation processes for student academic improvement.

Thus, efforts will be made to help students to get to "master grade level" scores. For HST, more than the scores of the students, their ability to become leaders in their field of gifting will be focus. However, mastery of concepts must precede accomplishing dreams of scientific and technological accomplishments and post - secondary success.

3. The learning needs of students will be identified by

- improving instruction
- teacher training
- teacher evaluation system (T-TESS)
- leader evaluation system (T-PESS)
- formative and summative assessment
- data disaggregation
- PLCs,
- principal-teacher mentorship
- teacher-teacher mentorship
- parental involvement
- RTI
- Tutorials/Saturday classes/summer classes
- Rotating Reviews (as mentioned above)
- Campus and district-wide assessment and planning
- Board and Superintendent guidance and actions

Student progress will be monitored as mentioned above and if interventions are not successful, students will be moved from Tier I of RTI to Tier 2, and then to Tier 3 for extra help. Teachers will also watch for learning disabilities and 504 disabilities and taken through the process of acquiring help if such help is applicable. English learners and at –risk students will be given extra help as mentioned in the "Special Populations" response section.

Supports for Special Populations

1. The Houston School of Technology will provide a **Free and Appropriate Public Education (FAPE)** to all students including those who qualify for **Special Education Services** or **Section 504 Services**. The Houston School of Technology will provide appropriate services to Special education students in accordance with the **Individuals with Disabilities Education Act (IDEA)** and appropriate services to students with disabilities in accordance with **Section 504 of the Rehabilitation Act of 1973** and **Title II of the Americans with Disabilities Act of 1990** which prohibits discrimination on the basis of a disability. The Houston School of Technology's overall plan is to provide **Individual Education Programs (IEP's)** for students who qualify for special education services and accommodations for students who qualify for services under Section 504. Supports for Special education students will help ensure that a student who has an educational disability identified under the **Individuals with Disabilities Education Act (IDEA)** receives specialized instruction, supports, and services to make progress in the educational environment. 504 plans will help ensure that a student who has a disability identified under the law receives accommodations that will ensure their academic success and access to the learning environment.

Students who are at risk of academic failure:

TEA- Required Notice Regarding Special Education and Section 504

For those students who are having difficulty in the general education classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on **Response to Intervention (RTI).** The implementation of RTI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students. If a student is experiencing learning difficulties, his or her parent may contact the school to learn about the process of making a referral for a special education evaluation or for a making a referral to Section 504 to determine if the student needs specific aids, accommodations, or services. A parent may request for a special education evaluation or Section 504 services at any time.

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure. If a student is eligible for 504 services, the 504 committee will put a 504 plan into place with accommodations that can be used to help the student make academic progress in his educational environment. The services will be provided to the student for free. The 504 committee will also ensure that a student has access to participate with students without disabilities in all school-wide educational, extra-curricular, and cultural activities in accordance with a **Free and Appropriate Public Education (FAPE).**

The English Learner/ESL (English as a second language) program believes that culturally and linguistically diverse students should be provided a consistent high quality education in a way that: (1) Provides instruction for the English Learner (EL) student in the most appropriate program format in accordance with Texas Education Agency guidelines. (2) Provides instruction which reflects the Texas Essential Knowledge and Skills (TEKS). (3) Promotes acceptance of EL/ESL instruction as an integral part of the whole school program. (4) Promotes understanding of and respect for diversity by students, parents, staff, and community (5) Enhances the student's self-esteem and the positive climate of the school. (6) Evaluates results and makes adjustments to continually improve student learning at both campus and district levels (7) Fosters continuing improvement of effective decisions by administrators, schools, Language Proficiency Assessment Committees, and individual teachers. (8) Supports staff development on cultural and linguistic diversity, variety of strategies/methodology, and second language acquisition. (9) Address issues relating to staffing shortages and instructional organizational arrangements. (10) Communicates success of EL/ESL programs to the students, parents, district, and community. (11) Actively promotes parental involvement as an integral part of a student's education. So that: Students are academically successful and equipped to be productive members of a global society.

2. a. Methods for identifying, evaluating, and appropriately placing students with disabilities (and for avoiding misidentification):

Special Education Referrals and Services: The Houston School of Technology Special Education Department will provide individual evaluation and educational planning for **projected special populations**. These are students with disabilities that range from **mild disabilities** (example: Speech Impairment) to **moderate disabilities** (example: Specific Learning Disability) to **severe disabilities** (example: Autism) who would benefit from special education assessment, specially designed instruction, and/or related services to support their education.

In general, to qualify for special education services, a student must be evaluated and qualify with one of the thirteen educational disabilities as identified by the **Individuals with Disabilities Education Act (IDEA)**. The thirteen IDEA educational disabilities are: Autism, Deafness, Deaf/Blindness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech Impairment, Traumatic Brain Injury, or Visual Impairment.

If the Houston School of Technology suspects a **mild** (example: Speech Impairment), **moderate** (example: Specific Learning Disability) or **severe** (example: Autism) **educational disability**, or the parent makes a request for an initial evaluation for special education services, the Houston School of Technology must meet to determine if a **Full Individual Initial Evaluation (FIIE)** is needed. At that time, the Houston School of Technology must give the parent a **Prior Written Notice** of whether it agrees to or refuses to evaluate the student, along with a copy of the **Notice of Procedural Safeguards.** If the Houston School of Technology agrees to evaluate the student, it must also give the parent the opportunity to give written **Consent for the Evaluation**. The Houston School of Technology must still comply with all federal **Prior Written Notice** and **Procedural Safeguard** requirements and comply with the requirements for identifying, locating, and evaluating children who are suspected of having an educational disability and a need for

special education services (**Child Find**). If the Houston School of Technology decides to evaluate the student, it must complete the student's **Full Individual Initial Evaluation (FIIE)** no later than 45 school days from the day it receives a parent's written consent to evaluate the student. Assessment staff will use a variety of tools to assess a student's need for special education services. These tools include, standardized tests, informal observations, parent information and teacher information to determine if a student is eligible for special education services.

An **Admission Review and Dismissal (ARD)** meeting will be held within 30 days of completion of a **Full Individual Initial Evaluation (FIIE)** to review the results of the evaluation and to determine if the student is eligible for placement in Special Education services. If a student is deemed eligible for placement in special education services, an **Individualized Education Program (IEP)** will be put into place to help the student succeed in the educational environment.

b. Structures that will be implemented: Special education teachers at the Houston School of Technology will be trained on how to implement research based instructional programs that have been proven affective with students who are performing below grade level in reading, writing and math. Campus level administrators and district level administrators will work with special education teachers to develop and utilize strategies to provide a continuum of services for students with disabilities. Special education teachers will use these teaching strategies to help address goals developed in each student's **Individualized Education Program (IEP).** The Houston School of Technology projects that they will provide instructional programs, practices and strategies for **special populations that range from mild disabilities to moderate disabilities to severe disabilities.** Students with **mild disabilities** (example: Speech Impairment) may require speech therapy interventions twice a week for 30 minutes provided by a licensed Speech Pathologist in order for a student to make progress with communication skills in the school environment. Students with **moderate disabilities** (example: Specific Learning Disability) may require modifications to the curriculum to help him/her have academic success. A student with a **moderate disability** might also need inclusion support or resource instruction from a trained special education teacher in order to make academic progress. Students with **severe disabilities** (example: Autism) may require a team of special education teachers and support personnel (example: Speech Pathologist, Occupational Therapist, Physical Therapist) to help the student learn functional skills, communication skills, and academic skills to help him/her be successful in the academic environment.

c. Plans_to ensure students with disabilities have access: If a student is deemed eligible for placement in special education services at the initial placement **Admission Review and Dismissal (ARD)** meeting, The **Admission, Review, and Dismissal (ARD)** committee will consider **Free and Appropriate Public Education (FAPE)** for any student with a **mild disability** (example: Speech Impairment), **moderate disability** (example: Specific Learning Disability) or **severe disability** (example: Autism). The **Admission Review and Dismissal (ARD)** committee will create an **Individual Educational Program (IEP)** to provide the specialized instruction, supports and services a student will need to make progress in the educational setting. All of these services will be provided for free to each student qualifying for special education services. The ARD committee will also make sure that each special education student, whether they have a **mild**

disability (example: Speech Impairment), **moderate disability** (example: Specific Learning Disability) or **severe disability** (example: Autism) has access to participate with students without disabilities in all school-wide educational, extra-curricular, and cultural activities in accordance with a **Free and Appropriate Public Education (FAPE)**. During the Initial **Admission Review and Dismissal (ARD)** meeting, the committee will also consider **Least Restrictive Environment (LRE)** when determining how much time a student will spend in a special education environment. The **Admission Review and Dismissal (ARD)** committee's goal is provide the special education supports and services a student needs to be successful academically. Specialized instruction and accommodations will be utilized in general education classroom as much as possible so that the special education student is receiving the majority of his instruction and support in the general education setting with his same aged peers.

d. Plans for monitoring and evaluating the progress and success of students with mild, moderate, and severe disabilities: Special education teachers will determine student progress based on general education teacher information, informal observations of student progress on each IEP goal, and current grades. Student progress will be monitored throughout the grading period. Student progress will be formally reported on progress reports at the end of each grading period. Students with **mild disabilities** (example: Speech Impairment), may only be monitored and evaluated for progress on his/her **Individual Education Program (IEP)** goals once or twice a week in speech therapy. The Speech Pathologist could also consult with a student's parent or teacher about the student's progress on their IEP goals at home and in the classroom. Students with **moderate disabilities** (example: Specific Learning Disability) will be monitored and evaluated for progress on his/her IEP goals 2-3 times a week. Progress will be monitored by general education teachers and special education teachers. Progress on IEP goals and objectives, as well as a student's grades on classroom assignments and tests will be evaluated to determine if a student's **Individual Education Program (IEP)** is appropriate. If the student is struggling to make progress with his/her IEP goals, the **Admission Review and Dismissal (ARD)** committee will meet to make changes to IEP goals, accommodations, and/or the student's schedule of services to help the student make academic progress in the educational environment. Students with **severe disabilities** (example: Autism) will be monitored and evaluated for progress on his/her IEP goals daily by general education teachers, special education teachers, and support personnel (example: Speech Pathologists, Occupational Therapists, Physical Therapists). Progress on IEP goals and objectives that include communication skills, functional skills, and academic skills will be monitored to determine if the student's Individual Education Program (IEP) is appropriate. If the student is struggling to make progress with his/her IEP goals, the **Admission Review and Dismissal (ARD)** committee will meet to make changes to IEP goals, accommodations, and/or the student's schedule of services to help the student make progress with communication skills, functional skills and/or academic skills in his/her educational environment.

e. Plans related to graduation and transition for students with disabilities (high school only)

Transition plans and graduation plans for special education students will begin to be discussed at the annual **Admission Review and Dismissal (ARD)** meeting prior to a student's 14th birthday. The **Admission Review and Dismissal (ARD)** committee must write goals for a special education

student's life after high school. The **transition plan** goals are based on any further training or education a student will need for a career, work a student wants to do, and independent living skills the student will need after he/she graduates from high school. This information will be based on a student's career assessment test and a student's preferences about his/her future after high school. This plan will help determine what courses a student needs to take while in high school to help prepare him/her for the future after graduation. Students with **mild disabilities** (example: Speech Impairment) may have an interest in going to a college after graduating from high school. The ARD committee would put a transition plan in place that would prepare this student to take courses in high school that would help the student get in to college. Students with **moderate disabilities** (example: Specific Learning Disability) might have an interest in going to college or a trade school to pursue a trade (example: cosmetology, auto repair). The ARD committee would put a transition plan into place that would help prepare this student for college or trade school after graduation. Students with **severe disabilities** (example Autism) may or may not be able to live independently after graduating from high school. These students may or may not want to pursue higher education or a trade school. The ARD committee would discuss these options with the student and his family at the annual **Admission Review and Dismissal (ARD)** meeting to help put a transition plan in place to meet the student's specific needs after graduation.

Graduation plans will also be reviewed at annual **Admission Review and Dismissal (ARD)** meetings for high school students to determine that the special education student is on track to fulfill all graduation requirements for his/her specific high school program.

f. Plans to have qualified staffing adequate for the anticipated population (if not fully addressed in the Talent Management section): In order to provide highly **qualified staffing** for special education students, the Houston School of Technology will only hire special education teachers who are certified by the Texas State Board for Educator Certification. In order to provide appropriate special education services to all students in this **special population**, The Houston School of Technology will hire special education teachers who have experience teaching students with **mild disabilities** (example: Speech Impairment), **moderate disabilities** (example: Specific Learning Disability), and **severe disabilities** (example: Autism). The school will consider hiring teachers that can receive Emergency Certification if certified special education teachers are not able to be found. The Houston School of Technology will provide continued education training to special education teachers on the implementation of **Individual Education Programs (IEP's),** classroom accommodations, and procedures for documenting and monitoring the implementation of **Individualized Education Program (IEP)** services provided. If an unexpected vacancy of a special education teacher occurs during the school year, the remaining special education teachers on campus will divide up the former teacher's caseload to make sure all students continue to receive their special education services as listed in their **Individualized Education Programs (IEP's).** If the Houston School of Technology has been unable to meet **Individualized Education Program (IEP)** service minutes due to the unexpected vacancy of a special education teacher, **Admission Review and Dismissal (ARD)** meetings will be held. Compensatory services will be offered at these meetings to make up for any missed special education services a student has not received.

The English Learner/ESL (English as a second language) program believes that culturally and linguistically diverse students should be provided a consistent high quality education in a way that:

- Provides instruction for the English Learner (EL) student in the most appropriate program format in accordance with Texas Education Agency guidelines.
- Provides instruction which reflects the Texas Essential Knowledge and Skills (TEKS).
- Promotes acceptance of EL/ESL instruction as an integral part of the whole school program.
- Promotes understanding of and respect for diversity by students, parents, staff, and community.
- Enhances the student's self-esteem and the positive climate of the school.
- Evaluates results and makes adjustments to continually improve student learning at both campus and district levels.
- Fosters continuing improvement of effective decisions by administrators, schools, Language Proficiency Assessment Committees, and individual teachers.
- Supports staff development on cultural and linguistic diversity, variety of strategies/methodology, and second language acquisition.
- Address issues relating to staffing shortages and instructional organizational arrangements.
- Communicates success of EL/ESL programs to the students, parents, district, and community.
- Actively promotes parental involvement as an integral part of a student's education.

So that: Students are academically successful and equipped to be productive members of a global society.

3a. Methods for identifying and appropriately placing ELs

All potential ELs will be identified according to Texas Education Agency guidelines. School districts/charter schools are required to conduct a home language survey of each student who is new to the district or who has not been previously surveyed. The survey contains two questions:

What language is spoken in your home most of the time?
What language does your child speak most of the time?

If the response on the home language survey indicates that a language other than English is used, the student shall be tested in accordance with §89.1225 of this title (relating to Testing and Classification of Students) or §89.1226 of this title (relating to Testing and Classification of Students, Beginning with School Year 2019-2020).

Within four weeks of initial enrollment in a Texas school, a student with a language other than English indicated on the home language survey shall be administered the state-approved English language proficiency test for identification.

- in prekindergarten through Grade 1, the listening and speaking components of the state-approved English language proficiency test for identification; and
- in Grades 2-12, the listening, speaking, reading, and writing components of the state-approved English language proficiency test for identification.

School districts shall by local board policy establish and operate a language proficiency assessment committee. The school district shall have on file policy and procedures for the selection, appointment, and training of members of the language proficiency assessment committee(s).

The Language Proficiency Assessment Committee (LPAC) plays a pivotal role in the education of English Learners (EL). The LPAC's role extends beyond the responsibilities established under the Texas Administrative Code, 19 TAC Chapter 89, Subchapter BB, Commissioner's Rules Concerning State Plan for Educating Limited Proficient Students. As an advocate for the EL student, the LPAC becomes the voice that initiates, articulates, deliberates, and determines the best instructional program for the student. It functions as a link between the home and the school in making appropriate decisions regarding placement, instructional practices, assessment, and special programs that impact the student.

Upon their initial enrollment and at the end of each school year, the language proficiency assessment committee shall review all pertinent information on all English learners identified in accordance with §89.1226(f) of this title (relating to Testing and Classification of Students).

- designate the language proficiency level of each English learner in accordance with the guidelines issued pursuant to §89.1226(b)-(f);
- designate the level of academic achievement of each English learner;

Gifted/Talented Identification and Assessment: Provisions for identification of students who perform, or show potential for performing, at high levels of accomplishment in creative/productive, specific subject aptitude, general intelligent ability, and leadership will be provided.

Opportunities for parents, students, and families to refer children/youth for gifted and talented assessment and identification will be communicated through various school media.

Awareness sessions providing an overview of the assessment procedures and services for gifted and talented students will be offered for families each school year.

Referral procedures for assessment of gifted/talented students will be communicated to parents on referral/nomination forms and parent surveys available to all parents and families.

Referral forms for assessment of gifted/talented students will be provided in accessible places such as the front desk, school office, homeroom teacher/classrooms, and gifted/talented teacher/classroom. Assessment opportunities for gifted/talented identification will be made available to students at least once per school year. Students in grades K-12 shall be assessed and, if identified, provided gifted/talented services.

Data will be collected from multiple sources to identify gifted and talented students, and students may qualify in any three of four areas: parent nomination and survey, teacher nomination and survey, student portfolio, and creative thinking and standardized ability tests.

Based on a review of information gathered during the assessment process, final determination of student's needs for gifted and talented services will be made by a committee of at least three (3) local campus educators who have training in nature and needs of gifted and talented students. A selection committee of trained professionals will recommend the most effective way to meet the identified educational needs of assessed students.

Families and staff will be informed of individual student assessment results and placement decisions, as well as given opportunities to schedule conferences to discuss assessment data.

Transfer students will be properly assessed and appropriately placed, for gifted and talented services, following the notification of enrollment in the district.

When a gifted/talented student transfers to another district, that district will receive student assessment data (contained in the cumulative file) by the sending district.

Input from family and community representatives on gifted/talented identification and assessment procedures will be invited.

Gifted and Talented Program Services: Identified gifted/talented students will be provided an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four foundation curricular areas, fine arts, creativity, technology, and leadership. Services are available during the school day, each week, and throughout the school year;

Identified gifted/talented students of HST will be given an opportunity to create technology enhanced projects using the internet, online databases, scanned pictures and drawings, video clips. They will be exposed to virtual learning environments and game aided learning techniques to enrich their education.

Gifted/talented students of HST will have access to assistive technology devices that will increase their participation in reading, writing, learning and accessing the internet. Houston School of Technology will hold paramount emphasis to extend and develop the applications of technology for its gifted/talented students.

Gifted/Talented "Pullout" classes will be provided two or three times each week so that students are ensured opportunities to work together as a group, work with other students, and work independently during the school day and throughout the school year.

The Challenge Lab will serve high-achieving, unidentified G/T, and identified gifted/talented students two or three times weekly. Opportunities to participate in an innovative Challenge Lab allows all students achieving academic mastery to experience a fresh approach to differentiation. This dynamic model motivates students to master TEKS and think critically, thus boosting Level 3 STAAR scores.

Special opportunities relevant to students' areas of strength, such as robotics, chess club, art club, etc., will be provided outside the regular school day whenever possible.

Specific content area acceleration or grade acceleration may be facilitated by administrators, counselors, and teachers, allowing students to learn at the pace and level appropriate for their abilities and skills.

The effectiveness of gifted/talented services will be evaluated, and provisions to improve services to gifted/talented students will be included in district and campus improvement plans.

Gifted/Talented Curriculum and Instruction: Appropriately challenging learning experiences in each of the curricular areas will be provided for gifted/talented students in grades K-12, and parents are informed of the opportunities.

Opportunities will be provided for students to pursue areas of interest through guided and independent research.

A continuum of learning experiences will be provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project.

Identified gifted/talented students will participate in the Texas Performance Standards Project, or other experiences that result in the development of sophisticated products and/or performances, that are targeted toward an exposition of student products with an audience of parents, family, and community members.

Educators will adapt and/or modify the curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.

Curriculum and services to address the social and emotional needs of gifted/talented students will be provided as needed.

The development and delivery of curriculum for gifted/talented students will be modified based on annual evaluations.

Gifted/Talented Professional Learning: Teachers of gifted and talented "Pullout" classes and Challenge Lab will be required to complete a minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented students.

Opportunities for professional learning in the area of gifted/talented education will be provided on a regular basis, and information on these opportunities will be disseminated to professionals in the district.

Teachers will receive an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.

Administrators who have authority for gifted/talented service decisions will earn a minimum of six (6) hours of professional development in gifted/talented education.

Counselors who work with gifted/talented students will earn a minimum of six (6) hours of professional development in gifted/talented education.

A person who has thirty (30) hours of gifted/ talented education and annual six (6) hour updates, a gifted/talented endorsement certification, and/or an advanced degree in gifted/talented education will be assigned to coordinate K-12 education services.

Evaluation of professional learning activities for gifted/talented education will be ongoing.

School Culture and Safety

1. Proposed Discipline Policy of Houston School of Technology

The Houston School of Technology (HST) has chosen to embrace the cultural philosophy of Newman International Academy of Arlington (NIAA) which believes that a discipline policy is meant to encourage and reward good behavior and deter bad behavior, but never to be harsh to students or break their spirit. Discipline will be emphasized and upheld at HST in all aspects of learning and school operation. It will be seen in the uniform of the students because the discipline inculcated within will have an expression without. There will be "0" tolerance for indiscipline but a world of tolerance for every child at HST. Their will must be shaped, dignity upheld and spirit encouraged to become the best they must become.
We strive to accomplish this from the time a student applies to our school. Every family receives a personal interview with parents and students by one of our administrators. We share the Vision and Mission of our school, citing our dedication to strong academics, consistent discipline, a culture based on building character, and parent partnerships. We share our uniform requirements and provide a brief overview of our discipline system. Once enrolled, each family is invited to attend our Parent & Student Orientation, held a few days before the start of the school year.

In this Orientation, families receive a more in-depth introduction to the various aspects of our District, including:

- District Leadership
- Campus Administrators
- Review of our Vision and Mission Statements
- Description of our Weekly Assemblies
- Importance of Parent Partnerships and membership in our Parent School Collaboration (like PTA)
- Various ways to communicate with school leaders and teachers
- Protocols for handling school issues
- Food programs for our students
- School supplies
- Use of Student Planners
- School hours
- Attendance Policy
- Drop Off and Pick Up patterns and routines
- Dress Code and Grooming Policies
- Uniform schedule and suppliers
- Discipline System
- Before and After School Care Options

Following this Orientation, parents and students are invited to visit their classrooms for a "Meet and Greet" with their teacher(s). Each family is given a hard copy of our Student Handbook, which includes several pages in the back for parents to sign as partners in the education of our students. This handbook is also available to them online.

Prior to the first day of school, all employees of the District will receive intensive training from our Superintendent, as well as other leaders, regarding the culture of our school, so that from Day 1, our teachers and support staff are expected to implement HST culture. This is further emphasized during weekly Faculty Meetings with campus staff, as well as in our District and Campus Staff Development opportunities throughout the year, wherein our culture is always addressed and re-emphasized. Furthermore, all of our campus principals meet with our District Superintendent and appropriate personnel on a weekly basis throughout the year to discuss pertinent issues, including best practices for implementing our culture in our decision-making processes.

We are so intentional in the implementation of our culture that we include a weekly assembly for all of our students. On this day, students wear their dress uniforms and meet together so that we may reward their behavior and accomplishments, celebrate their birthdays, and recognize their excellent character. We recite our pledges, sing our school song and make positive declarations about our goals for College, Career and Military Readiness. The Character Trait of the Week will be the subject of the lesson presented by a faculty member or special guest, with the goal of inculcating strong character in each of our students. We believe that preparing our students for success requires this training so that they will be able to triumph over their circumstances and overcome life's obstacles. We believe that while our excellent academics will enable a student to get into a good college, it is their overcoming character that will keep them there and help them achieve their goals in life. Teachers underscore these traits during their lessons each week.

We are diligent in our desire to partner with our parents, which is a very important part of our culture. To this end, we strive to use common language in all our communication with them. We implement multiple types of communication, including:

- Weekly newsletters from the campus principal, including a calendar list of events for the next month
- Newsletters from teachers
- Three-week Progress Reports
- Nine Week Report Cards
- Online Parent Portal
- Weekly Take-home Folders
- Remind App
- Student Planners
- Emails, phone calls, conferences as needed
- Two Designated Parent Conference Days per year (1 per semester)
- Four Parent Student Collaboration (PSC) Meetings per year

- Surveys, from both District and Campus

An annual Calendar of Events is available on our website for each campus. Additionally, parents are invited to all of our weekly assemblies and programs, as well as to our District programs each year. They are included as team members for both Campus and District Improvement Plans, as we strongly believe in the shared ownership of our school's culture.

2a. Our culture includes consistent discipline, as outlined in our Handbook. In order to track student discipline on a daily basis at the elementary level, students in grades K-2 each use a Behavior Clip Chart. There are six categories on the chart, arranged vertically, and every student has a clothespin with their name on it. Each starts in the middle of the chart at the beginning of each day, and they move their clips up the chart for good behavior and down the chart for poor behavior choices. If a student reaches the bottom of the chart in a day, communication between the teacher and parent is required. If a student reaches the top of the Clip Chart in a day, he or she will be rewarded with a prize from the classroom treasure box.

In grades 3-6, the students carry a class chart on a clipboard which contains each student's name. This chart travels with the students as they change classes. If a student fails to follow the Code of Conduct, he or she will receive a check on the chart. At the end of the day, the homeroom teacher tallies the checks and writes the appropriate infraction notices to be sent home.

Special consideration is made for our students who have disabilities or learning differences to ensure they understand the consequences of their actions by carefully following their Individualized Educational Plans and enlisting the aid of our Special Education teachers. Our ESL Coordinators on each campus are enlisted ensure that our English Language Learners receive the support they need to understand and adhere to our discipline policies. We also have interpreters on each campus to aid in parent conferences with our ELL population.

Several incentives for positive student behavior are in place on the HST campus. During the Elementary Weekly Assembly, each teacher of each homeroom will announce a Student of the Week, based on the students' choices and behaviors of the previous week. Certificates are printed with students' names and awarded to them individually during the assembly. All the recipients stand together and have their picture taken, which we use in our yearbooks, social media messages, etc.

At both the elementary and secondary levels, we also draw "Accolades" for students at each grade level each week during the assembly. Teachers regularly write these accolades for their students, describing how the student did something to help someone else, not realizing that their actions had been noticed. These are kept in grade-level buckets, and we draw one from each class each week. Elementary students get to sit on the front row together during POWWOW, and afterwards, they choose a prize from the Principal's treasure chest. Secondary students whose names are drawn receive free Jean Day vouchers. We also have Golden Accolades at the elementary level, which describe students who have gone over and above in exhibiting great character. These are written by teachers and immediately sent to the office. The principal rings a bell and announces that student, including the reason for receiving the Golden Accolade over

the public address system to the rest of the school. These students receive vouchers for free Jean Days.

At both levels, students who qualify are also awarded Citizenship medals at our end of the year Academy Awards presentations. The most coveted award of all is announced at the very end of the Award Ceremony. Known as the PRIDE Award, it is a beautiful trophy awarded to the students who has exhibited behaviors and attitudes most befitting our culture and behavioral standards. PRIDE is an acronym for Prepared, Respectful, Integrity and Dependable Etiquette. These character traits appear on posters in each classroom and in the hallways to remind students how we are to conduct ourselves everywhere in our school setting.

b. Non-Compliance to Code of Conduct

Unruliness and non-compliance to the Code of Conduct will not be tolerated. For a safe, healthy, learning environment, it is important that the Code of Conduct is upheld. Consequences for not upholding the Code of Conduct may include infractions, detentions and suspensions, and even expulsions.

Prohibited Behaviors (NIAA Handbook, pg. 20)

- Non-compliance to Code of Conduct, regulations and policies
- Arson, Assault, Aggravated Assault, Aggravated Robbery or Felony (on or off school property)
- Blackmail, Extortion, Coercion
- Bomb Threat/Hoax, Terrorist Threat/ Hoax, Deadly Conduct
- Bullying/ Hazing/ Harassment/ Threats/ Retaliation
- Cheating, Forgery, Plagiarism
- Defamation of Character (Student/ Teacher/ Staff/ Parent/ Volunteer/ School)
- Disrespectful behavior towards a student or adult
- Disruptive Behavior, Insubordination, Reckless Conduct, Campus Disruption, Fire Alarm pulled (Building Evacuation)
- Fighting or Horseplay: hitting, biting, kicking, pushing, spitting, shoving, pinching, etc.
- Gambling, Gang/Cult Activity, Hit List
- Inappropriate Photographs, Pictures, Videos, Books and other materials
- Lying/ Lying to School Leader
- Profanity, use of foul words, cursing, profane gestures, or inappropriate language toward another student or adult
- Possession/Use/Distribution of Prohibited Items including but not limited to alcohol, illegal drugs and paraphernalia, prescription and nonprescription drugs, guns, knives, explosives and fireworks, clubs, chains, Chinese stars, laser pointers, matches/lighters, e-cigarettes, vapes, or tobacco in any form, obscene/inappropriate materials, razors, any object resembling or used as a weapon including toy weapons, any object used as a weapon (see list of Prohibited Items)

- Racial Slurs
- Sexual contact, Sexting, Inappropriate Touching, Public Display of Affection (PDA), Sexual Harassment, Inappropriate Display of Body Parts, Obscene or Lewd Gestures
- Skipping class or not being in designated area, leaving class/school without permission
- Walk-Out/Protest
- Stealing
- Technology Abuse (including social media); Unauthorized use of Electronic Devices including but not limited to gaming devices, iPods, MP3 Players, CD players, or phones (See electronic device policy); Illegal Access or use of School Technology (on or off campus)
- Uniform & Grooming Policy Violations (See Uniform & Grooming Policy details)
- Vandalism
- Vehicle, Parking and Driving Violation

Prohibited Items (NIAA Handbook, pg. 20-21)

- Alcohol, illegal drugs and paraphernalia, prescription and nonprescription drugs
- Guns, BB guns or pellet guns of any size or shape, or any toy resembling a weapon such as a toy gun, sword, etc.
- Knives of any size, including pocketknives
- Explosives, including fireworks of any kind
- Clubs, chains, Chinese stars, or any kind of objects deemed unsafe
- Laser Pointers
- Matches/lighters
- E-cigarettes, vapes, or tobacco in any form
- Obscene/Inappropriate Material: Literature/ Material/ Devices not conducive to a healthy and friendly learning environment are not permitted. Such materials will be confiscated. Such materials may not be shared or promoted.
- Razors
- Any object used in a way that threatens or inflicts bodily injury to another person; any object used as a weapon

Students who violate the prohibited items and vandalism policies will be responsible for damages, including any monetary damages. In order to provide a safe and supportive environment for our students and ensure that students will not be allowed to disturb the educational process, we have implemented the following Code of Conduct for all of our students.

Non-Compliance to Code of Conduct

Unruliness and non-compliance to the Code of Conduct will not be tolerated. For a safe, healthy, learning environment, it is important that the Code of Conduct is upheld. Consequences for not upholding the Code of Conduct may include infractions, detentions and suspensions, and even expulsions.

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- Bullying/ Hazing/ Harassment/ Threats/ Retaliation
- Cheating, Forgery, Plagiarism
- Defamation of Character (Student/ Teacher/ Staff/ Parent/ Volunteer/ School)
- Disrespectful behavior towards a student or adult
- Disruptive Behavior, Insubordination, Reckless Conduct, Campus Disruption, Fire Alarm pulled (Building Evacuation)
- Fighting or Horseplay: hitting, biting, kicking, pushing, spitting, shoving, pinching, etc.
- Gambling, Gang/Cult Activity, Hit List
- Inappropriate Photographs, Pictures, Videos, Books and other materials
- Lying/ Lying to School Leader
- Profanity, use of foul words, cursing, profane gestures, or inappropriate language toward another student or adult
- Possession/Use/Distribution of Prohibited Items including but not limited to alcohol, illegal drugs and paraphernalia, prescription and nonprescription drugs, guns, knives, explosives and fireworks, clubs, chains, Chinese stars, laser pointers, matches/lighters, e-cigarettes, vapes, or tobacco in any form, obscene/inappropriate materials, razors, any object resembling or used as a weapon including toy weapons, any object used as a weapon (see list of Prohibited Items)
- Racial Slurs
- Sexual contact, Sexting, Inappropriate Touching, Public Display of Affection (PDA), Sexual Harassment, Inappropriate Display of Body Parts, Obscene or Lewd Gestures
- Skipping class or not being in designated area, leaving class/school without permission
- Walk-Out/Protest
- Stealing
- Technology Abuse (including social media); Unauthorized use of Electronic Devices including but not limited to gaming devices, iPods, MP3 Players, CD players, or phones (See electronic device policy); Illegal Access or use of School Technology (on or off campus)
- Uniform & Grooming Policy Violations (See Uniform & Grooming Policy details)
- Vandalism
- Vehicle, Parking and Driving Violation

Prohibited Items (NIAA Handbook, pg. 20-21)

- Alcohol, illegal drugs and paraphernalia, prescription and nonprescription drugs
- Guns, BB guns or pellet guns of any size or shape, or any toy resembling a weapon such

as a toy gun, sword, etc.

- Knives of any size, including pocketknives
- Explosives, including fireworks of any kind
- Clubs, chains, Chinese stars, or any kind of objects deemed unsafe
- Laser Pointers
- Matches/lighters
- E-cigarettes, vapes, or tobacco in any form
- Obscene/Inappropriate Material: Literature/ Material/ Devices not conducive to a healthy and friendly learning environment are not permitted. Such materials will be confiscated. Such materials may not be shared or promoted.
- Razors
- Any object used in a way that threatens or inflicts bodily injury to another person; any object used as a weapon

Students who violate the prohibited items and vandalism policies will be responsible for damages, including any monetary damages.

3. Discuss how students, teachers, and parents will be informed of the school's discipline policy.

Disciplinary Action (NIAA Handbook, pg. 27-28)

Elementary School

The goal of the Infraction System is to train all students to evaluate their behavior, learn how to develop self-control, and encourage good choices. When a student breaks a school rule or uniform policy, he/she will receive an infraction from teachers or administrators. Infractions Notices are written by campus leaders with three carbon copies: one to send home, one for the discipline officer of the campus, and one for the teacher to keep. The discipline officer on each campus is responsible for tracking student infractions in the student information system. Three infractions will result in a detention. Elementary detention will take place for 30 minutes immediately after school ends for the day.

Step 1 = Written or verbal parent notification
Step 2 = Parent and teacher conference
Step 3 = Teacher, parent and principal conference and a suspension
Step 4 = Parent, student and principal conference and a suspension
Step 5 = Parent, student and principal meeting and transfer of student enrollment

Infractions start over every Monday. Detentions and office referrals start over every semester. However, suspensions may carry over to the next semester. Violating the Code of Conduct is unacceptable and may result in an office referral. Consequences could include but are not limited to detention, suspension or expulsion. Administration will make the final decision.

Secondary School
The goal of the Discipline Management System is to train and guide all students to respect, obey school rules and expectations, evaluate their behavior, learn how to develop self-control, and make good choices. Breaking school rule(s) or uniform policy results in disciplinary action.

Step 1: Three infractions: Detention with student notification
Step 2: Three infractions: Detention with student and parent notification
Step 3: Three infractions: Principal, teacher, parent and student conference with suspension
Step 4: Three infractions: Principal, parent and student conference with suspension
Step 5: Three infractions: Principal, parent and student conference and possible transfer of student enrollment

Secondary detention will take place for 45 minutes after school. Depending on the severity of the incident, one office referral may place the student at Step 3 or greater and result in suspension, transfer of enrollment, or expulsion. See list of Prohibited Behaviors below. Disciplinary actions may result in an infraction or other consequences, including but not limited to:

- Warning
- Time-Out
- Loss of Privileges (athletics/clubs/etc.) including exclusion from school trips
- Parent Notification
- Assigned School Duties
- Lunch Detention
- Before/After School Detention
- Restitution (including financial)
- ISS
- OSS
- Expulsion (must be approved by superintendent or superintendent's designee)

Misbehavior and conduct violating standards may impact a student's academic performance, including but not limited to reduction in grades, class rank, promotion, and other opportunities. Violating the Code of Conduct is unacceptable and may result in an office referral. Consequences could include but are not limited to detention, suspension or expulsion. Administration will make the final decision.

In situations where expulsion is recommended, the school administration will conduct an in-depth investigation. Witnesses, both teachers and students, will be asked to provide their testimonies of the occurrence. Students and parents will meet with an administrator before returning to school following an OSS. Some behaviors may require reporting to law enforcement agencies and may have additional consequences outside of HST's authority. These behaviors may also result in automatic expulsion. **If an expulsion is recommended, a meeting will be scheduled at which time the parent/guardian will be notified of the campus' recommendation for expulsion. Parent/guardian may choose to withdraw or file an appeal to the District.**

Possible Transfer of Enrollment/Expulsion Notice (NIAA Handbook, pg. 28)

a. Transfer of enrollment/Expulsion notification will be sent to the parent by mail/email/phone/hand delivery within 3 business days of occurrence of incident. The notification will call for administrator(s) and parent conference and allow parent hearing.
b. The school administration will conduct a thorough investigation of the incident, including testimonies from both teachers and students. The results will be shared at the hearing.
c. The school will give an opportunity to withdraw before expelling a student if laws allow.

Unhealthy Relationships (NIAA Handbook, pg. 24)

a. Relationships between students and students, and between students and teachers must be healthy, promote campus unity and build character. In order to encourage students to focus on studies and opportunities for excellence, HST discourages unhealthy relationships between students. All relationships irrespective of gender that do not help students focus on excellence in academics, fine arts and sports opportunities will be considered unhealthy for their progress and well-being. Healthy relationships are age appropriate and promote unity and brotherhood. Unhealthy relationships or undue focus on gender relationships and romantic relationships can undermine unity in the campus, promote cliques, and have the potential to materially disturb the school's safe learning environment. These unhealthy relationships can impact, influence or restrict students' ability to form deep and lasting human relationships. Therefore, disciplinary action may be taken if unhealthy relationships are conducted or continued on campus or where school-related activities take place
b. The school will give an opportunity to withdraw before expelling a student if laws allow. Students who are removed from class/campus (suspension or expulsion) may be prohibited from attending or participating in school-sponsored and school-related activities.

Prohibited Behaviors Definitions and Details (NIAA Handbook, pg. 21)

Bullying & Cyberbullying: "Bullying" occurs when a student or group of students directs written or verbal expressions or physical conduct against another student and the behavior results in harm to the student or the student's property, places a student in fear of harm to him/herself or his property, or is so severe, persistent, or perverse that it creates an intimidating, threatening or abusive educational environment. ***HST will not tolerate any form of "bullying," including "bullying" based on gender, race/ethnicity and/or physical or mental characteristics. HST will not tolerate cyberbullying.***

Cyberbullying is defined as bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. HST will not tolerate cyberbullying of any kind.

Anti-Bullying Policy (NIAA Handbook, pgs. 21-22)
Bullying, defined by Senate Bill 179, is a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Occurs on or is delivered to school property or the site of a school-sponsored or school-related activity on or off school property;
- Occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying: Interferes with a student's educational opportunities; or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity
- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school; and includes cyberbullying. Cyberbullying means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

HST prohibits retaliation by a student or district employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

The principal or designee shall investigate an allegation to determine if the report would constitute bullying, cyberbullying, or prohibited conduct. Prohibited Conduct, as defined by policy FFH includes dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability.

If a student believes that he or she has experienced bullying, cyberbullying or prohibited conduct or has witnessed bullying of another student, it is important for the student or parent to report the incident to a teacher, counselor, administrator or a district employee as soon as possible. An administrator will investigate the allegation and take the appropriate disciplinary action if an investigation indicates that bullying, cyberbullying, or prohibited conduct has occurred. Absent any extenuating circumstances, the investigation should be completed within 10 District business days. The campus administration shall prepare a written report of the investigation, which should include a determination of whether or not bullying, cyberbullying or prohibited conduct occurred.

Reporting Bullying

To report an incident of bullying, a parent or student may present a written complaint and submit it to their campus administrator.

Cheating/Academic Dishonesty/Plagiarism (NIAA Handbook, pg. 23)

HST's definition of student academic dishonesty includes but is not limited to the following:

1. Students copying another student's homework or test answers, with or without that student's permission.
2. Using cheat notes during a quiz, test, or closed book assignment.
3. Having access to/using a teacher's answer sheets or books.
4. Obtaining test questions from students who have already taken the test.
5. Copying themes and/or other written papers from other students or alternative reference materials without properly quoting the source.
6. Claiming work taken from the internet or other resources as their own.
7. Use of cell phones/smart watches or other electronic devices during test or class time to relay answers, take pictures of a quiz, test, or closed classroom assignment and then communicate its content to another student for academic gain.
8. Plagiarism is the use of another person's original ideas or writing, as one's own, without proper credit given to its original source.

Plagiarism is considered cheating and if a student cheats, that student will be subject to disciplinary action and the loss of credit for the work in question.

Electronic Device Policy (NIAA Handbook, pg. 23):

Personal cell phones/smart watches and other unauthorized electronic devices may not be used in school premises. Abuse of cell phones/ smart watches causes distraction and deters the progress of students in curricular and co-curricular activities. **Cell phones/smart watches must be placed in a back pack and turned off.** They should not be on the students or carried by them. During school hours, students must use the school office phone to contact parents for emergency. After school hours, cell phones/smart watches may be used in the school premises only for emergencies, contacting parents, rides, coaches and teachers. Consequences for not upholding this rule will result in disciplinary action leading up to expulsion. **The District will not be responsible for damaged, lost, or stolen telecommunication devices.**

Parents are not permitted to call or text students during the school day, as all cell phones/smart watches and other electronic devices will be confiscated if seen or heard and disciplinary action will be taken against students who do not uphold cell phone rules.

Step I: Use of phones/ electronic devices will result in confiscation. The parent may pick up the phone/ electronic device at the end of the day by paying $15 at the school office.

Step II: Any subsequent use of phones/ electronic devices will result in confiscation. The parent may pick up the phone / electronic device at the end of the day by paying $25 at the school office.

Step III: Further violation of electronic device policy will cause the student to lose privileges to bring the device to the school thereafter, and may result in suspension, expulsion, or an invitation to withdraw.

The use of cellular phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas as well as any school-related or school-sponsored event during school hours. (Exceptions may be made for athletic events occurring outside school hours.) Confiscated telecommunications devices that are not retrieved by the student's parents will be disposed of after the notice required by law. In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. Any disciplinary action will be in accordance with the Handbook.

Furthermore, a student's failure and/or refusal to promptly and peacefully relinquish a device will result in more serious disciplinary action. Defiant behavior such as attempting to dismantle a device before relinquishing it (for example, removing the SIM card, battery, etc.) will result in more serious disciplinary action.
Students are NOT permitted to have cell phones/smart watches or any other unauthorized electronic device in their possession during STAAR testing or in any school testing environment.

The District prohibits the use of telecommunications devices such as cellular phones, pagers, beepers and PDAs ("telecommunications devices"), as well as cameras (digital, video, etc.), MP3 players, CD players, video games or any other device that has the potential to be considered a distraction to the educational environment at all schools and at all school-related activities, both on and off campus, in school premises (and also during school activities outside school premises if specific directions are given by teachers and administrators concerning off-campus activities). For students on school campuses, the school day is defined as from the time a student first enters the school building for the day until the final dismissal of the day. For students participating in school-related activities off-campus and/or school-related activities that begin before the first admission to the campus of the day or after the last dismissal of the day, school personnel supervising such activities have discretion to determine when the school day begins and ends.

Students on campus who need to make calls for emergency purposes may ask permission to use the office phone. Parents who need to contact a student on campus during the school day must call the school office. Parents who need to contact a student participating in an off-campus school-related activity should do so according to the expectations determined by school personnel supervising the activity, which expectations may vary.

Inappropriate/ Public Display of Affection (NIAA Handbook, pg. 24):
HST students are prohibited from engaging in any type of "Inappropriate Display of Affection", whether it is wanted or unwanted. Any act of kissing, hugging, touching, etc. between students which is deemed inappropriate by the school administration during school hours, while on school property or while attending a school related activity will be classified as an "Inappropriate Display of Affection."

Unhealthy Relationships (NIAA Handbook, pg. 24)
Relationships between students and students, and between students and teachers must be healthy, promote campus unity and build character. In order to encourage students to focus on studies and opportunities for excellence, HST discourages unhealthy relationships between students. All

relationships irrespective of gender that do not help students focus on excellence in academics, fine arts and sports opportunities will be considered unhealthy for their progress and well-being. Healthy relationships are age appropriate and promote unity and brotherhood. Unhealthy relationships or undue focus on gender relationships and romantic relationships can undermine unity in the campus, promote cliques, and have the potential to materially disturb the school's safe learning environment. These unhealthy relationships can impact, influence or restrict students' ability to form deep and lasting human relationships. Therefore, disciplinary action may be taken if unhealthy relationships are conducted or continued on campus or where school-related activities take place.

Harassment & Hit List (NIAA Handbook, pg. 24)
Per the Texas Education Code Chapter 37, "Harassment" means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety. "Hit list" means a list of people targeted to be harmed, using: a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Respect for Our American Heritage
In accordance with HST's Mission Statement, we require all students to represent our American Heritage appropriately. Therefore, during the playing or singing of the National Anthem, as well as during the Pledge of Allegiance to the Flag, we require all HST students to stand facing the Flag with their heads uncovered, and their right hands over their hearts.

4. Describe any required dress code or uniform policy.

We believe that wearing uniforms is a very important aspect of our discipline system, as uniforms promote equality among students. Students study and grow well in an environment where there is little or no disparity. Uniforms are an expression of the discipline we are working to instill in our students. Where there is no discipline, there will be no meaningful learning. Therefore, our uniform policy is strictly enforced, with opportunities for students to wear alternate clothing on special days. Following is an overview of our Uniform Policy.

- On Monday, Tuesday, and Thursdays, students will wear the "regular uniform". This consists of a red, white, or blue polo top with our insignia embroidered on the front, and khaki or navy slacks or shorts for boys. Girls wear the same tops, but have the option of slacks, capris, or skorts in the same colors. All students wear white crew socks and white athletic shoes. Shirts will be tucked in at all times, and a black belt is to be worn with all bottoms with belt loops.
- On Tuesdays (Assembly days), all students wear their dress uniforms. For boys, this consists of white, button-down collared shirts with insignia embroidered on the front and the appropriate plaid tie, navy slacks, black belt, dark socks and black dress shoes. This dress uniform changes for boys once they are seniors in high school; then they wear light blue dress shirts and the appropriate striped tie. The girls' dress uniform is a plaid jumper

for elementary girls who are in PreK-4th grade with a white, Peter Pan collared blouse, and a plaid cross tie. In grades 5-11, girls wear a plaid skirt, white blouse with insignia embroidered on the front, and cross tie. Senior girls wear light blue blouses with solid navy skirts and the striped tie. All girls wear white knee socks, and black dress shoes. All shoes must be closed-toes and closed-heeled for student safety.

- On Fridays, we do a passive fund-raiser, wherein students may wear blue jeans and school spirit shirts with their own selection of shoes for a nominal fee. On the last Friday of each month, students also have the option of a free-dress day, as long as their attire remains modest and in good taste, according to the guidelines outlined in the Handbook.

Dress Code Guidelines (NIAA Handbook pg. 26)

- Students' uniforms must fit properly, and may not be tattered, torn or excessively worn.
- Slacks, skirts and skorts should be worn at the waist with no sagging.
- Shirts are to be tucked in at all times (except on Jean Day Fridays).
- Clothing on school premises and during school related activities should be modest and not too tight, too short or revealing. Skirts may not be above the knee, front and back, and skorts shall be no more than two inches above the knee, front and back.
- Students are required to wear closed-toe and closed-heel shoes at all times; no flip-flops or wheelies.
- Head bands, bows, and head scarves may be worn by girls only, and must be in school colors (red, navy, white or plaid). Religious head coverings must also be in school colors. No bandanas. In cold weather, students may wear only white, long-sleeved turtle-neck or crew-neck shirts under their uniform polo shirts.

Fashion Friday Dress Code for PreK-12th Grade (NIAA Handbook, pg. 26)
(Last Friday of the month; $3 if students choose to participate.)

- Clothing needs to be free of rips and tears with no holes
- No sleeveless attire
- Boys' shorts are at the knees, front and back
- Girls' skorts are no more than 2 in above the knee, front and back
- Girls' skirts and dresses are to the knee, front and back. Modesty shorts are to be worn underneath
- No shorts for girls
- No leggings in lieu of pants
- No open-toed or open-heeled shoes; no more than ½ inch heel

Jeans Day Friday Dress Code for PreK-12th Grade (NIAA Handbook, pg.26)
(All other Fridays; $2 if choose to participate.)

- Clean, untattered blue jeans; no designs or prints
- Approved school spirit t-shirt or the regular polo shirt
- Shoes of student's choice (closed toes and heels)

Grooming Policy (NIAA Handbook, pg. 26-27)

Boys

- Facial hair such as beards, mustaches, long side burns, and goatees will not be permitted. Students will be required to shave if wearing facial hair.
- Boys' hair can be no longer than the top of the collar or below eyebrows. Boys' hair must not be more than three inches long from the top of the scalp. No pony tails or buns are permitted. Braided hair must be above the eyebrows and/or above the collar line.
- Sideburns may not extend below the earlobe or onto the cheek.
- Male students will not be permitted to wear make-up, earrings, or other jewelry (with the exceptions of a watch and medical emergency bracelet).

Girls

- Elementary girls may wear earrings about the size of a dime or smaller.
- Secondary girls may wear earrings no larger than a dime. No other jewelry is allowed (with the exceptions of a watch and medical emergency bracelet). One proper size, matching earring in each of a girl's pierced ears is permitted.
- Secondary and Elementary girls' hair should be styled so that it is out of their eyes. It should be clean and well-groomed at all times. Only natural hair colors are permitted.
- No fingernails of extreme length, style, or color. No fake eyelashes.

Both Boys and Girls

- Extreme modes of hair design and color will not be allowed.
- Facial, tongue, nose and body piercing is not permitted. No spacers allowed.
- No bandanas.
- Tattoos are not permitted. If students have tattoos, they must be covered.
- Sponsors of co-curricular and school-related activities may set individual dress and appearance standards with the written approval of the principal.

All grooming standards will be determined at the discretion of the administrator. Non-compliance to Uniform and Grooming Regulations will result in an infraction. Please see both the Code of Conduct as well as Disciplinary Action/Infraction System pages for details on infractions and subsequent consequences. In addition, students not in uniform may be asked to call home for appropriate attire, sent home to change attire, or subject to in-school suspension.

5. Outline the plan to ensure that students, the facility, and school property are safe and secure. Explain the types of security personnel, technology, equipment, and policies that the school will employ: The Houston School of Technology (HST) Board of Trustees will form a District Safety and Security Committee to develop and implement the HST District Multi-Hazard Emergency Operations Plan, encompassing all emergency plans and response and recovery plan. The committee will be comprised of members to be in compliance with SB11. The HST Board of Trustees will also form a Campus Threat Assessment Team comprised with members to be in

compliance with SB11. The Campus Threat Assessment Team will receive the necessary training for compliance and reporting with SB11.

The District Safety and Security Committee will direct a security and safety audit of the campus to establish compliance with Texas Education Code, §37.108 District Multi-Hazard Emergency Operations Plan and provide guidelines for:

- Evacuation Procedure
- Alert Status Procedure
- Lockdown Procedure
- Severe Weather Procedure
- Shelter In Place Procedure

The District Multi-Hazard Emergency Operations Plan will address HIPAA, FERPA, UIL, AEDs in school buildings, health department food inspections, local fire and building codes, and chemical delivery and storage regulations.

HST will contract with a licensed security company who will provide armed commissioned police officers and/or licensed armed security officers supported with fully equipped patrol vehicles in order to respond to any hazard, anywhere, at any time. All police officers and security officers are licensed under the Texas Title 10 Occupational Code 1701 and 1702, undergo extensive FBI and background investigations, mental health evaluations, and personality surveys. All officers receive specialized training in school-centered policing, firearms handling, first aid, medical emergency management, fire response and suppression, response to an active shooter incident, interpersonal professional communications, and emergency immediate trauma care. Officer(s) will also be members of the District Safety and Security Committee and the Campus Threat Assessment Team. With the presence of officers, HST students will receive instruction on how to interact with law enforcement – particularly during traffic stops when age appropriate, according to SB30 (Community Safety and Education Act).

The contracted security vendor will provide alerts for weather and other emerging potential threats to HST district. During emergencies, HST security will work closely with local emergency first responders. HST will also work closely with the news media and use social media and electronic media (Facebook, websites) to provide clear and direct emergency information and updates all to be included in the multi-hazard emergency response plan. In conjunction with security, the student management system will allow for mass notifications to key stakeholders, teachers, staff and parents.

FST will be compliant with state laws regarding appropriate emergency trainings and drills. All staff working with the students will undergo annual emergency response training inclusive of but not limited to Stop the Bleed training, training in identifying and addressing inappropriate relationships with students, Title IX, Blood borne Pathogens, Bullying Prevention, Child Abuse & Maltreatment, Copyright, FERPA (Family Educational Rights & Privacy Act), Internet Safety, Sexting, 504, Sexual Harassment, Suicide Prevention, Teen Dating Violence & Abuse, Texas Educator's Code of Ethics. Nurse(s) will have additional training/certifications in Anaphylaxis,

Epinephrine, Diabetic, Hearing & Vision, Acanthosis Nigricans. Personnel not directly working with students will attend annual Title IX and Sexual Harassment training and department-specific training as assigned by supervisors.

HST will work toward deploying security cameras utilized for live monitoring as well as for forensic review post-incident. HST campus will be equipped with fire suppression and alarm systems. HST will utilize access control doors. The Safety and Security Committee will provide requirements for implementation upon the completion and board approved safety and security audit of the facility/campus. HST Principal/Superintendent will plan and budget according to the findings.

Security and Safety Committee will coordinate with Principal & PEIMS Coordinator the implementation of policy and procedures for TEA safety and security reporting of the appropriate activities and information.

The Health & Safety Committee will work in unison with the Safety & Security Committee to ensure the students are trained for emergency response and to be in compliance with School Health. Included in the Health & Wellness Policy will be nutritional guidelines and physical education requirements as well as necessary health-related topics addressed in the district/campus improvement plans: Bullying Intervention, Bullying Prevention, Coordinated School Health, Early Mental Health Intervention, Fitness Assessment, Parental Involvement, Physical Activity, Suicide Prevention/Postvention, Tobacco Use, Vaping, Alcohol & Drug Abuse, Violence Intervention, Violence Prevention,

Promotion and Graduation Requirements

1. a. Describe what students in the last grade served will know and be able to do.

Promotion policy: A student will be promoted only on the basis of academic achievement with demonstrated proficiency of grade level/subject matter, standardized and state testing, and attendance.

Promotion and retention must be made by Grade Placement Committee for students who have failed two or more core subjects or have failed any STAAR testing for the current year. A Grade Placement Committee will consist of the student's teacher, parent and school administrator.

Regular attendance is not an option. Absences from class may result in student's understanding and mastery of the instructional materials. Students will not be given credit for a class unless the student is in 90% attendance of the days the class is offered.

From grades 7-12, a student may recover credit according to guidelines provided by the counselors.

a. Upon promotion/graduation students of the following grade levels will be able to

PreK: By the end of the prekindergarten, HST will have partnered with parents to help students achieve the foundational knowledge they need for success in kindergarten. Some of these skills will include not only their letters, letter sounds, and numbers, but also the social and emotional readiness needed for school. The social and emotional skills needed can include an ability to follow simple instructions, daily routines, and taking turns. Students will also begin to form the positive connection with school.

Kindergarten: By the time students finish kindergarten at HST, they will be able to read and comprehend on a Level D in our Learning A to Z, ELAR curriculum. Kindergarten students will begin to learn an enthusiasm for writing sentences and discuss their writing with others. Students will be able to read and write their numbers to 20 and use those numbers to begin demonstrating those numbers through pictures and hands-on activities. Through investigations and hands-on activities, students will begin to ask questions about the world around them in science. Social Studies will allow students to problem solving.

1st grade: Students finishing their 1st grade year will be reading and comprehending at a level J in our Learning A to Z, ELAR curriculum. Their writing skills include writing drafts in their prewriting and involve multiple paragraphs that have beginning, middle, and end thought process. Students will master at 70%, basic properties in addition and subtraction. They will also be able to write and solve basic word problems with answers less than or equal to 20.

2nd grade: At the end of 2nd grade, students will be at a reading and comprehension level of P in our Learning A to Z, ELAR curriculum. 2nd grade students will add to their writing skills by adding organizational structures such as table of contents and headings. In math they will be able to complete multi-step word problems using multiple strategies with addition and/or subtraction.

3rd grade: This is the year that students will perform with 70% or higher in their school work across subjects. Meeting state standards for the state assessment in reading and math will also be part of this year's requirements. They will master reading at a level T in Learning A to Z, ELAR curriculum.

4th grade: Students will perform with a 70% or higher in all subject areas and meet state standards in reading, math, and writing on the state assessment. These students will read and comprehend at a level Z in Learning A to Z, ELAR curriculum.

5th grade: Students will perform with a 70% or higher in all subject areas and meet state standards in reading, math, and science on the state assessment.

6th grade: Students will perform with a 70% or higher in all subject areas and meet state standards in reading and math on the state assessment.

7th grade: Students will perform with a 70% or higher in all subject areas and meet state standards in reading, math, and writing on the state assessment.

8th grade: Students will perform with a 70% or higher in all subject areas and meet state standards in reading, math, and science, and social studies on the state assessment.

9th - 12th grade: Students will perform with a 70% or higher in all subjects. Meeting the conditions of HST guidelines for high school students with volunteer hours and intern hours will also be part of their requirements for moving on. They will also meet state standard on their End of Course assessments.

b. Include a description of the policies and procedures related to promotion and graduation for students with disabilities

See response to support for Special Populations

c. Discuss how and when promotion and graduation criteria will be communicated to parents and students: Promotion and graduation criteria will be communicated to parents during admission interviews (that provide orientation on school rules, attendance policy, promotion, graduation policy, etc.)

2. a., b., c..

HST will meet Texas High School graduation requirements (including endorsements). Please see below Newman International Academy's list of high school courses offered that HST will follow. Newman Academy's course offering align with HST's philosophy of education, STEM based curriculum, and college and career preparation. The NIEO Board may make changes based on student needs later. See endorsement course matrix below,

	9th Grade	10th Grade	11th Grade	12th Grade
English	___English 1 ___H English 1	___English 2 ___H English 2	___English 3 ___H or AP English 3	___English 4 ___College Prep English ___H or AP English 4
Support	___ Reading 1 ___Reading 1 ESL ___ Read 1 EOC	___ Reading 2 ___Reading 2 ESL ___Read 1 EOC ___Read	___Reading 3 ___Reading 3 ESL ___Read 1 EOC ___ Read 2	
Math	___Algebra 1 ___ H Geometry	___Geometry ___ H Geometry ___ H Algebra 2	___Algebraic Reasoning ___Algebra 2 ___ H Algebra 2 ___PreCalculus ___H PreCalculus	___Alg 2 __College Prep Math ___PreCalc ___H PreCalc ___ H Calculus ___ AP Calculus ___ Statistics & Business (CTE)
Science	___Biology ___ H Biology	___ Int. Physics & Chem (IPC) ___Chemistry ___ H Chemistry	__ Chemistry __ Physics __H Physics **__ Engineering Science (CTE)*** **__ Anatomy & Physiology (CTE)*** **__ Medical Microbiology (CTE)***	__ Earth & Space Science __ Physics __H Physics **__ Forensic Science (CTE)*** **__ Engineering Design & Problem Solving (CTE)*** **__ Pathophysiology (CTE)*** **__ Medical Microbiology (CTE)***
SS/History	___World History ___ H World History	___US History ___ Honors or AP US History	___International Studies / Historical Literary Studies	___US Government / Economics H US Government / H
Other Electives	__ Personal Financial Literacy (.5 cr) ___ Lifetime Nutrition & Wellness (.5 cr) ___ Yearbook (English elective -1 cr) ___ Civil Air Patrol/PE/Athletics (1 cr) Psychology (.5 cr) H Psychology (.5 cr) Sociology (.5 cr) H Sociology (.5 cr) Civics/Government			
Foreign Language	__1 __2 __3 __3H __Chinese __French __ Latin	__1 __2 __3 __3H __Chinese __French __ Latin __Spanish __ Arabic __ A.S.L.	__1 __2 __3 __3H __4H __Chinese __French __ Latin __Spanish __ Arabic	__1 __2 __3 __3H __4H __Chinese __French __ Latin __Spanish __ Arabic
Technology	___Foundations of Cybersecurity (CTE) __Computer Science I (CTE) __Computer Science II (CTE) __ Prin. Applied Engineering (CTE) __AV Prod. I (CTE) __ Graphic Design 1 (CTE) ___Commercial Photography I (CTE)			
PE/ Athletics	__PE/Athletics 1 OR	__PE/Athletics 2 OR	__PE/Athletics 3 OR ___CAP	__PE/Athletics 4 OR ___CAP
Fine Arts	__Art 1 __Choir 1 __Theater Arts 1Beg __ 1Adv __ Technical Theater 1 __Concert Band 1 POWWOW Band1	__Art 2 __Choir 2 __Theater Arts 2 __Technical Theater 2 __Concert Band 2 __POWWOW Band 2 __Orchestra 2 Dance 2	__ Art 3 __Choir 3 __Theater Arts 3 __Technical Theater 3 __Concert Band 3 __POWWOW Band 3 __Orchestra 3 Dance 3	__Art 4 __AP Drawing __Choir 4 __AP Art 2-D __Theater Arts 4 __AP Art 3-D __Technical Theater 3 Concert Band 4

Business & Industry				
Coherent sequence of 4 credits of one CTE track (below)				
	9th Grade	10th Grade	11th Grade	12th Grade
ARTS/AV TECHNOLOGY & COMMUNICATIONS *(Design & Multimedia Arts)*	__Digital Media	__ Graphic Design I OR __ Commercial Photography 1 OR __ Animation	__ Graphic Design II w/Lab OR __ Commercial Photo II w/Lab OR __ Animation II w/ Lab	__Career Prep I __Practicum (2 cr) AV, Graphic Design, Photography, or Animation focus)
INFORMATION TECHNOLOGY *(Networking Systems)* (CTE)	__Computer Science I __ Principals of Information Technology	__ Computer Maintenance/Lab OR __ Cloud Networking	__ Networking (2 cr)	__Project Based Research __Practicum Information Technology (2 cr) Practicum Entrepreneurship __Career Preparation I
BUSINESS MARKETING & FINANCE *(Business Management)* (CTE)	__Principles of Business Marketing & Finance (1 cr)	__Business Law	__ Global Business	__Statistics & Business Decision Making __Practicum in Business Management
BUSINESS MARKETING & FINANCE *(Accounting & Financial Services)* (CTE)	__Principles of Business, Marketing & Finance (1 cr) __Money Matters	__Accounting I	__Accounting II	__ Securities & Investments __Practicum in Business Management (2cr)* __Career Preparation I
HOSPIITALITY & TOURISM *(Travel, Tourism & Attractions)* *(CTE)*	__Principals of Hospitality & Tourism	__Travel & Tourism Management	__Global Business	__Practicum in Hospitality Services (2cr) * __Career Preparation I
MANUFACTURING *(Manufacturing Technology)* (CTE)	__Principals of Manufacturing __Occupational Safety & Environmental Technology I	__Metal Fabrication & Machining I __ Diversified Manufacturing I	__Precision Metal Manufacturing I __Metal Fabrication & Machining II __Diversified Manufacturing II	__Practicum in Manufacturing

Arts & Humanities				
Complete one of the tracks below				
	9th Grade	10th Grade	11th Grade	12th Grade
Fine Arts – 4 credits, in a coherent sequence, from 1 or 2 categories listed here	__Art 1 __Choir 1 __Theater Arts 1Beg __ 1Adv __ Technical Theater 1 __Concert Band 1 __POWWOW Band1 __Orchestra1 __Dance 1	__Art 2 __Choir 2 __Theater Arts 2 __Technical Theater 2 __Concert Band 2 __POWWOW Band 2 __Orchestra 2 __Dance 2	__ Art 3 __Choir 3 __Theater Arts 3 __Technical Theater 3 __Concert Band 3 __POWWOW Band 3 __Orchestra 3 __Dance 3	__Art 4 __AP Drawing __Choir 4 __AP Art 2-D __Theater Arts 4 __AP Art 3-D __Technical Theater 3 __Concert Band 4 __POWWOW Band 4
Social Studies - 5 credits	World History (1 cr)	US History (1 cr)	Historical Lit Studies (.5 cr) AND International Studies (.5	Government (.5 cr) AND Economics (.5 cr)
	Psychology (.5 cr), Sociology (.5 cr), Personal Financial Literacy (.5 cr)			

Language—4 credits in one language OR 2 credits in two languages	1st Lang I _____ ____	1st Lang II _____ _____	1st Lang III OR 2nd Lang I _____	1st Lang IV OR 2nd Lang II _____

STEM				
All STEM are Required to take **Algebra II, Chemistry, and Physics or Principles of Technology PLUS** **Track 1**: 4 credits Engineering CTE; **Track 2**: 4 credits Cybersecurity CTE; **Track 3**: 5 Math credits (total); **Track 4**: 5 Science credits (total)				
	9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
SCIENCE TECHNOLOGY, ENGINNERING & MATH *(Engineering)* (CTE)	__Principles of Applied Engineering (1 cr) (OSHA Certification)	__Manufacturing Engineering Technology I __Computer Aided Drafting for Manufacturing __Robotics I (NOT on POS)	__Engineering Science (Science) (1cr) * __Engineering Design and Presentation I __Robotics II (NOT on POS)	__Engineering Design & Problem Solving (Science) (1 cr)* AND __Practicum in STEM (2 cr)* OR
INFORMATION TECHNOLOGY *(Networking Systems)* (CTE)	__Computer Science I __Foundations of Cybersecurity (1cr)	__ Cloud Networking	__ Networking (No Lab)	__ Practicum in Information Technology (2 cr) * __Practicum in Entrepreneurship __Project Based Research

Public Service				
Coherent sequence of 4 credits of one CTE track (below) Teaching & Training Recommendations: Take Psychology & Sociology				
	9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
HEALTH SCIENCES *(Healthcare Therapeutic)* (CTE)	__ Principles of Health Science (1cr)	__Medical Terminology (1 cr) __Pharmacy I	__ Anatomy & Physiology *(Science)* (1cr)* __ Health Science Theory (1 cr)* __ Medical Microbiology *(Science)* (1cr)* __Pharmacy II	__ Pathophysiology *(Science)* (1 cr) * __ Practicum in Health Science (2 cr) * __ Pharmacology
LAW & PUBLIC SERVICE *(Law Enforcement)* (CTE)	__Principles of Law, Public Safety, Corrections, & Security (1 cr)	__Law Enforcement I (1 cr)	__ Law Enforcement II (1 cr)* __Forensic Psychology	__ Forensic Science *(Science)*(1 cr)* __Practicum in Law, Public Safety, Corrections & Security (2 cr)*

LAW & PUBLIC SERVICE *(Legal Studies)* (CTE)	__Principles of Law, Public Safety, Corrections, & Security (1 cr)	__Court Systems & Practices (1 cr) __Political Science I	__ Political Science II __Advanced Court Systems	__Practicum in Law, Public Safety, Corrections & Security (2 cr)* __Project Based Research __Career Preparation
EDUCATION & TRAINING *(Teaching & Training)* (CTE)	__ Principles of Education & Training (1cr)	__ Human Growth & Development (1 cr)	__Instructional Practices (2 cr)*	__Practicum in Education & Training (2 cr)* OR __Project-Based Research (1 cr) __Career Preparation1 (2 or 3 cr)

Multidisciplinary				
	9th Grade	10th Grade	11th Grade	12th
Advanced Courses (CTE)	Four advanced courses ("advanced courses" are defined by TEA—see District for latest list) that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence			
4X4	Four credits each in Math/ Science/ English/ Social Studies, to include English 4 and Chemistry			
AP/Dual Credit	Four credits in AP, IB, or dual credit selected from English, Mathematics, Science, Social Studies, Economics, Languages other than English, or Fine Arts			

For graduation plans for special education students, see response to "Support of Special Populations."

Graduation Requirement for High School: A student must meet all credit and course requirements set by the State of Texas and Houston School of Technology as well as pass all sections of the state mandated STAAR test in order to participate in the graduation ceremonies.

Please see below how students will earn credit hours, how grade - point averages will be calculated, what information will be on transcripts, and what elective course will be offered.

Graduation Classification: In order to be considered a certain classification in high school, a student must have earned the following number of credits:

- Sophomore 6 credits + 1 year of High School
- Junior 12 credits + 2 years of High School
- Senior 18 credits + 3 years of High School

26 credits are required for graduation

Foundation High School Plan (FHSP) with Endorsement: 26 credits

- English, Language Arts, and Reading (ELAR): 4 credits
- Mathematics: 4 credits
- Science: 4 credits
- Social Studies: 2.5 credits
- Economics: .5 credit
- Languages Other Than English: 2 credits of same language
- P. E./Athletics: 1 credit
- Technology: 1 credit
- Fine Arts: 1 credit
- International Studies: .5 credits
- Historical Literary Studies: .5 credits
- Electives: 5 credits

Foundation High School Plan (FHSP): 22 credits

- 1 less Math
- 1 less Science
- 2 fewer electives

Foundation High School Plan with Endorsement: 26 credits

Distinguished Level of Achievement (DLA): 30 Credits

- FHSP w/Endorsement Plus Algebra 2

Houston School of Technology Minimum Graduation Requirements			
	Foundation Plan	**FHSP Plan w/ Endorsement**	**Advanced Distinguished (Recommended)**
Discipline	**Credits**	**Credits**	**Credits**
English	4	4	4
Math	3	3	4 (Alg 2)
Science	3	3	4
Social Studies	3	3	3
Foreign Language	2	2	2
PE/Athletics	3	3	3
Fine Arts	1	1	1
Technology	1	1	1
International Studies/ Historical Literature	1	1	1
Electives	1	9	7
Total Credits:	**22**	**30**	**30**

Post High School Plans:

(Check as many as apply):

__ Two Year College

__ Four Year College

__ Technical Training

__ Employment

__ Military

__ Other

Houston School of Technology

Co-Curricular Classes*

Please Rank 1-4
(1-First Choice through 4-Fourth Choice)

__ Chess

__ Debate

__ Robotics

__ Cybersecurity/ Coding

***Co-Curricular:** Houston School of Technology requires enrollment in a co-curricular class each semester student is enrolled.

***WIN:** Houston School of Technology requires 10 hours' volunteer & 20 hours internship (WIN) per year of high school.

Endorsement:

Business and Industry - Coherent sequence of 4 credits of one Track

__Digital Communications __ Graphic Design __Business Management

Arts and Humanities – Coherent sequence of 4 credits of one Track

__Fine Arts – 4 Credits in 1 Fine Art __ Fine Arts – 2 & 2 Credits __ Language – 4 Credits in 1 Language __ Language – 2 & 2 Credits

The graduation requirements of HST will ensure that students are prepared for success in college and career because they (a) provide opportunities for students to choose any of the five endorsement tracks that the state offers - STEM, Business and Industry, Human Services including medical and law emphasis, Arts and Humanities, and Multi - Disciplinary track, (b) CTE courses with practicum prepare the students for career (training to take certification exams (like A+ Certification) are also provided), (c) dual credit opportunities are woven into the schedule of the day and given credit as high school and college course.

3. See response to special populations for at risk students who may drop out/or not meet the proposed promotion or graduation requirements.

Family and Community Engagement

Enter narrative response to the prompts in this section of the application. *Reference **Attachment 9** in the response.*

1. Describe how school leaders and staff will engage parents and community members from the time that the application is approved through the opening of the school: The Board will form a start-up committee that will re-engage the many parents, community and church leaders that have been expressing their support for the Houston School of Technology, through email communications, social media, mailers and word of mouth. The start-up committee will create a school web site, and prepare school applications to be made available to parents and explain admissions process. Once the Board hires the Superintendent and Business Manager, they will invite community members to join in the start-up work. Communications will be distributed by email, social media and mail to parents and community members with every step of progress in the start-up phase; planning of admissions process, posting teacher and staff openings and opening of admissions. As demographics show a large percentage of Hispanic families in the region, communications will be translated into Spanish as needed.

2. Once the school opens, explain how school leaders will engage parents in the school (in addition to any proposed governance roles described in the Board Structure and Qualifications section) and solicit their feedback: Parent representation will be encouraged in district and campus level committees and meetings, in the area of health and wellness, safety and security, Title 1, etc. Upon enrollment, any language needs of students' families will be identified and addressed. Parent orientation and Title 1 meetings will have Spanish interpretation as needed. Input of parents will be collected through surveys and parent/teacher conferences, Title 1 district and campus improvement plan meetings and assessment/plan meetings. A parent compact reiterating the need for parents to be involved in the education of the children will be distributed as part of the student handbook. Parents will sign these compacts and return them to the student office. Parent/school collaboration will be formed to facilitate parents' involvement in classroom activities and fundraising. Weekly newsletters will provide regular communication to parents and students; parents will be invited to visit classrooms and participate in children's activities.

3. How does the school plan to share information about students' academic progress with students and families? Teachers will be trained and encouraged to communicate with parents about their children's behavior, academic performance in a timely and consistent manner. Apart from parent/teacher conferences that teachers will call upon on a regular basis; school wide parent conferences will be scheduled in the school calendar so that parents can make plans to attend. Student information systems will facilitate teacher/parent digital communication. School assemblies called POWWOW will help disseminate information to the student body on a weekly basis.

At Pre-K and K grade level, daily and weekly reports and/or folders will be sent home for parental review. From K-12, progress reports will be sent home every 3 weeks and report cards every 9 weeks. Parent/teacher conferences, parent portals to view grades on a daily basis, student information systems providing digital parent/teacher communication will all help keep the parents informed about student progress. State and federal report cards will be posted on the web site for parents to see school progress. The school will send instructions to parents about how to obtain individual student STAAR reports. The school web site will post teacher qualification information.

4. Discuss any community resources that will be available to students and parents: HST and its board members have developed many relationships with community organizations and businesses whose owners and directors have captured the vision of the Houston School of Technology. To support a robust educational and extra-curricular experience for its students, the Houston School of Technology has gained commitments from several fine arts organizations and software professionals willing to lend their expertise. By partnering with existing fine arts and sports organizations, HST even in its starting years can provide stellar extra-curricular options to its students!

Randall Flinn is the director and founder of Ad Deum, a professional dance company located in Houston that tours "across the USA, Canada, Mexico, Europe, and Asia" (https://www.addeumdance.org/), and has committed to assisting HST with dance instructors as part of our extra-curricular program. Kalette Alspaugh owner of Beautiful Feet, a dance and arts studio in Richmond is also willing to partner with HST in providing instruction in areas of dance, arts and music. An Advisory Board has been formed which includes representation from education, technology and the marketplace who are committed to assist as consultants, in training staff and suggest other grants or organizations that could donate resources for the STEM aspects of HST. Dr. Natalie K Blasingame, Ed. D. is committed to support with guidance for "effective teaching and learning, operations and compliance… and required trainings from the Region IV Education Service Center."

Gideon Stanley, CEO of GraceSoft, Inc., is spear-heading a think tank of several IT professionals to assist in development of the HST technology lab and STEM curriculum; Sanjeeta Peters MS from Louisiana School for Math, Science and Arts; Johanna Jacob, Cybersecurity doctoral student, University of Texas SA; Ron Watty, President of First Genesis Inc., Sugar Land; and Raj Joseph, Professor of Computer Science at Houston Community College.

Cyril Rayan, President & CEO of TipNow is committed to assisting with security on the HST campus. Ugonma Adiukwu, CPA is committed to providing financial counsel and referrals for the board and administrative staff.

Refer to **Attachment 9**: Evidence of Community Support

5. List and describe all public meetings held to date to discuss the proposed charter school. Include as Attachment 6, evidence of a published notice of at least one public meeting.

Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates. Include:

We were pleased with the diverse representation of the 60 individuals that attended the public meeting on December 8th, 2019. While we had hoped for a larger turnout, but many individuals are busy with holiday activities and events in December. However, the families who did attend displayed a keen interest with their questions, and were very representative of the region and ethnic diversity. Families in attendance represented immigrants from east Europe, Africa and Asia; Caucasians, African-Americans and Latinos.

a. **Date and location of each meeting;**
The public meeting was held on December 8th, 5:00 pm at the Wellspring Church Intl, 701 E Hwy 90a, Richmond, TX 77406.

b. **The number of attendees at each meeting, including a count of those residing within five, ten, and twenty or more miles of the meeting location;**

- Attendees within 5 miles of the meeting location: 2 families
- Attendees within 10 miles of the meeting location: 4 families
- Attendees within 20 miles of the meeting location: 9 families
- Attendees residing more than 20 miles of the meeting location: 5 families
- Attendees that did not list an address: 5 families

c. **Outreach efforts to promote each meeting;**

Following is a summary of promotions done for the Public Information Session on Dec 8th.

- Email invite sent to 824 subscribers of iPray on Campus, 148 of recipients viewed the invitation
- Pastor Kevin Barber, senior pastor of Wellspring Church Intl, sent an email invite as well to his congregation and also to 15 pastors in the Richmond/Rosenberg network
- Posted in newsletter of Embassy Church in Rosenberg
- 350 flyers distributed to: Youth gathering, 5 churches, and community leadership meeting
- Public meeting notice in Fort Bend Herald
- Official email invites to SBOE and State representatives

Find enclosed a copy of the email invite.

Raising Warriors of Wisdom, Stature and Favor!

For almost two decades Gideon's Army ministry has been investing in the lives of young people. It's been our honor and privilege to see several 'generations' of youth discipled and released into the marketplace, education and ministry.

In 2020, we are investing in a couple new initiatives to greater impact today's youth.

Charter School Initiative

We would like to invite educators, parents and families to learn about a proposed charter school sponsored by Newman-George Intl Education Organization. This school has the potential to impact hundreds of children in our region.

Pastor Gideon & Sarah Stanley
iPrayonCampus

d. **Board member(s) in attendance at each meeting.**

- Sarah Stanley, President
- Dr. Sheba George, Vice President
- Janet Singleton, Secretary
- Betty Sims, Board Member

Leadership and Governance

Board Structure and Qualifications

Enter narrative response to the prompts in this section of the application. *Reference **Attachments 10-14** in the response.*

Proposed board member	Area of expertise	Brief description of experience in this area
Sarah Stanley	Non-profit organization leadership, work among youth and children, finance, technology, community leadership and inter cultural program organization, experience in or knowledge of the target community, and parent and community engagement,	Has served as director of non-profit for 18 years, has worked with children and youth for more than 20 years, has serves as CFO of Grace Software, Inc. for 6 years, has expertise in technology business and services for 20 years, served as Houston Community Leader and organizer of inter cultural programs for 20 years
Janet Singleton	Educational Operations, non-profit finance, community leadership, work among children and youth, grant writing, experience in or knowledge of the target community; and parent and community engagement,	Has served as Benefits Specialist for 11 years and Benefits Coordinator of Fort Bend ISD for 2 years, Houston Community Leader for 20 years during which time she wrote grants, chaired finance committees, and worked with children and youth for 20 years
Dr. Sheba George	Educational administration from pre-K to college, grant writing, school development and building, fundraising, governance, curriculum, instruction and assessment, data-driven decision making, special populations (including, but not limited to English learners and students with disabilities); professional development; performance management; parent and community involvement	Founder and superintendent of Newman International Academy, served on many non-profit boards, college professor, writer and speaker.
Betty Sims	Educational administration from pre-K to college, grant writing,	Founded private schools, has served as assistant principal and

	school development and building, fundraising, governance, curriculum, instruction and assessment, data-driven decision making, special populations (including, but not limited to English learners and students with disabilities); professional development; performance management; parent and community involvement	principal of charter schools, serves as superintendent of Newman International Academy for 7 years.
J.B. Morgan	Law, non-profit organization leadership, management, community service, educational leader	School and IRS attorney for 60 years, has served as chairman of Educational Service Center Region XI, has served on the board of many community service oriented boards, served and serves on the board of several charter school boards
Dave Roever	non-profit organization leadership, management, community service, motivational speaker in global, national and school settings, establishment of parochial schools and colleges, writer, work among youth, counseling, fundraising, military readiness	President of Dave Roever International Ministries, Vietnam War veteran who won Purple Heart Medal and community service medals, has served rehabilitating youth and veterans for over 40 years
John Yerby	Finance, human resource, fundraising, community service, educational leadership, management	Serves on the board of a charter school, CEO of Restoration One, served as finance, sales and marketing director of automobile industries, community leader
Dr. LaVerne Raine	Education, finance, curriculum and instruction, professional development, parent and community involvement, community service	Served as professor of education, specifically, curriculum and instruction for 45 years at Texas A&M, Commerce, finance committee member of non-profit organizations, community leader
Lisa McFarland	International and multicultural relations, education, science and technology, community leader, work among youth, education , counseling	President of Warring Dove Ministries, served as science specialist for schools while working for NASA, community leader in national and global level promoting international and multicultural relations

The Newman-George International Education Organization Board, the sponsoring entity of Houston School of Technology, has nine members "in order to provide effective oversight of the school and to participate in the considerable amount of work required to open a charter school." There will be "no family members who are related within the third degree of consanguinity or third degree of affinity . . . serving" on this "governing board. In addition, no family member within the third degree of consanguinity or third degree of affinity of . . . charter school board member, or school officer shall receive compensation in any form from the charter school, charter holder, or any management company that operates the charter school unless exempted by TEC §12.1054(a)(2)."

According to TEC §12.111(a) (7-8), the governing structure of the board and the powers and duties of the governing body is described in this following response. The Board will comply with TEC §12.105, public meetings and public information laws; with TEC §12.1054, laws related to conflict of interest; with TEC §12.1055, nepotism laws; with Texas Government Code §573.021-573.025, laws related to relationships by consanguinity or affinity, and with 19 TAC §100.1113, laws related to relationships by consanguinity or affinity.

1. **Describe the governance structure:** The success of a charter school is directly connected to the effectiveness of its board. Newman-George International Education organization (NIEO) will be a very effective board as it will help fulfill the vision and advance the mission of Houston school of Technology. Some of the Board members are or have been members of charter school boards. The members of the Board have expertise in areas such as education (leadership, curriculum and instruction, grant writing, school development and building, fundraising, governance, assessment, data-driven decision making, special populations (including, but not limited to English learners and students with disabilities), professional development, performance management; parent and community involvement), law, finance, human resource management, community service, marketing, management, networking, etc.

Governance Structure and Role of the Board

The structure of NEIO involves nine members governed by bylaws. The officers—the President, Vice President and Secretary—have specific operational responsibilities. The Board delegates management authority to the superintendent and school leadership. Committees will be appointed as needed to carry out specific tasks such as fundraising, curriculum revision, facility identification, development, etc. Committees will have well informed members who have specific expertise in the area assigned and they will make recommendations to the Board. This structure is meant to keep the Board's focus on its vision and mission, and reflect the state charter law. NEIO will have special board meetings as necessary (i.e., it will meet even two times in a month if needed) rather than meet only during scheduled regular meetings. Public notice of Board agenda will be posted on the website 72 hours before the meeting unless they are emergency meetings.

NEIO will be accountable to the state, federal government and the public. It will keep its focus on the vison, mission, goal and objective of Houston School of Technology. Legal and fiduciary responsibilities of duty of care (paying attention and being informed in the decision making

process), duty of obedience (understanding the mission), and duty of loyalty (keeping students first) will always be in the forefront of the NEIO Board that is caring and skilled. http://www.txcharterschools.org/wp-content/uploads/2016/06/Charter-Law-Overview-2016_Summit.pdf. It will "hear and decide employee grievances, citizen complaints or parental concerns," "adopt or amend the budget of the school," "authorize the expenditure or obligation of state funds or the use of public property," "approve audit reports," "direct the disposition or safekeeping of public records," "adopt policies governing school operations," and "delegate the initial or final authority to select, employee, direct, evaluate, renew, non-renew, terminate or set compensation of a chief executive officer."
19 TAC §100.1017 and §100.1033(c)(7).

NEIO will ensure that the superintendent salary and the financial statements are posted on the school's website. It will uphold the IRS Private Inurement/Excess Benefit Transaction Rules (Internal Revenue Code §4958), and make sure that compensation is based on comparable compensation from schools of similar size and budget (at least three comparable compensation arrangements). It will oversee contract terms, bonus, benefits, etc. NEIO will follow federal statues concerning Every Student Succeeds Act (ESSA), Family Education Rights and Privacy Act (Student Records), Individuals with Disabilities in Education Act (Special Education), Fair Labor Standards Act (Minimum Wage, Overtime Pay, Recordkeeping), Family Medical Leave Act (Unpaid Employee Leave), National Child Nutrition Program (Eligibility, Claims and Counting), Antidiscrimination Laws: - Title VII of the Civil Rights Act of 1964 - Title IX of the Education Amendments of 1972 - Age Discrimination in Employment Act - Americans with Disabilities Act - Uniform Services Employment and Reemployment Rights Act - Section 504 of the Rehabilitation Act of 1973 Federal Regulation / Federal Constitution, 1st Amendment (speech, assembly, religious freedom, establishment clause) /4th Amendment (search and seizure) / 14th Amendment (due process), and IRS Regulations Concerning 501(c)(3) Exempt Organizations. https://tea.texas.gov/Texas_Schools/School_Boards/School_Board_Member_Training

Interaction with the Superintendent

NEIO will provide oversight of the superintendent and maintain a supportive relationship with the superintendent to ensure smooth operations and success of the school. Helping the superintendent to be high - performing will enable the Board to be high-performing as well. The Board and the superintendent will work in partnership. The superintendent will present student achievement, progress and success reports, assessment effectiveness, assessment results on a quarterly basis. His/her report of STAAR results, A-F report card and federal reports will be crucial to the board to evaluate the educational and operational effectiveness of Houston School of Technology. Thus, the superintendent will report to the Board which will evaluate him/her according the superintendent evaluation tools specified in **Attachment 14**.

Engaging Key Stake Holders

NEIO is and will be adept in engaging all stakeholders especially those closely involved in the operations and success of Houston School of Technology. Employees and parents will trust this

Board in its legal and fiduciary responsibilities that it has undertaken as the Board hears grievances from employees, citizens and parents. When the morale of the key stake holders is guarded and developed by the dedication and effectiveness of the Board, then network with community, key leaders, industries of the community, and donors will be the strength of this Board as well.

Facilitation of Educational and Operational Success

The Board will watch over student achievement and call for continuous improvement while providing strategic vision. It will hold accountable to high standards the leaders that it hires. It will stay informed of state and federal rating process, have the superintendent report to it the status and progress of the school. NEIO will keep students first. Their academic achievement, progress and post - secondary success will be a central part of its role. The students' safety and security will not be compromised at any time. SB 11 regulations will be upheld. NEIO will provide a keen oversight of the financial well - being of the school as reflected in Charter FIRST. It will be responsible for hiring of administrators--chief executive officer, central administrative officers, campus administrative officers and business managers. It will govern and not manage the school. (However, it will manage the superintendent/CEO of the school (the school leader). Thus, NEIO will provide effective oversight of and governance over academic, financial and operational quality of the school

a. Orientations/Training: According Texas Education Agency's (TEA) guidelines for charter schools, "new board members must receive 12 hours of prescribed Commissioner-hour training in their first year of service and 6 hours annually thereafter, with training in Public Records and Open Meetings within the first 90 days of service on the board." "Officials at new charters must complete the required training within one calendar year." See chart below that mirrors the TEA's table showing training requirements for Board members and includes with it NEIO's schedule for Board member training:

	Board Members	NEIO Training Schedule
Role Definition	Member of the governing body of an open – enrollment charter school that is responsible for the management, operation, and accountability of the charter school, which includes appropriately managing public funds (TEC 12.102 (3), TEC 12.122, and TAC 100.1101. (d))	
Total hours required for initial training	12	
Course content modules	Minimum requirements by categories (in minutes)	
Timeline for completion (existing charters)	within one calendar year of appointment or election	October 2019 – October 2020

School Law	150	July 2020
School Finance	60	July 2020
Health and Safety	30	July 2020
Accountability (Public Funds)	120	July 2020
Accountability (Acct. to Public)	60	July 2020
Open Meetings	60	July 2020
Public Records	60	July 2020
Additional detail about required content, exemptions, and exceptions available in;	TAC. 100.1102	
Total hours for minimum requirements	9	
Additional training required beyond minimum requirements (in hours); Trainee selects from course content categories listed above	3	July 2020
Total hours required for initial training	12	
Continuing training requirements (in hours)		
Total hours required annually after completing initial training	6	Before August 1st of every year

(https://tea.texas.gov/sites/default/files/Board%20Member%20and%20Officer%20Training%20Requirements.pdf)

"The signing of the charter contract marks the beginning date for that year. New officials at existing charters must also complete the required training within one calendar year of taking office. After the initial training has been completed, continuing training is required annually thereafter, with the deadline being the anniversary date of the officials' start dates."

b. Submit the board's bylaws in Attachment 10 to describe how the board will function, how often it will meet, and how board members will be selected. Describe plans for any committee structure: See bylaws attached as **Attachment 10.** As mentioned above, NEIO has nine members. The officers—the President, Vice President and Secretary—have specific operational responsibilities. The Board delegates management authority to the superintendent and school leadership. Committees will be appointed by the President as needed to carry out specific tasks such as fundraising, curriculum revision, facility identification, development, etc. Committees will have well informed members who have specific expertise in the area assigned and they will make recommendations to the Board. This structure is meant to keep the Board's focus on its vision and mission, and reflect the state charter law. NEIO will have special board meetings as necessary (i.e., it will meet even two times in a month if needed) rather than meet only during scheduled regular meetings.

Board members will be appointed when a position becomes vacant.

c. Describe the board's ethical standards and procedures:

NEIO will uphold its legal and ethical responsibilities. The ethical standards embraced by each board member will be preserved and applied to all operations with the reiteration of its code of ethics. With the enormous responsibility of that the "member of the governing body of an open – enrollment charter school" has "for the management, operation, and accountability of the charter school, which includes appropriately managing public funds" (https://tea.texas.gov/sites), conflict of interest becomes destructive and antithetical to the philosophy of education that NEIO cherishes. Raising young people of wisdom, honor and character would mean that the members of the Board must be role models demonstrating fairness in all areas avoiding nepotism and personal gain in relationship or monetary benefit. Transparency, disclosure and following of procedure to deal with any apparent or real conflict of interest will exonerate a board member of accusation. Upon a discovery of a conflict of interest, the situation will be arrested, and the Board will decide on the consequence based on the situation the knowledge of parties involved and the degree of the offense. See Attachment 11 for NEIO's Code of Ethics and Conflict of Interest Policy.

d. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

When the parent or student has an objection to a governing board policy or decision, administrative procedure, or practice at the school, the Board will hear the concern, grievance, suggestion and make an informed and objective decision.

The policy of the school will be disseminated to the school community through Student Handbook. Parents who desire to speak to the Board may do so. This opportunity given to the parent to be heard also gives an opportunity for the Board to work in the interest of the School and the students that it set out to serve in the first place. The decision of the Board will be conveyed to the concerned stakeholder in writing.

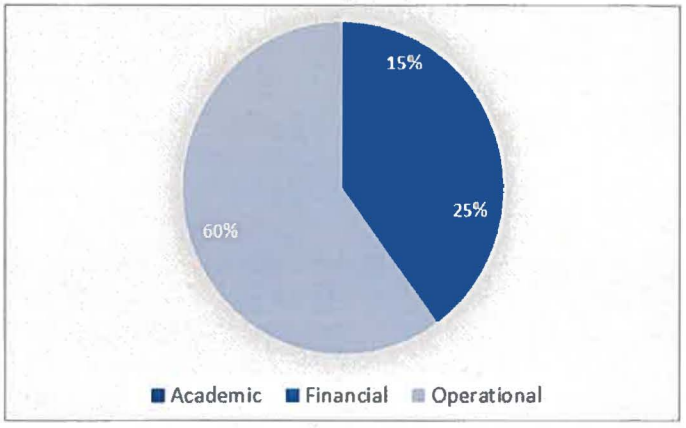
e. Discuss the process, tools, and metrics that will be used to assess and promote board effectiveness : While diligence, integrity, upholding ethical standards, meeting targets, advancing the vision of the organization, serving the client tale to promote the organization may decide the success of all boards, in a school environment promoting the student becomes the foremost goal, and therefore, the metrics by which the school board can assess its effectiveness become student achievement, student progress and success in college and career. In a charter school setting, the Charter School Performance Framework (CSPF) is one of the main tools by which the assessment of the board's effectiveness takes place.

CSPF involves a process that identifies key elements in the success or failure of charter schools. These elements are categorized under academic, financial, operational, and college and career readiness frameworks.

The Academic Framework involves 1a. Overall A-F School, 1b. Achievement status for student groups, 1c. English Language for English Learners, and 1d. Campus Status. There are also

Academic framework indicators for alternative education accountability as provisions. (60 % of the score is assigned to the Academic framework.)

Financial framework indicators are 2a. Overall financial performance on Charter FIRST, 2b. Short term solvency; Cash on hand, 2c. Short term solvency; Ratio of current assets to current liabilities, 2d. Long-term solvency; Revenues equal or exceed expenses, and 2e. Long term solvency; debt service coverage ratio.
(25% of the score is assigned to Financial Framework).



Operational framework indicators are 3a. Teacher qualifications, Program requirements; Special populations; 3c. Program requirements; Bilingual education/ESL populations/ 3d. Program requirements; Career and technical education populations; 3e. Timely filing of governance reporting forms; 3f. Training requirements for board members and charter school officials, 3g.Ccriminal record employment requirements; 3h. Timely filing of PEIMS data, 3i. TREx usage requirements, 3j. Certificate of Occupancy requirements, 3k. Administrative cost ratio; 3l.Maintenance of 501 (c) (3) status, 3.m. 50% of students in tested grades, 3n, Eligibility to participate in child nutrition program, and 3o. Appropriate handling of secure assessment materials. (15% of the score is assigned to Operational framework).
Performance in the area of Graduation, College and Career Readiness is measured by student achievement on exit level assessment, completion of high - school diploma program, completion of industry certification program, enrollment in institutions of higher education, and significant income increase.
Based on the rating in these indicators, the Board can assess its effectiveness. To promote its effectiveness, the NEIO Board will set goals (like improve MATH STAAR score by 3 % in 3rd grade), timelines, steps to improve, barriers for improvement (such as lack of materials), actions to be taken and people assigned for the tasks to improve in every one of these indicators and frameworks.
Improvement may be sought in the related areas such as teacher retention, school safety, etc. NEIO will also use the process of teacher and parent surveys and self - analysis to improve board effectiveness as may be seen in academic, financial and operational frameworks.

2. Describe the ideal size and composition of the governing board: For the successful operation of Houston School of Technology, the nine - member board of Newman-George International Education Organization will work well. Out of the nine board members, eight of them reside in Texas. The very qualified nine-member team is essential to shoulder the responsibilities of the start and successful operation of a dream school for the community that so demands and needs it. As the table in the beginning of this response section reflects, words are not enough to describe the phenomenal experience of these board members. Each one brings a unique skill and expertise to

this team. See Attachment 12 for resumes and biographical affidavits for each proposed board member.

Sarah Stanley, President of the Board, serves as the CFO of Grace Software, Inc., and also as Director of Grace Renewal Ministries, a non-profit organization. She and her husband have pastored a church in the Richmond area for nearly a decade and served the Houston community as a leader for more than 20 years. One of the high lights of their ministry is working with young people in jails and juvenile homes and restoring them to a life of purpose and success. Ms. Stanley teaches music to children and youth through her non-profit organization. Her Master of Divinity studies included a church plant in the Chicago suburb and in Houston, Texas. Along with her husband, Ms. Stanley has mobilized the Greater Houston community for the last 6 years to start a charter school.

Ms. Stanley will bring her ministry of compassion to the school children and her leadership skills to the stakeholders of HST. Technology at HST will develop under the leadership of Ms. Stanley.

Ms. Stanley's special interest in the Latino history, literature and language studies, will help her in her leadership of a charter school that will cater to the needs of a possible 44% of Hispanic students. She completed one semester of college courses in history and Spanish literature at the Instituto Technologico y de Estudios Superiores de Monterrey (ITESM) in Mexico. She says, "It was at that time that I gained conversant proficiency in Spanish as all lectures, papers and exams were communicated in Spanish."

Ms. Stanley has a vast cultural and international experience. She has led more than a half dozen short term overseas trips for high school and college students. During these trips, she mentored and instructed the students in cultural protocols and assisted them in ways to communicate messages of hope with culturally relevant dance, drama and stories. Her passion for intercultural experience will be an asset to Houston School of Technology which will be a very culturally diverse campus if charter is granted.

Ms. Stanley's extensive business travel to Australia, Denmark, Germany, Austria, England and India; experience developing protocols to assist with cross cultural communication between her company's staff and clients around the world (Singapore, India, Nigeria, Caribbean and Mexico), expertise in policy and procedure formulation and compliance; ability to edit license agreements and contracts, and skill in authoring and editing protocols for the support, customer service and sales departments makes Ms. Stanley invaluable to the NEIO Board. No wonder she is interested in raising national and global businessmen and leaders!

She has a Bachelor of Arts degree from Luther College, Minnesota, and a Master of Divinity Degree from Luther Seminary, Minnesota.

Dr. Sheba George, Vice President of the Board, is the founder and superintendent of Newman International Academy, Arlington, Texas, since 2010. She is a college professor and a community leader. Dr. George has been an educator for over 30 years. She will help with the writing of the charter and will also provide guidance regarding the operation of the charter school, if it is granted.

Dr. George received her Doctor of Education degree from Texas A&M, Commerce, Texas; Doctor of Philosophy degree from Mother Theresa University, India; Master of Science degree in Journalism from Texas A&M, Commerce, Texas; Master of Arts degree in English, and Master of Philosophy degree from University of Madras, India.

Dr. George will bring her experience of working with students from Pre-K to College to HST, a College-Prep charter school. Dr. George will also bring her expertise as a charter school administrator and board member.

Janet Singleton serves as Secretary of the Board. She is the community network guru of the team. Parental and community involvement is her specialty. Many years of community leadership has given a passion to bring a hope and a future to children, youth and families of Houston. She currently serves as the Benefits Coordinator at Fort Bend ISD. She received her degree in Bachelor of Science in Management from the University of Phoenix and her degree in Master of Science in Leadership from Belhaven University.

Janet will bring her experience in resource management, non-profit organization leadership and finance to this Board.

Dave Roever, is a Vietnam War veteran and a global figure who has parochial education institutions in 32 countries. He is a speaker across America in public and private schools. He works with the US Government and military to train military personnel including generals and rehabilitate wounded soldiers. He has won many military awards including the Purple Heart Medal. He started a school in Vietnam that embraces the Newman philosophy of education. He was conferred Doctor of Divinity degree in recognition of his remarkable life of service in 2005.

Mr. Roever has a heart for special needs students, for restoration of lives and rehabilitation of youth. He also has a passion for training students in the area of military preparation.

Lisa McFarland is also global figure in the area of community service. She is a veteran and a former science teacher dedicated to raising young people with a passion for science and technology education. McFarland's work at NASA that enabled her to connect the schools and students with NASA is one of the highlights of her career.

Ms. McFarland's interest and expertise is in teaching, science and technology, and HST will greatly benefit from her input and guidance.

Dr. Lavern Raine retired as professor of curriculum and instruction after 45 years of service at Texas A& M, Commerce. She has served on the Board of Newman International Academy of Arlington since its inception. She has a bachelor of Arts degree from The University of Arkansas at Little Rock, a Master of Science degree from the University of Central Arkansas, and a Ph.D. degree from The University of Missouri-Columbia.

Dr. Raine will bring her knowledge and skills in the area of curriculum and instruction to HST. Excellence and rigor are two features that Dr. Raine will make sure that HST's educational system possesses.

Betty Sims, is a life - long educator who started parochial schools, worked in public schools as teacher, served as principal of a charter school in Texas, and now serves as assistant superintendent of Newman International Academy of Arlington. Her strengths include educational administration, development and supervision of curriculum and instruction, turning around schools that are low performing, and overseeing special populations departments like Special Education and ESL.

Ms. Sims will bring her experience as a teacher and administrator of private, public and charter schools to the growth and development of HST.

John Yerby serves on the Board of Newman International Academy of Arlington since its inception. He is currently its Board president and always has his eyes and ears open to needs of communities that desire and work for sound educational institutions including charter schools. Yerby has served as sales director, service director and finance director of automobile industries like Volvo and Benz and brings his expertise in the area of finance and human resource operations to any organization that he is a part of. He is a businessman who operates Restoration One. He has a Bachelor of Science degree from New Mexico State University.

Mr. Yerby's expertise in the area of finance, marketing and human resource will be a great strength to the efficient operations of HST.

J.B. Morgan is a retired attorney who now serves as Governance Advising Consultant at Newman International Academy of Arlington. Morgan has served on the board of many public schools including HEB ISD and Responsive Education Solutions. He served as attorney for White Settlement ISD Board. He was the Chairman of ESC Region XI and now serves as its board member. He served as an IRS and School Attorney for nearly 50 years. He received his law degree from Baylor University Law School.

Mr. Morgan's experience in school law for many years will keep HST in good stead. He is a leader who served on the board of many educational institutions, and his counsel and guidance will be invaluable.

Thus, this NEIO Board of nine members will contribute to effective governance of the proposed school. Their gifting, experience and skills in the area of education, finance, law, facilities, management, marketing, human resources, fundraising, community service, or parent involvement will help Houston School of Technology blossom to be one of the best educational institutions of Houston.

3. Submit, as Attachment 13, two organizational charts that show the school's governance, management, and staffing structures in: 1) Year 1; and 2) at full capacity

The two organizational charts attached as **Attachment 13** show the school's governance, management and staffing structures for the first year of operation, 2021-2022 and for the full - capacity year of 2026-2027.

In 2021, under the governance of the NEIO Board, the superintendent who will also serve as the principal will be the instructional leader of his/her campus and supervise teachers, He/she will also manage the clerical assistant and maintenance worker/porter of his/her campus.

The Business Office Manager and PEIMS Coordinator will report to the superintendent.

This first year's organizational plan will support a student strength of 150. **(See enrollment projections on p. 30)**. There will be eight core subject teachers and two enrichment subject teachers (PE and Technology) along with special populations teachers (special education and ESL teacher). The gifted and talented (GT) program, RTI program will be offered through core subject and enrichment subject teachers who will also be qualified to teach GT student and trained to do RTI. The foreign language program and co-curricular classes will be grafted into the program with teachers (core subject or special) who will be qualified/trained in the respective areas of learning. Music, art and other co-curricular classes (chess, robotics, debate/speech and C.S. Lewis and the Classics) will be taught by qualified and trained self - contained, core subject teachers during the first year of operation. **See Attachment 23, Supplemental Human Resource Information Forms** for job description of teachers.

HST will have parent partners like Sarah Stanley, president of the Newman-George International Education Organization, volunteer to teach Spanish as she minored in Spanish at college! For more details, see response to question # 3 above.

In the third year, with a projection of 600 students **(see enrollment projections on p. 30),** the superintendent will hire a principal under the governance of the Board. The principal will lead 57 elementary faculty and staff (for a projected 560 students) and 8.5 middle - school faculty and staff (for a projected 40 students). **See Attachment 22 for Staffing Chart.**

In the fourth year, with a projection of 1135 students, the principal will lead one assistant principal and 93 faculty and staff at the elementary level (for a projected 1115 students) and one assistant principal and 14.5 faculty and staff at the middle school level (for a projected 120 students).

Note that from year one to year four (and beyond), according to the NEIO Board's guidelines for retention, continuity of vision and mission, talent and performance management, faculty and staff will be given opportunities for growth, leadership, professional development and promotions. If there are teachers who are interested in and have the aptitude for educational leadership, they will be mentored to become assistant principals and later principals of HST campuses. So, the middle - school assistant principal of the fourth year, will be a good candidate for the middle/high school principal position of the fifth year if there is an additional campus due to need for space. These leaders will be groomed in the HST culture of service and excellence.

With continued growth in the fifth year of operation and a projected 1500 students, the superintendent will lead a team of one principal, one assistant principal and 114 faculty and staff at the elementary level (for a projected 1280 students), and one assistant principal (if there is only campus at this time) and 34 faculty and staff at the middle and high school levels (for a projected 220 students).

Please note that if the first campus of HST has a facility that is large enough to host all the 1500 students (the Board is working with the potential landlord [see letter from Randall Flinn, **Attachment 9, Evidence of Community Support**] who is very eager to partner with the school and build more buildings on this campus), there may not be a need for a second campus and an additional campus. One principal and assistant principal at the elementary level, and one assistant principal at the middle and high school level, qualified and groomed for outstanding service, will be able to lead HST's fine brood at this point. However, in the event that the facility will not hold 1500 students, then HST may need another campus. So this application does request multiple campuses past the third year. The Organizational Chart in Attachment 22, represents the scenario of one campus with 1500 students in the fifth year of operation.

There is no external organization that will play a role in managing the school at this time. Newman-George International Education Organization will be the governing board of Houston School of Technology.

4. Explain how the superintendent will be supported, developed, and evaluated each school year: To understand how the superintendent of Houston School of Technology will be supported, developed and evaluated, one must know the kind of superintendent that the Board is diligently looking for at this time. As mentioned earlier, he/she will serve as the Chief Executive Officer of the school district and report to the Governing Board. He or she will have a passion to serve children and youth, and work for the cause of education. HST's Superintendent will have a bachelor's degree at the minimum and will have experience serving as an administrator at the elementary, middle school, high school or college level/a children's ministry organization. A master's or a doctoral degree will be preferred. Most importantly, this leader of the school will understand the culture of home-schooled students and the demand of public school, will have the heart and commitment to work with students of diverse cultures and economically disadvantaged students in a Title I school, and be qualified and skilled for the erudite and rigorous, college and career 'prep,' science - and - 'high-tech' - focused educational environment of Houston School of Technology.
As mentioned in response to Question #1 of this "Leadership and Governance" section, the NEIO Board will provide oversight of the superintendent and maintain a supportive relationship with the superintendent to ensure success in the academic, financial and operational frameworks of the School. Helping the superintendent to be high - performing will enable the Board to be high-performing as well. The Board and the superintendent will work in partnership. He/she will be evaluated annually by the Board.

The superintendent will present student achievement, progress and success reports, assessment effectiveness, assessment results, and financial and operational audit report on a quarterly basis if not as frequently as the Board meets. His/her report of STAAR results, A-F report card, CSPF and federal reports will be crucial to the board to evaluate itself, the superintendent and the educational and operational effectiveness of Houston School of Technology.

The superintendent's evaluation will be based on the duties and responsibilities expected of him/her by the Board. Such responsibilities will include supervision of all employees of the district

directly or indirectly. The superintendent will provide "leadership in developing and maintaining the best possible educational programs and services," and oversee and administer "use of all district facilities, property, and funds with maximum of efficiency, minimum of waste, and ever-present, overriding concern for impact on each student's education" (www.bealcityschools.net). His or her responsibilities will include and not be limited to administering policies established by the Board while serving as the "primary professional advisor to the Board" (www.bealcityschools.net) and developing, supervising and operating quality programs and facilities.

These performance expectations may be categorized as

a. Governance and board relations as may be seen in: (1) timely and efficient reporting to the board, (2) carrying out board actions and policies, (3) communication with stakeholders, (3) upholding of federal, state and local laws and regulations, (4) maintenance of records according to law, (5) supervision of scheduled federal and state reporting and also PEIMS identify board policies, (6) formulation and maintenance of school policies, (7) maintenance of safety and security of students and employees, and (8) embracing and advancement of the culture and vision of the School (measured by sample communications to school leaders, staff and parents; Faculty/Staff and parent survey, faculty and staff retention rate, and student growth and retention rate, TEA communications specifically to HST regarding grievances, awards, rating, directives, etc.

b. Community relations as may be seen in: (1) community partnership in fundraising, building and academic support (such as a an aerospace company like Lockhede Martin proving scholarships for aerospace studies or opportunities for students to do practicum and internship), (2) support of universities and other educational institutions' like schools and Education Service Center, (3) support of community leaders like pastors and organizations like churches, Rotary Club, etc. (measured by funds raised, opportunities for students in the community, universities and industries, PEIMS report of number of students in college and career, CSPF rating).

c. Staff management as may be seen in: (1) efficient management of instructional and non-instructional resources including human resource, business, food services, security, maintenance, development and building, fundraising and marketing departments, (2) fair treatment of employees (3) efficient, timely and fair dealing of grievances, (4) fair and appropriate compensations and terms, (5) effective communication of Board actions and implementation of Board policies in the district while informing the Board of staff communications (measured by staff retention rate, quality of staff who are applying for positions and are recruitment and staff survey).

d. Academic performance as may be seen in: (1) students' love for learning and student engagement at HST, (2) students' involvement in regional/state/national science and technology competitions for inventions and discoveries (3) formative/summative assessments and results to show learning competence and improvement of students' learning, (4) advancement of learning of students including those who are low performing, (5) ensuring the well - being of special education students/El students, (6) catering to the needs of the high performing and at-risk students, (9)

student achievement, student progress and student post- secondary success (measured by science and technology prizes and awards of students, STAAR scores, SAT/ACT scores, graduation rate, number of students in college, career, those who passed CTE certifications, and those who graduated into military service, CSPF rating, RDA, A-F Report Card, PEIMS reports)

e. Finance and operations as may be seen in: (1) development and implementation of a healthy budget, (2) effective and timely internal and external financial and operational audits, (3) leadership to obtain state and federal grants including ESSA, E-Rate, Security, Perkins, etc., (4) timely and efficient reporting in TREx, (5) timely and accurate reporting in PEIMS, governance reporting forms, (6) improvement of program requirement; special populations, (7) Program requirement; career and technical education population, (8) recruitment of qualified and competent staff (9) meeting of training requirements of board and administrators, (10) meeting of criminal record employment requirements, (11) meeting of CO requirements, (12) maintenance of 501 (c) (3) status, (13) showing ability to participate in child nutrition program, and (14) ability to handle secure assessment materials (measured by audit report, CSPF report, cash on hand, debt ratio, fund balance, staff retention rate, Charter FIRST rating, etc.).

f. Instructional leadership as may be seen in: (1) recruitment of qualified and competent staff, (2) providing of educational leadership for a quality curriculum and instruction, (3) fair and timely evaluation of leaders (involving appropriate feedback), (4) facilitation of a fair and timely evaluation of teachers (involving productive feedback), (5) bridging the gap between the haves and the have nots especially in a Title I school, (6) and facilitation of instructional needs, supplies, materials, (7) embracing and advancement of the culture and vision of the School (measured by diagnostic and benchmark results, student performance data analysis from DMAC, science and technology prizes and awards of students, STAAR scores, SAT/ACT scores, graduation rate, number of students in college, career, those who passed CTE certifications, and those who graduated into military service, CSPF rating, RDA, A-F Report Card, PEIMS reports, leaders and teacher retention, teacher survey).

A superintendent who meets the above mentioned expectations of the NEIO Board will not only promote the academic, financial and operational strength of the school, and provide leadership to raise the next generation/generations of warriors of wisdom, stature and favor, she may also represent the Houston School of Technology and its NEIO Board well in public meetings that she graces her occasions with, secure an "exemplary" rating by the Board (which will evaluate him/her according to its superintendent evaluation tools specified in **Attachment 14)**, and be a keeper!

Proposed Superintendent Qualifications

Enter narrative response to the prompts in this section of the application. *Reference **Attachments 15-16** in the response.*

1. **Identify the candidate for superintendent and explain why this individual is qualified to lead the proposed school in achieving its mission. N/A**
2. **If no candidate for superintendent has been identified, provide as Attachment 16 the job description, qualifications, and performance expectations for the position. Discuss the timeline, criteria, and recruiting and selection process for hiring the superintendent.**

Please see **Attachment 16** that provides the job description, qualifications, and performance expectations for the position of Superintendent of Houston School of Technology.

Timeline, Criteria, Recruiting and Selection Process for Hiring the Superintendent

October 2019 to September 2020

During the charter application period, the NEIO Board will appoint a Superintendent Search Committee to advertise through social media and word of mouth about the position, invite prospective applicants for meet and greet occasions, collect resumes and review them, encourage prospective applicants to express their intent to apply if the charter is granted.

October 2020 to January 2021

The Search Committee will make its recommendations to the Board, and the Board will interview the finalists. The Board will hire the candidate that gets the highest score in the following score chart **(See Score Chart Below)** that reflects, HST's performance expectations and required qualifications. The candidate selected, will thus, be the most fitting (among the interviewees) for the leadership position of Houston School of Technology and its mission.

February 2021 to June 2021

The Superintendent will work full time to start Houston School of Technology, **See Attachment 30** for Start Up Plan. In July of 2021, the academic year will begin for the Superintendent. Classes will begin for students in August of 2021.

HST Superintendent Qualification Hiring Score Chart

Name: **Address:** **Email:** **Phone Number:** **Date:** **Meets Requirements—Bachelor's Degree, Experience as a non-profit org./educational institution leader for 3 yrs. or more: YES NO**			**Comments**
Criteria	Years of Experience in the area (if applicable)	Points	
Heart and commitment to understand the culture of home-schooled students and the demand of public school operations Maximum Points: 20			
Heart and commitment to work with students of diverse cultures and economically disadvantaged students in a Title I school Maximum Points : 18			
Academic credential and skill for the erudite and rigorous, college and career 'prep,' science - and - 'high-tech' - focused educational environment of Houston School of Technology Maximum Points: 17			
Master's Degree (1 Points)			
Doctoral Degree (2 Points)			
Governance and Board Relations Ability: (1) timely and efficient reporting to the board, (2) carrying out board actions and policies, (3) communication with stakeholders, (3) upholding of federal, state and local laws and regulations, (4) maintenance of records according to law, (5) supervision of scheduled federal and state reporting and also PEIMS identify board policies, (6) formulation and maintenance of school policies, (7) maintenance of safety and security of students and employees, and (8) embracing and advancement of the culture and vision of the School Maximum Points: 7			
Academic Performance Ability: Able to (1) advance students' love for learning and student engagement at HST, (2) advance students' involvement in regional/state/national science and technology competitions for inventions and discoveries (3) administer formative/summative assessments, do data disaggregation, and produce results to show learning competence and improvement of students' learning, (4) improve learning of students including those who are low performing, (5) ensure the well - being of special education students/El students, (6) cater to the needs of the high performing and at-risk students, (9) improve			

student achievement, student progress and student post-secondary success Maximum Points: 7			
Instructional leadership Ability: (1) recruitment of qualified and competent staff, (2) providing of educational leadership for a quality curriculum and instruction, (3) fair and timely evaluation of leaders (involving appropriate feedback), (4) facilitation of a fair and timely evaluation of teachers (involving productive feedback), (5) bridging the gap between the haves and the have nots especially in a Title I school, (6) and facilitation of instructional needs, supplies, materials, (7) embracing and advancement of the culture and vision of the School Maximum Points:7			
Capacity for Community Relations: Gain and advance (1) community partnership in fundraising, building and academic support (2) support of universities and other educational institutions' like schools and Education Service Center, (3) support of community leaders like pastors and organizations like churches, Rotary Club, etc. Maximum Points: 7			
Staff management Ability: Ability for (1) efficient management of instructional and non- instructional resources including human resource, business, food services, security, maintenance, development and building, fundraising and marketing departments, (2) fair treatment of employees, (3) efficient, timely and fair dealing of grievances, (4) fair and appropriate compensations and terms, (5) effective communication of Board actions and implementation of Board policies in the district while informing the Board of staff communications. Maximum Points: 7			
Finance and Operations Ability: (1) development and implementation of a healthy budget, (2) effective and timely internal and external financial and operational audits, (3) leadership to obtain state and federal grants including ESSA, E-Rate, Security, Perkins, etc., (4) timely and efficient reporting in TREx, and (5) timely and accurate reporting in PEIMS Maximum Points: 7			
Total Points			

3. State the starting salary of the superintendent and explain how this figure was determined.

The starting salary of the HST Superintendent will be $ 60,000 per year based on the number of projected students (150 students, **see enrollment projection on p. 30**). This salary is 4.9% of the FSP funding that will be received this year.
(The annual salary of the superintendent is divided by the ADA of each student received per year to calculate the percentage of money allocated from ADA towards the superintendent's salary).

This is a reasonable amount that the School can allocate for Superintendent salary with a projected student enrollment of 150 during its years of inception.

4. Outline the school's leadership succession plan. Describe the school's plans to develop and maintain a leadership pipeline: The Board of NEIO believes in a strong leadership pipeline and succession plan. Thus, it (a) Identifies gifts and skills within the organizations among employees (b) Trains and mentors those who are identified for promotion/assignments/tasks (c) Provides opportunities for professional development for such mentees (d) Gives opportunities for mentees to work with leadership and participate in leaderships' Professional Learning Community (PLC) meetings (e) Informal evaluation of such mentees is provided for growth and betterment of skills.(f) Upon opening of positions, these mentees are given an opportunity to apply. In hiring, priority is given to HST candidates who are trained and mentored within the organization.

For example, if there are teachers who are interested in and have the aptitude for educational leadership, they will be mentored to become assistant principals and later principals of HST campuses. So, the middle - school assistant principal of HST in the fourth year, will be a good candidate for the middle/high school principal position of the fifth year (if there is an additional campus due to need for space) or if opportunities arise in the future. These leaders will be groomed in the HST culture of service and excellence.

Proposed Instructional Leadership Team

Enter narrative response to the prompts in this section of the application. *Reference **Attachments 17-19** in the response.*

1. The qualifications of HST's principal and assistant principal

Education: Bachelor Degree required; Master's/Doctoral Degree preferred; Master's in Educational Leadership and Principal Certification preferred; experience as educational leader in non-profit organization/ public ISD/college preferred.
Experience: Three or more years of experience as educational leader in non-profit organization/ public ISD/college required. (After the first year of HST's operation, experience working at HST will be preferred).

One of the most important qualities that HST will look for in these leaders are as follows:

(a) a heart and commitment to understand the culture of home-schooled students and the demand of public school operations (b) Heart and commitment to work with students of diverse cultures and economically disadvantaged students in a Title I school (c) Academic credential and skill/experience for the erudite and rigorous, college and career 'prep,' science - and - 'high-tech' - focused educational environment of Houston School of Technology

Roles and Responsibilities of principal and assistant principal: HST's leaders, individually and collectively, with their qualifications, training and mentorship that is provided for them will successfully fulfil their roles and responsibilities in the following areas. Note that the assistant principal will assist the principal in all the duties mentioned below, especially in the area of student discipline, school culture, testing, and text book purchase:

a. School leadership, administration, and governance: (1) recruitment of qualified and competent staff, (2) providing of educational leadership for a quality curriculum and instruction by teaching and coaching and monitoring teachers, (3) fair and timely evaluation of teachers using the T-TESS tool (involving appropriate feedback) and follow up (4) facilitation of instructional needs, supplies, materials, books, (5) administration of secure assessment materials, (6) embracing and advancement of the culture and vision of the district, (7) fair treatment of staff, students and parents, (8) efficient, timely and fair dealing of grievances, (9) maintaining effective discipline through nurture, care and firmness, (10) following district, state and federal policies, and (11) disseminating district policy and communication effectively with staff, students and parents, (12) create a safe environment, (13) build a team of dedicated, scholarly educators (measured by diagnostic and benchmark results, student performance data analysis from DMAC, science and technology prizes and awards of students, STAAR scores, SAT/ACT scores, graduation rate, number of students in college, career, those who passed CTE certifications, and those who graduated into military service, CSPF rating, RDA, A-F Report Card, PEIMS reports, leaders and teacher retention, teacher survey).

b. Curriculum, instruction, and assessment: (1) Focus on students' love for learning and

student engagement at HST, (2) Provide encouragement for students' involvement in regional/state/national science and technology competitions for inventions and discoveries (3) coach, monitor and track formative/summative assessments, data disaggregation, and data-driven strategies, for improvement in students' learning, (4) work for the advancement of learning of students including those who are low performing, (5) work for student achievement, student progress and student post- secondary success, (6) focus on program requirement; career and technical education population

c. Data-driven decision making: with regards to (1) teacher training, (2) professional development, (3) students' academic and behavioral interventions, (4) parent and employee concerns, (5) teacher performance, (6) at-risk students, (7) special populations, (8) curriculum and instruction, (9) assessment of student and teachers

d. Special populations (including, but not limited to English learners and students with disabilities): (1) ensure the well - being and improvement of special education students/El students, (2) catering to the needs of the high performing and at-risk students,

e. Professional development: Based on teacher and student performance, assessment and benchmark results, (1) plan for professional development for teachers, (2) check effectiveness of professional development by evaluating the teachers, (3) follow up with coaching and monitoring

f. Performance management: (1) Plan and set goals and periodically track teachers' performance throughout the school year, beginning of year, middle of year, and at the end of each academic year, (2) use T-TESS to assess and monitor progress, (3) take action as necessary for corrective action such as placing teachers on probation if there is no improvement or if the improvement is not enough to help student advance, and (4) keep interest of student first

g. Experience in or knowledge of the target community: Show commitment and skill to work students from (1) homeschooled environment, (2) culturally diverse students, (3) at-risk students, (4) economically disadvantaged students in a Title I campus, (5) G/T students, (6) STEM Program students, (7) college and career focused students

h. Parent and community engagement: Effectively (1) involve parents in the schooling of their children, (2) involve community in school activities and building programs; (3) communicate school culture and vision with parents and community, (4) coach and monitor teachers to involve parents in class and school activities, (5) encourage parent-school collaboration

2. Candidates for principal and assistant principal have not yet been identified. The Board is looking for interested and qualified individuals whose information it will pass on to the superintendent once he/she is appointed. Please see **Attachment 18** for specific job descriptions, qualifications, and performance expectations for the positions of Principal and Assistant Principal.

Timeline, criteria, recruiting and selection process for hiring the principal and assistant principal of HST

October 2019 to September 2020

During the first years of operation, the superintendent of HST will also serve as the principal, and no assistant principal will be appointed. So the NEIO Board will not actively search for candidates for the position of principal and assistant principal.

However, during this charter application period (October 2019 to September 2020), the NEIO Board will through word of mouth search for qualified and interested candidates to work at HST. It will collect resumes and encourage them apply to the superintendent once he/she is appointed. In case of exponential and unexpected student growth, the superintendent may need to hire a principal or assistant principal.

October 2020 to January 2021

The Board will collect resumes, so it can pass them on to the superintendent once he/she is appointed.

February 2021 to June 2022

The Superintendent will actively recruit candidates for leadership positions so she can be prepared for the following year if not for the first year of operation.

The superintendent will post job opening on the school website, universities and education service center during the first in order to fill the position of assistant principal for the following year (and principal for the third year).

Selection Process

He/she will select and interview the candidates based on their qualifications to meet their roles and responsibilities as describes above in **response to Question #1**. These roles and responsibilities explained in response to Question # 1 will be the basis for the HST's performance expectation of instructional leaders. The candidate/candidates who are deemed meet these expectations best will be appointed by the superintendent with the Board's approval. See **Attachment 18** for performance expectation.

3. Support and development and evaluation of instructional leaders: Throughout the school year, the instructional leadership team will be supported, trained and developed by the superintendent. (a)Training will involve professional development through the educations service center and workshops. (b)The leaders will also participate in districtwide weekly Leadership Professional Learning Community meetings. (c) The superintendent will monitor progress and coach the leaders. (d) The superintendent will mentor the leaders as he/she trains and prepares them through the goal setting period, beginning of year, middle of year, and end of year T-PESS evaluation. (e) The instructional leaders will be evaluated according to the T-PESS rubric **(see Attachment 19 for Rubric of TEA's T-TESS** that will be used by the superintendent for evaluation and his/her leadership team**).** (f) Assessment data will be used by the superintendent for further coaching, mentoring and monitoring.

Proposed Financial and Operations Leadership Teams

Enter narrative response to the prompts in this section of the application. *Reference **Attachments 20-21** in the response.*

1. With prior experience managing charter schools at multiple levels, the Houston School of Technology's Board of Trustees will be comprised of a team of individuals with extensive knowledge in the areas of charter school finance and operations. The Board will look to appoint a Superintendent that has a proven track record leading teams within a school environment. Though not required, experience in finance will also be considered a desired attribute for this role.

Once appointed, the Superintendent will work closely with the Board to hire a Business Manager with experience in financial management and a strong understanding of accounting procedures. The ideal candidate will possess knowledge of school finance and best practices in managing public funds. The Business Manager will develop the budget, meeting regularly with the Superintendent to ensure that all projected expenses are accounted for and correctly coded within the budget.

Once created, the Superintendent will then submit the budget to the Board for final approval. The Business Manager will monitor adherence to the budget on a weekly basis and apprise the Superintendent of any changes. The Business Manager will also work closely with his/her counterpart at Region 4 to ensure compliance with state mandates. The Board will meet quarterly, during which time performance against the budget will be assessed and an evaluation made of the overall financial health of the organization.

Fundraising and development activities will be coordinated by the Superintendent, in conjunction with assistance from Board members in connecting with potential donors and hosting fundraising events. With extensive knowledge in managing charter schools, the Board will be able to guide the Superintendent in creating and implementing a fundraising and development plan that is tailored to meet the needs of the organization.

2. Drawing from their extensive background in managing charter schools, the Board will appoint a Superintendent and Business Manager who will possess the required experience and character to effectively manage operations within a school environment. The Board will also monitor operations closely during the start-up year to ensure a successful launch.

The Board will use its connections within the community to locate a suitable space for hosting the school and also identify a project management team to make recommendations for facility improvements.

Both the Superintendent and the Business Manager will be required to possess experience in hiring and managing staff. The Business Manager will collaborate with Region 4 to determine best practices for recruiting new employees.

The Superintendent will work with the Business Manager to develop the Business Procedures Manual and Employee Handbook.

Contracts for services will be negotiated by the Superintendent and monitored by the Business Manager for compliance. All contracts for services totaling a dollar amount greater than $10,000 will be approved by the Board.

The Superintendent will hire a PEIMS Coordinator to oversee all student data and manage state reporting activities. The Superintendent will meet regularly with the PEIMS Coordinator to ensure data is reported accurately and in a timely manner.

The Superintendent and the Business Manager will be responsible for marketing efforts related to recruiting new students. If need be, a marketing contractor will be engaged to employ digital marketing campaigns and capitalize on SEO for the school's website. Enrollment activities will be managed by the Superintendent and the Business Manager during the start-up year. This function will then move to a clerical assistant the following year.

School safety will be monitored by a committee appointed by the Superintendent and approved by the Board. The committee will be made up of school administrators, local law enforcement officials and members of government, as outlined in SB11. The committee will use the mandates from SB11 to guide the decision-making process on creating and implementing a comprehensive plan to address the safety and security needs of the school. A security contractor will also be engaged to audit the school and make recommendations for security-related improvements.

3. A PEIMS Coordinator will be employed at the beginning of August, 2021. During staff development, the Superintendent will meet with the PEIMS Coordinator and lay out the plan for maintaining and reporting student data and discuss the major reports that will be coming out of the PEIMS office over the course of the school year, including the 6-week FSP reports and the Fall and Summer Submissions. The Superintendent will also cover upcoming PEIMS trainings at Region 4 related to state reporting and ensure that the PEIMS Coordinator has a plan for identifying and attending any trainings that are needed to stay apprised of current requirements around maintaining and reporting student data.

Performance Management

1. The Board and School leadership team's plan to set goals and periodically track HST's performance throughout the academic year, EOY and by the end of the charter contract is as follows:

May of Every Year: The District Improvement Plan (DIP) and Campus Improvement Plan (CIP) Committees of Title I (under the leadership of district and campus leadership respectively) will have their EOC assessments for the current year that they are in and have a another meeting that same day for an assessment of needs for the following year. These meetings will involve community, parent, administrative, faculty and staff representation. The plan and assessment of the Campus Committee is brought to the district and the district will bring HST assessment for the previous year and the plan for the coming year by July.

These Committees and the Board will address the Charter School Performance Framework (CSPF) indicators (see below), A-F report card, RDA as measurement for success or failure in the academic, financial and operational thresh holds.

TEA's CSPF Indicators and Possible Score Chart

Academic Framework Indicators: Overall A-F score, Achievement status for student groups, English language proficiency for English learners, Campus status

Academic Framework Indicators: AEA Provisions: Overall academic performance, Academic status and growth for student groups, Campus status, overall financial performance on Charter FIRST, Short-term solvency: cash on hand, Short-term solvency: ratio of current assets to current liabilities, Long-term solvency: revenues equal or exceed expenses, Long-term solvency: debt service coverage ratio

Financial Framework Indicators: Overall financial performance on Charter FIRST, Short-term solvency: cash on hand, Short-term solvency: ratio of current assets to current liabilities, Long-term solvency: revenues equal or exceed expenses, Long-term solvency: debt service coverage ratio

Operational Framework Indicators: Teacher qualifications, Program requirements: Special populations, Program requirements: Bilingual education/English as a second language populations, Program requirements: Career and technical education populations, Timely filing of governance reporting forms, Training requirements for board members and charter school officials, Criminal record employment requirements, Indicator, Timely filing of PEIMS data, TREx usage requirements, Certificate of occupancy requirements, Administrative cost ratio, Maintenance of 501©(3) status, 50% of students in tested grades, Eligibility to participate in child nutrition program, Appropriate handling of secure assessment materials

2. July - August of every year: The Board reviews DIP, CSPF, A-F report, RDA, Charter First, etc.

Quarterly/Monthly Special Board Meetings (Throughout the Year and Middle of the Year – January-- in particular): The Superintendent reports to the Board throughout the year any significant positive or negative results in benchmark, formative and summative assessment results to the Board. STAAR and Charter FIRST results are presented in Board/Public meetings.

The Board, superintendent and campus leaders will monitor progress and make changes in the program for student achievement, progress and post - secondary success throughout the year. Changes may be required in curriculum, materials, textbooks, leadership, teaching and instruction, and non - instructional areas.

Each CSPF indicator and HST indicator will be assessed throughout the year by the Board, superintendent and campus leaders, and especially in at the end of every year.

The Board, superintendent and campus leadership will monitor progress and make changes as needed in the area of school culture and vision (measured by parent and staff survey), ability to meet the needs of homeschooled students (measured by PEIMS report, parent and staff survey), science and technology emphasis of the school (EOC scores of Biology, Algebra I and Algebra II; STAAR scores for 5th and 8th grade science, DMAC disaggregation of data of Student Expectation in STAAR, HST's formative and summative assessments results, awards and prize reports of students in science, UIL and technology competitions and fairs, etc.), mission to advance economically disadvantaged students in learning and post - secondary success (measured by A-F report card scores on closing the gaps, parent survey, teacher survey, etc.).

Student achievement and progress as measured by STAAR and graduation and college and career preparation from PEIMS and CSPF report, the school's analysis of surveys and data of local assessments, HST's financial audit report, Charter FIRST report will all be crucial to the success of the school and a fulfillment of its vision and mission.

The Board and HST leadership will use information to plan and implement the plan in a timeline with individuals assigned the task of ensuring that the implementation is successful. For example, in the area of academics, the information gathered is analyzed by the CIP team that pins down that the Biology scores in STAAR is due to poor instruction, then the task of helping the teacher succeed is given to the principal and monitored by the superintendent. The task of monitoring the progress of the concerned students is also given to the principal. He/she coaches and tracks the progress of the teacher according to the growth plan put in place. Tutorials are provided for the student, and if applicable, RTI/Special education services are provided.

If the teacher does not show improvement either in her instruction or in her ability to show student progress, the principal will place the teacher on probation with written notice that she will be released if no improvement is shown. The superintend will be informed of the progress or lack of progress of this teacher. If necessary, the principal will recommend to the superintendent to release the teacher and up in superintendent approval, the teacher will be released. The principal will give

sufficient notice before the district HR Department releases the teacher. A replacement will be put in place on time before the teacher leaves.

In the finance area, deficiencies will be fixed by the business manager who will work with the superintendent and education service center to make changes in the budget, spending, reporting, etc. Sometimes fundraising efforts will be made to address specific needs or challenges of HST.

If necessary, the business manager will consult a financial expert. Auditor opinions as presented to the Board will be reviewed and recommendations followed through.

The Board will review the finance of the HST every quarter if not more frequently and approve changes in budget and make amendments as necessary. Corrective actions will amount to warning for superintendent and business manager and even release of people in leadership by the Board.

In the operational area, deficiencies as pointed out by CSPF, for example, in PEIMS, will be addressed by the superintendent and reported to the Board with regards to CSPF rating. The PEIMS Coordinator will take training and attend workshops in the Education Service Center in the area of deficiency. If there is no improvement, the Superintendent will release him/her after sufficient time for progress is given and sufficient warning for release is given in writing. A replacement will be put in place.

3. List the board member(s) who have the expertise and capacity to lead a review of each of the performance indicators.

See below list of board members aligned with the respective indicators

Academic Framework Indicators

Indicator	Responsible Board Members
Overall A-F score	B. Sims, S. George, S. Stanley, L. Raine, J. Singleton, J. Yerby, J. Morgan, D. Roever, L. McFarland
Achievement status for student groups	B. Sims, S. George, L. Raine
English language proficiency for English learners	B. Sims, S. George, L. Raine, J. Singleton, S. Stanley, L. McFarland
Campus status	B. Sims, S. George, S. Stanley, L. Raine, J. Singleton, J. Yerby, J. Morgan, D. Roever, L. McFarland

Academic Framework Indicators: AEA Provisions

Indicator	Responsible Board Members
Overall academic performance	B. Sims, S. George, S. Stanley, L. Raine, J. Singleton, J. Yerby, J. Morgan, D. Roever, L. McFarland
Academic status and growth for student groups	B. Sims, S. George, L. Raine
Campus status	B. Sims, S. George, L. Raine, J. Singleton, S. Stanley, L. McFarland

Financial Framework Indicators

Indicator	Responsible Board Members
Overall financial performance on Charter FIRST	J. Yarby, J. Morgan, L. Raine, S. George, S. Stanley
Short-term solvency: cash on hand	J. Yarby, J. Morgan, L. Raine, S. George, S. Stanley
Short-term solvency: ratio of current assets to current liabilities	J. Yarby, J. Morgan, L. Raine, S. George, S. Stanley
Long-term solvency: revenues equal or exceed expenses	J. Yarby, J. Morgan, L. Raine, S. George, S. Stanley
Long-term solvency: debt service coverage ratio	J. Yarby, J. Morgan, L. Raine, S. George, S. Stanley

Operational Framework Indicators

Indicator	Responsible Board Member
Teacher qualifications	L. Raine, S. George, B. Sims
Program requirements: Special populations	D. Roever, B. Simes, S. Goerge
Program requirements: Bilingual education/English as a second language populations	D. Roever, L. McFarland, S. Stanley, J. Singleton
Program requirements: Career and technical education populations	S. Stanley, S. George, J. Yerby
Timely filing of governance reporting forms	S. Stanley, J. Singleton, S. George
Training requirements for board members and charter school officials	S. Stanley
Criminal record employment requirements	S. Stanley
Indicator	Responsible Board Member
Timely filing of PEIMS data	S. Stanley
TREx usage requirements	S. Stanley, B. Sims, S. George
Certificate of occupancy requirements	S. Stanley, J. Singleton, S. George
Administrative cost ratio	S. Stanley, J. Yerby
Maintenance of 501©(3) status	B. Sims, S. George, S. Stanley, L. Raine, J. Singleton, J. Yerby, J. Morgan, D. Roever, L. McFarland
50% of students in tested grades	B. Sims, S. Stanley, S. George
Eligibility to participate in child nutrition program	S. Stanley, J. Singleton
Appropriate handling of secure assessment materials	B. Sims, S. Stanley, J. Singleton

Adult High School Diploma and Industry Certification Public Charter School Performance Framework Indicators

S. George, L. Raine, B. Sims, L. McFarland, S. Stanley, D. Roever, and J. Morgan will be responsible for this indicator.

Talent Management and Development

Talent Management

Enter narrative response to the prompts in this section of the application. *Reference **Attachments 22-23** in the response.*

1. **Strategy, plans, and timeline to recruit, hire, and place teachers and non-instructional staff**

Strategies	Plans	Timeline	Supervisor
Hire qualified and dependable staff	Post openings on website, university and esc sites, and place social media ads	February	HR Manager (note that at HST, the Business Manager will also do HR work)
Timely and appropriate communication	Every online application will be responded within three business days; resume reviewed by the hiring committee; the interview is fixed and candidate contacted	Three days from date of receipt; Review by hiring committee within two weeks of application close date	HR Review by hiring committee of HST HR contacts candidate
Professional and fair interview that attracts the best candidates	Interview by leaders who specialize in the field, for example, the ESL teacher/coordinator will interview an EL aide	March-April	Hiring Committee with Principal/superintend/Board approval if applicable
Welcoming and thorough onboarding	Finger printing process, paper work, briefing on duties and responsibilities, salary and benefits,	May-June	HR
Orientation, Training, mentorship that ensures success of staff	Staff Development	August	HR/Principal/Superintendent

Recruiting and hiring effective staff who will serve English learners, students with disabilities, at-risk and G/T students will be done by the hiring committee with the help of ESL teacher for effective service to Els, Special Education teacher for effective service for special needs students, and teacher/teachers trained/certified to work with at-risk students and G/T students for effective service to at-risk and G/T students. The input and help of these specialists mentioned above is important to providing an effective and successful program for the students. HST will evaluate staff as follows:

(1) Teachers will be evaluated by their principals with the T-TESS tool BOY, MOY and EOY. Continuous and follow up, coaching and monitoring will be provided to the teachers. (2) Staff will

be evaluated by business office/HR at the end of every year on the basis of (i) performance, (ii) attitude, (iii) teachability, (iv) professional development, and (v) timely and effective results on a scale of 1-10 with 1 being the lowest score and 10 being the highest score. Assessment will be used for performance improvement.

HST will adapt policies and processes if targets are not met in the following manner:

(1) Principals will place teachers on an improvement plan with a time frame taking into consideration the grade level, needs and challenges of students in that class, and ability of teacher. If there is no improvement, the principal will give a warning in writing and place the teacher on probation. If the teacher still does not improve, the principal will recommend release of the teacher. Upon approval by superintendent, the HR office will follow through with the dismissal process describes below. (2) A replacement for that position will be put in place. (3) Supervisor of staff will give warnings in writing for poor performance and lack of improvement. If there is no improvement in performance, the staff member will be released upon appropriate approval with two weeks of notice. HR office will follow through with the dismissal process described below in response to Question # 2.

2. Hiring: 1. Opening for position is posted on web site after approval of position by the superintendent. Directions are given for applying. Documents such as resume, transcripts are requested. 2. Application, resume and references are reviewed and checked by HR/Hiring Committee 3. Interview is set by the HR office once the Hiring Committee notifies HR. 4. If candidate is selected, other needed documents that the Hiring Committee requires is furnished by the candidate. The candidate fills out the employment packet, authorizes background check and does finger printing. 5. If cleared, an offer letter is sent to the candidate with information on join date, salary, etc.

Dismissal: 1. If dismissal is justified, the Superintendent approves it. 2. HR is notified and final check (that includes payment for days worked including accruals) is prepared. 3. Exit interview with the supervisor is arranged if applicable. The employee who is dismissed turns in all school property and the check is given to him/her.4. Employee file is updated. 5. The dismissed individual's email and school accounts are suspended.

3. A data base of resumes received will be maintained by HST's HR Office/Business Manager. Supervisors will notify HR/Hiring Committee of current or future staff needs in a regular basis enabling HR/Hiring Committee to work on the hiring process before the need arises. If sudden need occurs, the data base of resumes, immediate web site posting followed by social media notice, referrals from employees are some steps/resources that the team will use for filling the position.

Substitute teachers can help for a few days; however, care must be taken not to substitute certified teachers (as in special education, ESL) with non-certified or non - qualified people at any time. The HR/Hiring Committee will be cognizant of this issue and will have a list of candidates whom they can call for help either a substitute or permanent replacements.

Even after positions are filled, qualified applicants will be contacted by HR and let Hiring Committee know of the possible staffing needs.

Postings on website, universities, ESC Region Centers and HST Social Media about the opening will be posted by HR Office/Business Manager

The HR Manager/Business Manager will work with the Hiring Committee beyond timeline stipulations on the hiring of the needed personnel.

Professional Development and Evaluation

Enter narrative response to the prompts in this section of the application. *Reference **Attachment 24** in the response.*

1. The Houston School of Technology believes that at the heart of effective schools is effective instruction. Our professional development program will consist of the following components: training teachers, mentoring teachers for the purpose of continuous support, providing written materials to support the training process, and teacher evaluation and feedback.

Effective instruction requires effective and well supported teachers. This begins at the initial interview of the hiring process where the vision, mission, and culture of HST is presented to teacher candidates. During this time, discussions will take place to discover the teacher's strengths, weaknesses, philosophy of education, past educational experiences, depth of knowledge in subject area, and additional skills/abilities they might be willing to offer to enhance school programs. These discussions enable us to make placement decisions based on student needs and teacher strengths.

HST will provide all teachers and staff with eight days of professional development before school begins. During this time the essential components that will enable teachers to have a successful start to the school year, and training in curriculum and instruction, along with overall school programs are presented. Trainings will include, but not limited to, special populations, implementation of classroom management/school discipline system, schedules and procedures, lesson plans, TEA online required trainings, campus security and emergency procedures, gradebook training, curriculum/textbooks/online resources, data disaggregation, scope and sequence, review of TEKS, reviewing student and employee handbooks and more. Teachers will also be given time to plan on their own in preparation for the first day of school. In addition to the eight days at the beginning of the year, teachers will also receive an additional six days of professional development throughout the school year. HST will require 15 hours of summer professional development as well. The school will provide training for half of those hours at the end of the school year, and teachers may select outside trainings of their choice for the remaining half. Various trainings will be presented by school administrators, lead teachers and or coaches, as well as scheduling the services of the Houston Educational Service Center. Continuous teacher training will be on going through weekly faculty meetings, regularly scheduled PLC's, grade level curriculum meetings, individual meetings with lead teachers, coaches and administrators as needed. Also, teachers will be introduced to Teach Like a Champion, by Doug Lemov, an outstanding teacher training book that outlines 49 instructional techniques that prepare students for college. A quality professional development program is never ending and ever evolving. HST is committed to providing the necessary resources and creating the needed support to teachers as they develop their skills to become effective instructors in the classroom.

HST recognizes the importance of a teacher mentoring program to support beginning teachers, those with less than five years' experience, or those still struggling. For instruction to be effective,

and all students to have access to high quality instruction, all teachers, but especially the more inexperienced ones, need ongoing instructional support to be successful and produce positive student outcomes for all. HST believes that effective teachers are well-supported teachers. This mentoring support will be provided through administrator class observations with immediate feedback, support through the weekly PLC meetings and collaborating with grade level or subject area colleagues, assistance from lead teachers and instructional coaches, our "New to Teaching/New to HST Teacher Training" along with supporting materials, and continuous school embedded training in any area that a teacher would need additional support.

HST believes that highly effective teachers are also supported through professional development with written materials. These include, but are not limited to; curriculum and textbooks, training materials, student handbook, employee handbook, athletic handbook, academic handbook, schedules, school calendar, etc. Also, each teacher will be issued a laptop upon hiring, which allows them access to many of the written materials.

HST believes that high quality instruction is the result of well supported teachers. HST will implement an evaluation system that will provide regular classroom observations and evaluations with immediate feedback. HST will use the Texas Evaluation and Support System (T-TESS). T-TESS is designed as a model for providing teachers with ongoing, timely feedback and establishing a culture of continuous improvement. The implementation includes annual evaluations comprised of both informal observations/walkthroughs and at least one formal observation. This process provides a platform for principals and campus instructional leaders to have open and collaborative relationships with teachers where feedback and growth are recurring and dialogue between teachers and campus leaders to develop strong understanding about effective instructional practices. As our teachers are supported through this evaluation system, the result will be an increase in classroom rigor and high quality instruction.

Professional development at HST will be conducted both internally and externally. The goal will be for embedded professional development at various levels such as principal, assist. Principal, lead teachers, instructional coaches, and heads of departments. These staff will provide training in scheduled professional development days as well as daily, weekly, and monthly ongoing campus training and mentoring. Staff development will encompass both an individual approach as needed and a uniform group training setting as deemed appropriate.

2. Following is the schedule for the 2020-2021 August Staff Development for the Houston School of Technology.

HOUSTON SCHOOL OF TECHNOLOGY
Staff Development Schedule
August 2-12, 2021

Monday, Aug. 2

7:30 – 8:15	Breakfast/Fellowship
8:15 – 8:30	Welcome to all Faculty/Staff
8:30 – 10:00	Vision Casting by the Superintendent

10:00 - 10:15	Break
10:15 – 11:15	Special Education/FERPA
11:15 – 12:00	ESL/TELPAS/ELPS Overview
12:00 – 1:00	Lunch
1:00 – 3:00	Online Gradebook Implementation
3:00 – 4:00	Student Attendance Procedures

Tuesday, Aug. 3

8:00 – 9:00	Curriculum and Textbook Overview
9:00 – 10:00	Texas TEKS
10:00 – 10:15	Break
10:15 – 11:00	STAAR Testing and Accountability Overview
12:00 – 1:00	Lunch
1:00 - 2:00	Campus Security and Emergency Procedures
2:00 – 2:30	Facilities and Operations
2:30 – 2:45	Break
2:45 – 4:00	Overview of Texas Teacher Code of Ethics

Wednesday, Aug. 4

8:00 – 9:00	Lesson Plans Implementation/Grading
9:00 - 10:00	Data Disaggregation Overview
10:00 – 10:15	Break
10:15 – 12:00	School Culture
12:00 – 1:00	Lunch
1:00 – 2:15	School Discipline Procedures
2:15 – 2:30	Break
2:30 – 4:00	Classroom Management

Thursday, Aug. 5

8:00 – 10:00	Classroom Management
10:00 - 10:15	Break
10:00 – 12:00	Review Student/Parent Handbook
12:00 – 1:00	Lunch
1:00 – 2:45	Review Employee Handbook
2:45 – 3:00	Break
3:00 – 4:00	School Drop Off/Pick up Procedures

Friday, Aug. 6

8:00 – 9:00	School Calendar Overview
9:00 – 10:00	Parent/School Engagement/Parent Conferences
10:00 – 10:15	Break
10:15 – 12:00	Curriculum Break-out Sessions by Subject/Grade Level
12:00 – 1:00	Lunch

1:00 – 4:00	Continue Curriculum Break-out Sessions

Monday, Aug. 9

8:00 – 12:00	Nine Week Scope and Sequence Planning
12:00 – 1:00	Lunch
1:00 – 4:00	First Year Teacher Academy
1:00 – 4:00	Mentoring Training for Experienced Teachers

Tuesday, Aug. 10

8:00 – 12:00	Teachers Work in Classrooms
12:00 – 1:00	Lunch
1:00 – 4:00	Teachers Work in Classrooms
6:30 – 8:00 p.m.	Parent Orientation

Wednesday, Aug. 11

8:00 – 12:00	Teachers Work in Classrooms
12:00 – 1:00	Lunch
1:00 – 4:00	Teachers Work in Classrooms

Thursday, Aug. 12

7:45 – 3:00	First Day of School!

The assigning of presenters is yet to be determined. It will most likely be campus administrators, highly effective and experienced teachers, and various qualified outside presenters. During the Staff Development time teacher presenters will be working within their contracted days. The school will provide stipends for outside time and effort for preparation of presentations.

3. There will be eight days of professional development leading up to the first day of school from Aug. 3 through Aug. 12. The daily schedule is from 8:00 a.m. to 4:00 p.m. The next PD day will be Oct. 13, from 8:00 a.m. to 4:00 p.m. There will be two PD days on Jan. 4-5 before students return after the holidays, also from 8:00 a.m. to 4:00 p.m. March 22 is the next PD for the same time frame and May 27-28 are the final days of PD for the school year for a total of 14 professional development days. All of these PD days have been designed to fit into the district school calendar taking into account the instructional minutes required by the State. During PD days students are not at school. Some of the PD days could include some district training, but the majority of the time scheduled will be for all faculty instruction, curriculum, assessment planning, data disaggregation, and areas of immediate need. There could be some time set aside for individual planning as well.

4. The Houston School of Technology (HST) realizes that our teachers are our most valuable asset, as they will be the direct contact for our students and their parents. As such, we understand that we must hold them accountable for the time they spend with our students in order to make it most educationally productive for each of the students in their classes.

To that end, we have protocols in place to ensure, to the greatest extent possible, that our teachers are well-trained in the attitudes, expectations, and procedures of our District. These protocols begin at the potential teaching candidate's first interview, where we share a summary the culture of our school. We believe that supporting teachers is much more effective when they are in agreement with our Vision and Mission. These shared values build a strong support system, which includes every member of the campus team.

Once teachers are hired, it is required that they attend HST Professional Development prior to the beginning of the school year. Time is set aside for teachers who are new to the field, wherein specialized training will provide the basis for classroom discipline and other topics necessary to begin their first days of school successfully. During HST's professional development, both district and campus administrators will introduce our main evaluation tool, T-TESS. At the campus level, the principal is responsible to go through the various aspects of T-TESS and discuss the expectations of each category of domain, addressing the differences in each. It is during this time, before school starts, that teachers will determine their goals for the school year. First year teachers will receive more support from their administrative team in this regard. Our more experienced teachers may be recommended to become lead teachers, who will also help their colleagues understand the expectations of T-TESS to a greater degree.

Each teacher will also receive copies of our Employee Handbook along with the Student Handbook. The administrator's assurance that the policies in those handbooks will always be supported is a strong support system in itself as the teacher responds to the myriad of decisions that need to be made on a daily basis. The handbooks also introduce much of the common language used in our District. Together with our shared values, we will begin each school year as a collegial team who supports each other.

Teachers who join our District later in the year will receive specialized training in a compact form, designed especially for them. We have authored a handbook for this purpose, and administrators will give each one a copy and go over the contents with them. Lead teachers will be on hand to lend aid, as well.

Lesson plans will be due from each teacher at each grade level prior to the beginning of the week. These will be read by a campus administrator for thoroughness and appropriateness. If lesson plans are lacking in any way, administrators will work with teachers toward improvement. These plans will be used as reference when administrators begin their teacher observations.

Our campus principals begin their 10-minute classroom walk-throughs soon after school starts. This practice lets both teachers and students get used to these visits and become less likely to change their behaviors due to administrators' presence. Principals document the visit, and send emails to the teachers in this regard, including a "Grow" (an area that could improve) and a "Glow" (an area that is very positive). The goal is to visit each classroom every week, but certainly every two weeks, depending on the size of the campus. If a campus has an assistant principal who has been trained to do so, he or she may share in the responsibility of these short observations, as well as the Summative Evaluations.

While these observations may require immediate conferencing with administrators to seek improvement in an area, often they serve to let principals know what needs to be addressed at the weekly faculty meeting, as well as what might be the subject of the next professional development, whether district or campus-led. Our district will schedule six Staff Development days throughout the school year, designed to meet the needs of our teachers so that they can more fully meet the needs of our students.

Additionally, HST will make tremendous use of our Educational Service Center (ESC) for training opportunities. As administrators see the need, and when teachers request further training, the ESC will be an invaluable resource. We will also send teachers to the training required for our many products used to support student learning, such as DMAC, student information systems, Lead4ward, and so many others. We will also take advantage of the many online training opportunities available via webinars and videos. Teachers will choose their own topics of interest each summer when they fulfill the required 15 hours of training.

However, principals will not wait for staff development days or even faculty meetings to address situations that ought to be handled immediately. Principals will meet with faculty members as needed in order to provide insight and provide resources that can improve teachers' practice, including class room observations of more experienced teachers.

As the year progresses, administrators will lengthen their observation to about 20 minutes, planning them at various points in the teachers' lessons. The goal here is to ensure that teachers are performing well in each area of their lesson, as the summative observation will include the entire class time: from the time teachers are at their doors and greeting students at the beginning of a class, to the end of the lesson when they are summarizing and having students write their homework assignments in their planners.

Summative evaluations involve a (1) pre-conference: scheduled discussion with the teacher re: the lesson they will be teaching, including their goals for student outcomes and any issues for which the teacher may want administrators to be aware (2) the observation and complete transcription of the lesson from start to finish (3) Post-observation conference using the T-TESS format, with all documentation provided for the teacher afterward.

However, there will be times when teachers need more deliberate help with their teaching practice, for whatever reason. When a teacher exhibits unsatisfactory performance, the first phase of our corrective measure is conferencing with the campus principal; this, of course, will be documented. If the principal doesn't see improvement, there will be another conversation which will include a verbal warning. Administrators and lead teachers will work with the teacher toward improvement, and any helpful trainings will be assigned. In the event that the unsatisfactory performance continues, there will be another conversation with written documentation which may include a final warning. At this point, local administrators will make the District aware of the situation. After working with the teacher, and the principal does not see the required improvement, the principal (with District approval) may have a final conversation with the teacher, citing the reasons for their notice of termination. At that point, the teacher will have opportunity to write their own

Retention

1. The following table lists and describes the timeline, plan and strategy to retain instructional and non-instructional staff at HST:

Timeline	Plan	Strategy	Supervisor/supervisors
Oct–Nov	Salary review	Satisfactory salary	Business office, HR, Superintendent. Board
Nov-Dec	Terms review	Satisfactory terms of work	HR, Superintendent, Board
February	Effective communication	Job opportunities posted effectively and clearly	HR
March-April	Competent, friendly and caring staff	Efficient hiring process	HR, Principal
May-June	Competent, friendly and caring staff	Effective and friendly onboarding	HR
May-Jue	Competent, friendly and caring staff	Thorough orientation on expectations, duties	HR, Principal
August	Competent, friendly and caring staff	Staff development	HR
August	Competent, friendly and caring staff	"New to HST" and "Celebration on Return" Activities	HR,
November-end of year	Identify needs, challenges and strengths of staff	Mentorship program	HR for staff Principal for teachers
Sep; December; May	Input from staff	Team building projects and activities	HR for staff Principal for teachers
June of previous year to May of current year	Data – based assessments from supervisors and input from staff	Professional development	HR for staff Principal for teachers
May- goal setting, Sep; Jan; May	Competent supervisors	Assessments and follow up	HR for staff Principal for teachers
May	Input from staff and supervisors	Going beyond the call awards for non -instructional staff	HR for staff Principal for teachers
July-input Award-August on new year	Input from teachers and supervisors	Teacher incentives based on performance and set criteria	HR for staff Principal for teachers Superintendent
Throughout the year	Competent and Supervisors	Timely and fair dealing of grievances	HR for staff Principal for teachers
Throughout the year	Competent Supervisors	Safe and secure work place	HR, Principal for teachers, Superintendent, Board

Sep; Jan for input Feb-announce to prospective employee candidates	Input from administrators and staff	Opportunities for growth and promotion	HR for staff, Principal for teachers, Superintendent
May of ending year	Timely posting, collection and analysis	Survey	HR

2.

HOUSTON SCHOOL OF TECHNOLOGY
TEACHER, COUNSELOR, LIBRARIAN AND NURSE
SALARY SCHEDULE
EFFECTIVE SCHOOL YEAR 2021-2022
(Sample salary scale to be used as a guideline to align with HB3 standards)

YEARS EXP	CERTIFIED WITH BACHELORS ***	CERTIFIED WITH MASTERS ***	CERTIFIED WITH DOCTORATE ***
0	$ 38,500.00	$ 39,500.00	$ 40,500.00
1	$ 38,850.00	$ 39,850.00	$ 40,850.00
2	$ 39,200.00	$ 40,200.00	$ 41,200.00
3	$ 39,550.00	$ 40,550.00	$ 41,550.00
4	$ 39,900.00	$ 40,900.00	$ 41,900.00
5	$ 40,250.00	$ 41,250.00	$ 42,250.00
6	$ 41,350.00	$ 42,350.00	$ 43,350.00
7	$ 42,450.00	$ 43,450.00	$ 44,450.00
8	$ 43,550.00	$ 44,550.00	$ 45,550.00
9	$ 44,650.00	$ 45,650.00	$ 46,650.00
10	$ 45,750.00	$ 46,750.00	$ 47,750.00
11	$ 46,850.00	$ 47,850.00	$ 48,850.00
12	$ 47,950.00	$ 48,950.00	$ 49,950.00
13	$ 49,050.00	$ 50,050.00	$ 51,050.00
14	$ 50,150.00	$ 51,150.00	$ 52,150.00
15	$ 51,250.00	$ 52,250.00	$ 53,250.00
16	$ 52,000.00	$ 53,000.00	$ 54,000.00
17	$ 52,750.00	$ 53,750.00	$ 54,750.00
18	$ 53,500.00	$ 54,500.00	$ 55,500.00
19	$ 54,250.00	$ 55,250.00	$ 56,250.00

20	$ 55,000.00	$ 56,000.00	$ 57,000.00
21	$ 55,250.00	$ 56,250.00	$ 57,250.00
22	$ 55,500.00	$ 56,500.00	$ 57,500.00
23	$ 55,750.00	$ 56,750.00	$ 57,750.00
24	$ 56,000.00	$ 57,000.00	$ 58,000.00
25	$ 56,250.00	$ 57,250.00	$ 58,250.00

*** Staff w/service beyond 25 years will receive $250.00 added to previous salary per year

** Non-Certified teachers will pay $1,000.00 less

* Not included: Extra-Curricular stipends and separate extra duty stipends

Employees are paid in accordance with administrative guidelines and a pay structure established for each position. HTS's pay plans are reviewed by the Board of Directors each year and adjusted as needed. Salaries and wages are reviewed periodically and adjusted according to the budgeted amounts approved by the Board of Directors.

Deductions from Pay: HTS will deduct from an employee's paycheck that which is allowable under state and federal law. Generally, optional deductions, if any, may only be made from pay as long as the resulting wage does not fall below the FLSA minimum wage.

Note: The following deductions are required by law and are withheld from every paycheck; no written authorization is required.

- Federal Income Tax Withholding (based on IRS Form W-4)
- Medicare
- Social Security (for non-TRS eligible employees only)
- Teacher Retirement System (TRS – two deductions):
    - Retirement (federal exempt) – employee retirement account (6.4%)
    - Insurance– active member contribution to retirees' health insurance program (0.65%)
- Insurance coverage (optional)

Wage and Tax Statements: All employees will receive a Wage and Tax Statement (Form W-2) from HTS showing their annual earnings and the amounts deducted for Social Security, Medicare, and federal income taxes. Additional earnings and deductions that may be included, if applicable, are social security tips, allocated tips, advance earned income credit, and dependent care benefits. W-2 forms will be prepared by the District office and distributed on or before January 31st of each year.

Annualized Compensation: HTS will pro-rate all salaries over 12 months. (Annual salary is divided by 12 and paid in equal monthly amounts, so employees starting or leaving before the end of the school year will receive pro-rated pay according to actual days worked). Exempt employees will be paid in equal monthly payments beginning with the first pay period of the school year

(which is September). Teachers who separate after the last day of instruction will continue to receive paychecks through August.

Insurance and Benefits: HTS will offer the following coverage as part of the compensation/benefit package to eligible employees (All employees who are eligible for membership in the Teacher Retirement System of Texas, and retirees who have been rehired on at least a half-time basis, are eligible to participate in benefit programs). The plan year for all benefits is September 1 to August 31. All new TRS Eligible employees are eligible for benefits on the first day of the month following the first day worked, or the date they become eligible for benefits. At no time will employees be eligible for coverage before the first day worked by the employee. If an employee does not enroll within thirty-one (31) days of eligibility, that employee will be eligible to enroll during the next open enrollment opportunity.

Medical Benefits: HTS will offer medical coverage to all eligible full-time employees. The medical coverage plan(s) is/are approved annually by the Board of Trustees. HTS will contribute $262.00 for those employees who elect coverage. The actual amount of HTS contribution to the medical plan(s) is approved on an annual basis by the Board of Trustees.

Payroll Deduction Benefits: The following benefits are available for full-time employees working 40 hours/week: (1) Health Insurance (Full-time Employees: Employee base plan coverage is provided by the employer. Principals and Directors: Employee buy-up plan coverage is provided by the employer. Officers: Family buy-up plan coverage is provided by the employer.) (2) $10,000 of Group Life Insurance is provided by the employer (3) Long-term Disability Insurance is provided by the employer: Employee's option and expense if elected (4) Dental Insurance (optional): Employee's option and expense if elected (5) Vision Insurance; Voluntary Employee, Spouse, and Child Life Insurance; Short-term Disability Insurance; and supplemental insurance: Employee's option and expense if elected (6) Supplemental Insurance (optional): Gap, Cancer, Accident

Unemployment Compensation Insurance: HTS employees who have get laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits under the Texas Unemployment Compensation Act. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have an at-will agreement or reasonable assurance of returning to service.

Retirement: Teacher Retirement System ("TRS") - Covered Employment: Employment that makes one eligible for membership in TRS is: (1) Regular employment in a public, state-supported educational institution in Texas that is expected to last for a period of four and one-half months or more; (2) For one-half or more of the standard full-time workload; and (3) With compensation paid at a rate comparable to the rate of compensation for other persons employed in similar positions.

An employee of a public, state-supported educational institution in Texas meets these requirements if the member's customary employment is for twenty (20) hours or more each week and for four

and one-half months or more in one school year. Full-time service is employment that is usually forty (40) clock hours per week.

If the TRS-covered employer has established a lesser requirement for full-time employment for certain positions, full-time service includes employment in those positions. In no event may full-time employment require less than thirty (30) hours per week. All regular employees of the public education system in Texas (employed for four and one-half months or more, for one-half time or more of the standard full-time workload, and paid at a rate comparable to other persons employed by that employer in similar positions) must participate in TRS, unless an exception to TRS membership applies.

The exceptions to TRS membership include but are not limited to: (1) A substitute, as defined by TRS Rules (To be considered a substitute, the individual must be serving in a position currently held by another employee and paid at a rate of pay that does not exceed the rate for substitute work established by the employer.); (2) A person employed on a temporary (less than four and one-half months), seasonal, or on an irregular basis.

Substitutes not receiving TRS service retirement benefits who work at least ninety (90) days a year may also be eligible for TRS membership and to purchase one (1) year of creditable service. TRS provides members with an annual statement of their accounts showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Incentives: Best Teacher of the Year reward and Perfect Attendance Reward:

Please see response for Question 3

3. HST will get input from instructional leaders and teachers and create a rubric such as the one furnished below to give performance based awards to incentivize high-performing teachers to be retained.

Houston School of Technology Teacher Incentive Program Criteria: 1. The teacher upholds HST's vision (1-10 points). 2. The teacher makes an effort to build character in students. Disciplines students in the areas of studies, well-rounded development of students, uniform compliance, etc. The teacher emphasizes note taking, working on planners, penmanship, etc. (1-10 points). 3. The teacher is a role model. He or she adheres to school regulations and policies, is dressed appropriately, is punctual and is diligent with work. The teacher is teachable and always willing to learn. He or she has a positive attitude at all times even during challenges. He or she embraces all cultures and peoples. 4. The teacher proves to be a teacher of nurture and care (1-10 points). 5. The teacher is regular to school and does not take leave unless absolutely necessary. He or she is a conscientious worker and keeps students' needs in the forefront. (1-10 points). 6. The teacher is certified or is enrolled in a program to be certified (5 or 10 points). 7. The teacher is willing to help and be a mentor of other teachers. He or she is a leader and is building a team. He or she works for the unity of the campus and District. (1-10 points). 8. The teacher has knowledge and skills in the subject area (1-10 points). 9. The teacher encourages parental and community involvement (1-10 points). 10. The teacher's classes show high level of student engagement (1-10

points). 11. The teacher has ongoing professional development including summer preparation (1-10 points). 12. The teacher goes beyond the call (1-10 points). 13. The teacher keeps the academic progress of students in focus and inculcates in them a love for learning. (1-10 points). 14. The teacher produces good STAAR scores and takes care to improve teaching skills. He or she also focuses on assessment processes and results. The teacher posts online student grades on a weekly basis and provides the required grades each nine weeks. A manual hard copy grade book is maintained as well. Teacher communicates student progress with parents when needed. (1-10 points). 15. The teacher passes and/or improves in T-TESS (1-10 points).

120-150 points- Exemplary Teacher

90-119 points- Commendable Teacher

70-89 points—Standard Teacher

Operational and Financial Plans

School Calendar and Schedule

Enter narrative response to the prompts in this section of the application. *Reference **Attachments 25-26** in the response.*

1. The proposed annual school calendar aligns with typical ISD's with in-service for over a week before school starts, a week for Thanksgiving and Spring Break, and several weeks' break over Christmas. STAAR testing schedules are taken into account. Regular updates on student progress (progress reports, report cards, and Parent Conference days) are also calculated into the schedule. The first day of school is August 13 and last day of school is May 26. Since school starts at 7:45am and finishes at 3:15, there are 7.5 hours or 450 instructional minutes per day. After subtracting for early dismissal days, HST will still offer over 78,000 instructional minutes. Please see Attachment 26 for detailed calculations.

2. The school day for this elementary school will run from 7:45-3:15 and includes over 135 minutes of PE, technology classes, co-curricular and music and art instruction, as well as focus on the core subjects of language arts, math, science, and social studies. K-2nd will be self-contained and 3rd grade will rotate between a Social Studies/ELAR teacher and a Math/Science teacher. All core teachers will also teach the co-curricular/Art/Music section each day to incorporate the special subjects included in our charter. Specials teachers will cover PE (3 times a week) and Technology (2 times a week) to give core teachers daily planning periods. Specials teachers will also be asked to cover additional duties such as lunch monitor, tutoring/RTI, and other student support duties that align with their particular qualifications. Since HST has specific academic content that is taught during co-curricular time, academic instructional time includes the entire school day except for lunch, so 7 hours per day. Core subjects have 5.5 hours. Please note that HST incorporates social studies topics into ELAR grammar, reading, and writing. Please see Attachment 27 for sample student and teacher schedules.

Student Recruitment and Enrollment

Enter narrative response to the prompts in this section of the application. *Reference **Attachment 27** in the response.*

1. Recruitment Strategies: Many of the same strategies that have been implemented in building community support for the charter school will be executed in recruitment efforts. (1) The start-up committee that will re-engage the many parents, community and church leaders that have been expressing their support for the Houston School of Technology, through email communications, social media, mailers and word of mouth. (2) Targeted populations in this community include: families who are members of churches and organizations that have already affirmed their support of the school, homeschool associations, and participants in local youth programs

Additional efforts will be added, to engage a wider community, low-income families, English learners, at risk youth and specifically the K-3 student population for Year 1.

- The Board/Superintendent will obtain membership with the Fort Bend Chamber of Commerce, education division which "seeks to enhance opportunities and identify resources for educational quality in our community by providing a common link between our educational institutions, industry leaders, and the Fort Bend business community" (https://fortbendchamber.com/).
- Distribute flyers and mailers to local pre-schools in Richmond, Rosenberg, Sugar Land and other areas of Fort Bend County
- To reach low-income families distribute flyers and mailers to the following;
    - apartment communities within 5-10 miles of the school
    - Shared Dreams organization that serves 15,000 low-income families in Fort Bend ISD
    - Fort Bend Dream Center which regularly serves the community with outreach programs and services
- To reach English learners flyers, email and social media communications would be made available in Spanish as needed
- To reach, academically low-achieving students, students with disabilities, and other youth at risk of academic failure
    - In all of the outreach efforts listed above, many of these populations would include low-achieving students, students with disabilities and other youth at risk of academic failure.
    - Recruitment materials, such as mailers, emails, flyers would all include the following statements to communicate to these families that their children would be welcome at the Houston School of Technology:
    - *Individualized and Innovative Learning Methods*
    - *Houston School of Technology does not discriminate on the basis of race, color, national origin, sex, disability or age, providing education services, activities and programs, in accordance of Title IV of the Civil Rights Act of 1964, as amended;*

Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Recruitment Timeline: September 1, 2020 to January 31, 2021

- Create web site with school location, description and board information and online form where parents can request school brochure (Complete by 10/1/2020)
- Market and advertise the school through word of mouth, social media, email and mailers
- Distribute flyers/mailers to local organizations such as Fort Bend Dream Center, Shared Dreams organization, Head Start programs
- Distribute flyers/mailers to local pre-schools
- Request opportunity to make a presentation about the charter school at local meetings such as Fort Bend Chamber of Commerce, youth program events and churches
- The Board President and start – up committee will post application on web site and explain admission process and inform families that applications will be received starting the first week in February

February 1, 2021 to April 30, 2021

- Admissions will be processed on a first come first served basis
- The Board, superintendent/principal, parents and community volunteers will continue with the marketing and advertising until enrollment target is reached
- The Board, superintendent/principal, parents and community volunteers plan and host an 'Open House' where prospective parents can meet the Superintendent/principal and ask questions about the school and admissions process

2. Email campaigns are sent through an email marketing platform that provides feedback on number of emails opened, and details on which contact opened and/or viewed the email

- Social media campaigns on Google or Facebook include reports on how many people reached, and the advertisements or posts will also include a link to the school web site which provides exact data on how many people responded to the ad
- All mailers and flyer distributions will include the web site address, which includes an online form for parents to request brochures and will collect their name, email and phone number
- Presentations made at local organizations, chamber meetings and churches will provide sign-up sheets for interested parents to request brochure or admissions information
- All the above marketing efforts include a matrix for measuring percentage of responses in relation to the audience reached
- The Board and Superintendent will review reports of marketing data, and evaluate which strategies received the highest level of response, and future recruiting can be planned to focus on the strategies that are most effective.

3. Houston School of Technology (HST) accepts students in grades Kindergarten through 3rd grade. K5 students must be five years of age by September 1st in order to enroll. Parent(s) must

furnish all required documents listed in the enrollment packet. Any student admitted to HST must provide evidence of prior schooling, such as report cards and/or a transcript from the previous school attended. Verification of residency and current immunization records are also required. Every student enrolling in HST for the first time must present a signed statement from a physician or documentation of the immunizations as required by the Texas Department of Health, no later than 30 days after enrolling in HST. Students will be enrolled according to the gender noted on the birth certificate and will be required to follow school policies according to that gender. To be eligible for enrollment, the prospective student and legal parents/guardians of the student must agree in writing to follow the regulations of the school and complete all requirements for admission.

If a student fails to attend school on the first day, or his or her records are incomplete, the student may lose his/her space for enrollment, and that space may be awarded to another eligible student.

Each student must be enrolled by his or her legal parent/guardian. Students with a previous expulsion or other serious documented behavioral incidents must submit themselves to an administrative council to determine whether or not they may enroll. **Falsification of information could cause a student to be ineligible for enrollment or subject to withdrawal.**

Placement of New Students: Students transferring from an accredited school will be placed at the grade level attained at that school. Students from home school/ private school/ international schools will be required to test at the beginning of the school year to determine the grade level at which the student should be placed.

PreK Enrollment: Houston School of Technology offers PreK-3 and PreK-4 at some campuses. In order to apply, a child must be 3 or 4 on September 1, 2018 AND must qualify under one of the following: (1) is unable to speak and comprehend the English language; (2) is educationally disadvantaged (which means a student who is eligible to participate in the national free or reduced-price lunch program); (3) is homeless; (4) is the child of an active duty member of the armed forces of the United States; (5) is the child of a member of the armed forces who was injured or killed while on active duty; (6) is or ever has been in the conservatorship of the Department of Family and Protective Services (foster care) following an adversary hearing held as provided by Section 262.201, Family Code; or (7) is the child of a person eligible for the Star of Texas Award as:

a. a peace officer under Section 3106.002, Government Code
b. a firefighter under Section 3106.003, Government Code, or
c. an emergency medical first responder under Section 3106.004, Government Code.

Enrollment: Houston School of Technology is an open enrollment charter school, which means any age/ grade appropriate student will be admitted to the school, without regard to race, color, creed or intelligence. HST provides equal education opportunities to students residing within their school district. We lawfully collect from students and families birth certificates to establish the age of a chld and telephone bills and lease documents to prove residency within a district. There will be limitations to the number of slots per grade level. This may require students to be placed on a waiting list until slots become available. Students will be enrolled in the grade level that follows

their last complete grade, and must have documentation of promotion from their previous schools. Students entering mid-year will be placed in their current grade level. A student's attendance does not automatically guarantee a space for the next school year. **However, current students will have the first opportunity for the next year's enrollment prior to opening enrollment to the general public.** ***NOTE: Charter schools require that all students re-enroll for each school year.***

See Attachment 7 for the school's admission and enrollment policy which includes the elements outlined on the Attachment 27 cover page in the Generation 25 application response.

Facility Acquisition

1. Has the applicant identified a specific location for at least one campus in Year 1?	Yes ☐ No ☐x

IF THE RESPONSE TO THE QUESTION ABOVE WAS "NO," SKIP TO THE NEXT SECTION, "FACILITY NOT IDENTIFIED."

Facility Not Identified

1. Does the applicant intend to lease or purchase a property?
Lease x☐ Purchase ☐

The Newman-George Intl. Education Organization secured the services of a realtor in 2019 with extensive experience working and helping secure either leased or purchased space for non-profits in the Houston region. Through the work of Grace & Company, several potential facilities have been identified and are under consideration; but due to leadership transitions in the proposed facilities it is not yet possible to draw up a lease.

2. **Ideal Facility**: The ideal facility for the Houston School of Technology would have adequate space for at least the first two years of operation, accommodating anywhere from 150-350 students, with the required serving & dining areas for providing breakfast and lunch, large assembly room or auditorium, gym and green space for sports and athletics and required office space for administrative staff. Either a larger classroom space, or a multi-purpose dining space would be used for arts and/or technology lab. Facility should provide ample parking and ease of access for parents in terms of traffic flow and proximity to a major roadway or highway.

All of the above-mentioned amenities would facilitate schools' mission of providing class sizes of 15-20 students per classroom, opportunity for learning in the area of arts and technology, and participation in sports and athletics.

Prior to beginning the search for a facility, the following criteria was established and provided to the realtor. Criteria for Ideal School Facility – (1)17 classrooms, 900 square feet per room (2)2 offices (3) Large green space for sports and PE activities (4) Indoor gym (5) Playground area for the Pre-K – 3 (6) Kitchen or kitchenette for preparing/heating breakfast and lunch (7) Large room for mealtimes and other large group activities, 2500 sqft. (8) Large room or auditorium for school assemblies, Seating capacity 400 (9) Ample parking space for staff and visitors (10) Ease of access and good traffic flow for pick up and drop off

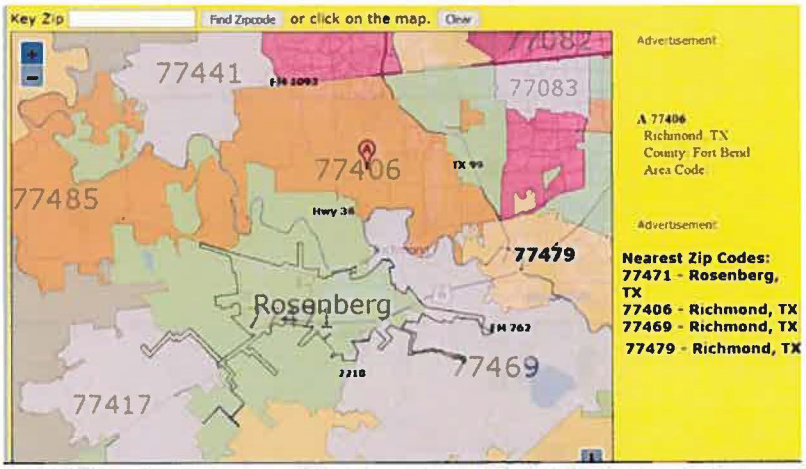
One of the facilities under consideration fits many of the criteria required for the initial 1-2 years of operation for a K-3rd – 4th grade school.

[redacted]

3. Facility's Minimum Needs: If an ideal facility is not secured, then the second option is to sign a lease with a facility that would meet the minimum requirements for the school's first year of operation. This facility would provide the needed classrooms for the initial year's enrollment of 150 students, provide serving and dining area for breakfast and lunch, green space for sports and PE, and at the minimum a large multi-purpose room for school assemblies.

Minimum Criteria: (1)10-12 classrooms, min. 700 square feet per room, (2) 2 offices (3) Playground and green space providing for sports and PE activities (4) Kitchen or kitchenette for preparing/heating breakfast and lunch (5) Large room for mealtimes, school assemblies and other large group activities, min. 1000 sq. ft (6) Appropriate parking space for staff and visitors (7) Ease of access and good traffic flow for pick up and drop off

Plans for identifying and securing a facility.



http://www.zipmaps.net/Texas/Fort_Bend_County.htm

a. Market research and analysis: Church and non-profit facilities offer more affordable lease rates than commercial space in the Richmond region. Several corridors in Richmond/Rosenberg area have potential lease facilities nearby, such as FM 359, FM 762, Hwy 59 and Toll Road 99

b. Selection Criteria – (1) Lessor facility meets at least the minimum criteria, (2) Lessor stakeholders agree with vision and purpose of the Houston of Technology School, (3) Lease terms and conditions meet the budget requirements of the Houston School of Technology

d. Timelines – (1) Search for a facility will continue as the charter application is undergoing approval process and memorandum of understanding signed as soon as appropriate facility is identified, (2) Lease will be presented upon the charter's approval to selected facility with a start date of July 2021 to allow time for staff training and classroom setup

c. Plans to secure financing – (1) Required deposits and renovation costs will be funded by donors during the startup phase of the School
f. ADA compliance - Required inspections will be done prior to signing the lease, so that any required renovation will be identified
g. Role in Facility selection - Grace & Company realtor
h. School compliance - The lessor will NOT be within the third degree of consanguinity or affinity to any board members or staff of the School

Transportation

Enter narrative response to the prompts in this section of the application.

1. If student transportation will not be offered, describe the rationale for that decision. If the school will provide transportation, describe the transportation arrangements for prospective students, including: a. Whether daily bus transportation will be offered to all students; b. Whether the school will provide public transportation vouchers (e.g., bus passes); and c. When bus services will begin (during which year of the charter term).

While the Houston School of Technology (HST) will not offer daily bus transportation, HST will assist in coordinating with parents to facilitate carpooling, including funding the creation of a software application to help in the planning process for ride-sharing activities amongst HST families. The estimated cost to develop the carpooling mobile app is $8000.

2. Explain how transportation will be provided for students if their Individualized Education Program (IEP) requires transportation.

For students that have an Individualized Education Program (IEP) that requires transportation, HST will accommodate this need through reimbursements paid to the parent/guardian for their mileage or by partnering with a local transportation provider. The principal, in conjunction with the lead special education teacher, will work to coordinate this activity with the parents and/or the vendor. The cost related to transporting a student when it is required within their IEP is estimated at $3000 – $4000 annually.

3. Describe how the school plans to meet transportation needs for field trips and athletic events.

Though funding will not be supplied for transportation related to individual campus field trips or elementary athletics, HST will fund all school-sponsored field trips and provide transportation for sporting events at the secondary level (7th – 12th grade). The cost to support these activities is estimated at $11 per student annually. The aforementioned rate assumes a weighted average, as the cost to transport students at the secondary level will be greater than the cost at the elementary level.

Start-up Plan

Enter narrative response to the prompts in this section of the application. *Reference **Attachment 30** in the response.*

1. Describe the costs anticipated during the start-up year. Include: a. Personnel; b. Contracted services; c. School operations; and d. Facility acquisition, operation, and maintenance. HST is a new school. As such, the school plans to grow gradually from 150 students the first year to 1,500 students by the 5th year. The budget incorporates the following assumptions in mind:

- By January 31, 2021, the board will look to source and negotiate leased space at a church in the Richmond area of Houston. Shared space partners such as churches are efficient charter school partners as the need for space is complimentary. The plan is, as with the board's experience with other churches in Texas, to negotiate a zero-net lease where the church covers expenses such as maintenance, janitorial and utilities. In return, the school will look to pay up to 15% of their average collected state revenue as rent

  Occupancy Ratio = Occupancy Expenses / Total State Revenues
  - *Measures amount of total percentage of facility costs as a function of revenues*
  - *For charter schools, a ratio of 10% to 15% is preferable. 20% is the absolute maximum*

- **The board will hire a Superintendent and Business Manager by the start of March 2021. As such, the startup year will include one half year salary for these two key positions**
  - Superintendent - $60,000 plus benefits for ½ year zero (startup)
  - Business Manager - $46,000 plus benefits for ½ year zero (startup)
- By the start of May 2021, the Superintendent will hire two lead teachers to assist in the preparation of the school launch
  - Lead Teacher - $39,900 (average) plus a lead stipend
  - The remaining instructional staff for the first year of operations will be hired with an intent to start August 2021

The Superintendent and business manager purchase the capital equipment needed to launch the school including any capital needed to ready the facility

Furniture for 8 classrooms and 15 staff (begin March)

Furniture		Unit Price	Count	Price
Staff desks		$280	18	$5,040
Staff chairs		$80	18	$1,440
Student tables	Seminar (72" x 18")	$80	75	$6,000
Student chairs	Stackable	$40	150	$6,000
Whiteboards	Wheel-mounted	$200	15	$3,000

Furniture		Unit Price	Count	Price
Café tables	Mobile, folding tables w/ 16 stools each	$1,300	10	$13,000
Filing cabinets		$220	5	$1,100
Total				**$35,580**

- Contract with IT vendor to configure a network for new school and assure building has the infrastructure needed to support the planned number of staff/students for first year

IT Equipment		Unit Price	Count	Price
Network infrastructure	Includes equipment, cabling and installation	$36,975	1	$36,975
Staff laptops		$650	18	$11,700
Student laptops	2-in-1 Chromebooks	$350	80	$28,000
Projectors		$360	15	$5,400
Tech carts		$160	15	$2,400
Total				**$84,475**
Filing cabinets		$220	5	$1,100
Total				**$35,580**

- Contract with vendors needed to ready the facility for operations
  - The facility has yet to be identified but a plug of $100,000 to ready the building has been allotted. This will include security/safety modifications
- Negotiate contracts with vendors needed to support 150 students and 15.5 staff
  - Secure a copier lease (T-minus 1 month) - $600/mth
  - Initiate contract with Region 4 to manage payroll and accounting services (Business manager by T-minus 1 month) - $5,000 setup
  - Initiate contract with TEA for Texas Student Data System (TSDS) (Business Manager by T-minus 3 month) - $5,000 setup
- Secure general liability insurance (Business Manager by T-minus 4 months) - $5,000 first 6 months/$25,000 first full year with students in attendance
  - Purchase supplies needed for school startup (Business Manager by T-minus 1 month) - $20,000 setup
  - Contract vendor services need to build school network in support of operations
    - Google G Suite for Education (T-minus 1 month) - $2,400 setup
    - eRate consultant (T-minus 1 month) – based on commission
    - Raptor (access safety application) will be operational by the first year - $2,000 startup

2. Describe how the board will monitor the implementation of the start-up plan and associated budget: The board will work closely with the Superintendent and the Business

Manager through the start-up period approving/monitoring all costs and assuring all critical milestones are achieved in time to assure launch. Meetings during the startup period will be weekly.

3. Explain which staff will work on a full-time or nearly full-time basis to lead development of the school during the start-up year and the plan to compensate these individuals.

- The board will hire a Superintendent and Business Manager by the start of March 2021. As such, the startup year will include one half year salary for these two key positions
- Superintendent - $60,000 plus benefits for ½ year zero (startup)
- Business Manager - $46,000 plus benefits for ½ year zero (startup)
- By the start of May 2021, the Superintendent will hire two lead teachers to assist in the preparation of the school launch
- Lead Teacher - $39,900 (average) plus a lead stipend
- The remaining instructional staff for the first year of operations will be hired with an intent to start August 2021. The pay scale is as below.

HOUSTON SCHOOL OF TECHNOLOGY
TEACHER, COUNSELOR, LIBRARIAN AND NURSE
SALARY SCHEDULE
EFFECTIVE SCHOOL YEAR 2021-2022
(Sample salary scale to be used as a guideline to align with HB3 standards)

YEARS EXP	CERTIFIED WITH BACHELORS ***	CERTIFIED WITH MASTERS ***	CERTIFIED WITH DOCTORATE ***
0	$ 38,500.00	$ 39,500.00	$ 40,500.00
1	$ 38,850.00	$ 39,850.00	$ 40,850.00
2	$ 39,200.00	$ 40,200.00	$ 41,200.00
3	$ 39,550.00	$ 40,550.00	$ 41,550.00
4	$ 39,900.00	$ 40,900.00	$ 41,900.00
5	$ 40,250.00	$ 41,250.00	$ 42,250.00
6	$ 41,350.00	$ 42,350.00	$ 43,350.00
7	$ 42,450.00	$ 43,450.00	$ 44,450.00
8	$ 43,550.00	$ 44,550.00	$ 45,550.00
9	$ 44,650.00	$ 45,650.00	$ 46,650.00
10	$ 45,750.00	$ 46,750.00	$ 47,750.00
11	$ 46,850.00	$ 47,850.00	$ 48,850.00
12	$ 47,950.00	$ 48,950.00	$ 49,950.00
13	$ 49,050.00	$ 50,050.00	$ 51,050.00
14	$ 50,150.00	$ 51,150.00	$ 52,150.00

YEARS EXP	CERTIFIED WITH BACHELORS ***	CERTIFIED WITH MASTERS ***	CERTIFIED WITH DOCTORATE ***
17	$ 52,750.00	$ 53,750.00	$ 54,750.00
18	$ 53,500.00	$ 54,500.00	$ 55,500.00
19	$ 54,250.00	$ 55,250.00	$ 56,250.00
20	$ 55,000.00	$ 56,000.00	$ 57,000.00
21	$ 55,250.00	$ 56,250.00	$ 57,250.00
22	$ 55,500.00	$ 56,500.00	$ 57,500.00
23	$ 55,750.00	$ 56,750.00	$ 57,750.00
24	$ 56,000.00	$ 57,000.00	$ 58,000.00
25	$ 56,250.00	$ 57,250.00	$ 58,250.00

****** Staff w/service beyond 25 years wil receive $250.00 added to previous salary per year***

***** Non-Certified teachers will pay $1,000.00 less***

**** Not included: Extra-Curricular stipends and separate extra duty stipends***

4. Provide a detailed start-up plan for the school as Attachment 30 for the year between charter approval (September 2020) and school opening (August 2021) estimated. Attachments 30: Detailed Start-Up Plan The start-up plan of the Houston School of Technology will be called **"The Launch",** and it will be divided into three phases. If the charter is granted, the phases of The Launch will involve the following timeline and operations:

Phase I: September 1, 2020 to January 31, 2021 - TAKE OFF

- The Board President and start - up committee will identify the facility for leasing, sign contract (September to November), and start preparing the facility for school operations. (Will work on obtaining certificate of occupancy by April of 2021).
- The Board President and start – up committee will interview candidates and hire a superintendent. (The Board is currently reviewing resumes).
- The Board president and start - committee will post Business Manager opening and call for interviews.
- The Board President and start – up committee will market and advertise the school through word of mouth, social media and mailers.
- The Board President and start- up committee will create school web site.
- The Board President and start – up committee will post application on web site and explain admission process. (Families will be informed that applications will be received starting in the first week of February. Admissions will be based on a first come first served basis).

Phase II: February 1, 2021 to April 30, 2021) - TRAVEL

- The Board will appoint the superintendent (who will start work as superintendent and principal the first two years of operation).
- The Board and the superintendent will appoint the Business Manager.
- The Board and superintendent will invite parent and community volunteers to help with the start - up work
- The superintendent/principal will accept applications and begin with the admission process. The Business manager and parent volunteers will help with the admissions process
- The Business Manager will work with Region IV to prepare Business Manual.
- The superintendent/principal will post teacher and staff openings, review resumes and hire them
- The superintendent/principal will call for security bids/quotations
- The superintendent/principal and Board will select the security vendor
- The superintendent/principal will review curriculum with the Board and suggest changes
- The Board will adopt changes as deemed necessary
- The superintendent/principal will order curriculum material and text books
- The superintendent/principal will order furniture, technology and supplies
- The superintendent/principal will prepare Employee/Student Handbook
- The Board, superintendent/principal, parents and community volunteers will continue with the marketing and advertising

Phase III: May 1, 2021 to August 11, 2021 - LAUNCH

- Superintendent/principal will begin with lead teacher and staff training.
- Superintendent/principal will hold summer parent orientation.
- Superintendent/principal and lead teachers will post school supply, teachers of classes on the web site.
- Superintendent/principal will hold curriculum meetings with lead teachers.
- Staff development will begin on August 2, 2021
- Superintendent/principal and teachers will prepare for arrival of students
- Parent and Student School Kick off day and Parent Orientation Night will be held the week before school begins.

Classes will begin on August 12, 2021! The board will work closely with the Superintendent and the Business Manager through the start-up period approving/monitoring all costs and assuring all critical milestones are achieved in time to assure launch. Contingencies will be developed as the plan progresses. Donations have been accumulated in excess of the required startup capital needed and will be held in reserve to manage through the contingencies. The school will also actively pursue other funding sources such as federal startup funds and grants such as the Walton Family Fund that to be used or supplement startup operations or assist as contingency funds.

The board also maintains ongoing relationships with their donors such that should more resources be needed; they have indicated their willingness to assist as needed. The board also maintains ongoing relationships with their donors such that should more resources be needed; they have indicated their willingness to assist as needed.

Financial Planning

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

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

1. Complete the fiscal year template table in the Generation 25 application response.

Please refer to the above template table for the response.

2. General Accounting: The Houston School of Technology (HST) will utilize GAAP accrual/fund accounting. HST will manage operations according to the board-approved budget. The budget will define the planned revenues and expenditures for all local, state and federal funds for the upcoming fiscal year (operating and capital).

Purchasing Procedures: All HST purchases will be required to utilize a pre-approved Purchase Order. Purchase orders will require authorized signatures based on the amount of the purchase as follows: Business Manager under $1,000, Superintendent under $10,000, Board in excess of $10,000

All purchase commitments shall be made in accordance with the board approved budget. A purchase order will be used for all expenses incurred. Once approved, it will be a binding commitment for the school to remit payment to the vendor after the item(s) and an invoice are received by the school. The School will not reimburse employees or assume responsibility for purchases made without authorization or cover sales tax. Employees are not permitted to purchase supplies or equipment for personal use through the School's Business Office.

For all purchases with federal grant funds, the school shall comply with the federal regulations EDGAR related to the purchasing of goods and services.

- All Purchase order are sequenced
- Orders may not be placed prior to receipt of a final approved purchase order including its assigned number
- Purchase order processing
    - Requester completes purchase Requisition Form
    - Requester obtains Supervisor Approval

- Purchase orders are submitted to the Business Office for processing and final approval
- Superintendent approval required before a purchase order number is assigned
- Business Office will assign purchase order number and the vendor number and submit for processing
- Upon receipt of merchandise, receiver will sign packing slip and forward to Business Office for payment

- Checks will be processed weekly

The business office will manage the vendor bidding process including requests for proposals and all other methods prescribed by law. The process will include but is not limited to scheduling the procurement timeline, assisting in the preparation of bid/proposal documents/specifications, maintaining the approved vendor list, distributing the bid/proposal documents to interested vendors, assisting in the analysis of the vendor responses and facilitating the award process.

To obtain the most competitive price, purchases under $50,000 will require at least three formal written verification (quotes). All aggregate purchases in excess of $50,000 will require a competitive RFP or purchase through Inter-local contracts (COOP)

Award Criteria: The purchase price; The reputation of the vendor; The quality of the vendor's goods or services; The extent to which goods or services meet the school's needs; The vendor's relationship with the school; The vendor's historically underutilized businesses (HUBs) classification

Vendor List: Vendors that complete the formal bidding process and are approved as vendors meeting the state mandated criteria will be added to the "approved vendor list"

Payroll: The Superintendent approves all openings in accordance with the board approved budget; Candidates are vetted by the hiring manager with final approval made by the Superintendent; The Business Manager assures that the applicant meets and submits all state requirements such as criminal background check, references, certifications, degrees, etc.; All staff are hired within the parameters of the board approved budget; Educational staff are paid per the board approved scale based on their work experience and credentialed education & certification; All employee data including approved pay rate is entered into the payroll system by the outsourced accounting agency (Education Service Center (ESC)-Region 4); All paid time off must be preapproved by their supervisor; All employees required to sign in/out every workday; Payroll is reviewed by the Business Manager for accuracy and transmitted to ESC for processing; Employees are paid monthly in the arrears; All salary changes must be documented and approved by Superintendent and forwarded to the Business Manager for review; Changes and/or corrections to payroll are sent to ESC for processing, Employees are paid in accordance with administrative guidelines and a pay structure established for each position. HTS's pay scale is reviewed by the Board of Directors each year and adjusted as needed.

Deductions from Pay: HTS will deduct from an employee's paycheck that which is allowable under state and federal law. Generally, optional deductions, if any, may only be made from pay as long as the resulting wage does not fall below the FLSA minimum wage.
Note: The following deductions are required by law and are withheld from every paycheck; no written authorization is required.

- Federal Income Tax Withholding (based on IRS Form W-4)
- Medicare
- Social Security (for non-TRS eligible employees only)
- Teacher Retirement System (TRS – two deductions)
- Retirement (federal exempt) – employee retirement account (6.4%)
- Insurance– active member contribution to retirees' health insurance program (0.65%)
- Insurance coverage (optional)

Wage and Tax Statements: All employees will receive a Wage and Tax Statement (Form W-2) from HTS showing their annual earnings and the amounts deducted for Social Security, Medicare, and federal income taxes. Additional earnings and deductions that may be included, if applicable, are social security tips, allocated tips, advance earned income credit, and dependent care benefits. W-2 forms will be prepared by the School office and distributed on or before January 31st of each year.

Annualized Compensation: HTS will pro-rate all salaries over 12 months. (Annual salary is divided by 12 and paid in equal monthly amounts, so employees starting or leaving before the end of the school year will receive pro-rated pay according to actual days worked). Exempt employees will be paid in equal monthly payments beginning with the first pay period of the school year (which is September). Teachers who separate after the last day of instruction will continue to receive paychecks through August.
Insurance and Benefits: HTS will offer the following coverage as part of the compensation/benefit package to eligible employees (All employees who are eligible for membership in the Teacher Retirement System of Texas, and retirees who have been rehired on at least a half-time basis, are eligible to participate in benefit programs). The plan year for all benefits is September 1 to August 31. All new TRS Eligible employees are eligible for benefits on the first day of the month following the first day worked, or the date they become eligible for benefits. At no time will employees be eligible for coverage before the first day worked by the employee. If an employee does not enroll within thirty-one (31) days of eligibility, that employee will be eligible to enroll during the next open enrollment opportunity.

Medical Benefits: HTS will offer medical coverage to all eligible full-time employees. The medical coverage plan(s) is/are approved annually by the Board of Trustees. HTS will contribute $262.00 for those employees who elect coverage. The actual amount of HTS contribution to the medical plan(s) is approved on an annual basis by the Board of Directors.

Payroll Deduction Benefits: The following benefits are available for full-time employees working 40 hours/week:

- Health Insurance (Full-time Employees: Employee base plan coverage is provided by the employer. Principals and Directors: Employee buy-up plan coverage is provided by the employer. Officers: Family buy-up plan coverage is provided by the employer.);
- $10,000 of Group Life Insurance is provided by the employer;
- Long-term Disability Insurance is provided by the employer: Employee's option and expense if elected;
- Dental Insurance (optional): Employee's option and expense if elected;
- Vision Insurance; Voluntary Employee, Spouse, and Child Life Insurance; Short-term Disability Insurance; and supplemental insurance: Employee's option and expense if elected; and
- Supplemental Insurance (optional): Gap, Cancer, Accident

Unemployment Compensation Insurance: Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have an at-will agreement or reasonable assurance of returning to service. HTS employees who have released through no fault of their own may be eligible for unemployment compensation benefits under the Texas Unemployment Compensation Act.

Retirement: Teacher Retirement System ("TRS")-Covered Employment:

- Regular employment in a public, state-supported educational institution in Texas that is expected to last for a period of four and one-half months or more;
- For one-half or more of the standard full-time workload; and
- With compensation paid at a rate comparable to the rate of compensation for other persons employed in similar positions

An employee of a public, state-supported educational institution in Texas meets these requirements if the member's customary employment is for twenty (20) hours or more each week and for four and one-half months or more in one school year. Full-time service is employment that is in excess of 34 clock hours per week. All regular employees of the public education system in Texas (employed for four and one-half months or more, for one-half time or more of the standard full-time workload, and paid at a rate comparable to other persons employed by that employer in similar positions) must participate in TRS, unless an exception to TRS membership applies.
The exceptions to TRS membership include but are not limited to: (1) A substitute, as defined by TRS Rules (To be considered a substitute, the individual must be serving in a position currently held by another employee and paid at a rate of pay that does not exceed the rate for substitute work established by the employer.); (2) A person employed on a temporary (less than four and one-half months), seasonal, or on an irregular basis.
Substitutes not receiving TRS service retirement benefits who work at least ninety (90) days a year may also be eligible for TRS membership and to purchase one (1) year of creditable service. TRS provides members with an annual statement of their accounts showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

3. (1) The board of Directors establishes the parameters that administration operates within and desired goals expected to achieve. The Board continuously monitors the financial progress of the organization through monthly financial reports. These reports will show progress against the Board approved budget including all positive and negative variances. (2) The administration will be responsible for reporting to the Board the root cause of budget variances

4. HST will submit AFR in the month of January to TEA with the results of the independent auditor

- The approved annual budget/audit is published and reviewed at a public hearing
- An annual public hearing is held to review the "Charter First" results
- HST will submit, midyear, to TEA the PEIMS submission

5. Describe any services to be contracted: All vendor selection criteria are outlying in the "purchasing section". Vendor services and products all follow the same process (1) HTS will contract with Region 4 for payroll and accounting services. Setup will begin in the six months prior to school starting. After the initial estimated $5,000 setup costs, costs are estimated to grow on a step scale with enrollment. Estimated ongoing costs are $19,000/500 students (2) Independent auditors will be selected by the board to perform the annual financial audit. Estimated costs are $10,000/yr the first two years and grow accordingly thereafter. Services will begin at the end of the first full academic year (3) IT consulting firm will be used to support school operations on an ongoing basis. Estimated cost are $10,000/yr, growing with enrollment/staff growth (4) SPED services (speech pathologist, behavior specialist, occupational therapist, etc.) Grows with enrollment will be contracted at market rates and according to the needs of the student population (5) Security will be contracted to begin with the beginning of the first school year at a rate of $20,000/yr. A licensed security officer in a marked vehicle will be present at the school during key times of student activity (6) Food service is to being year two. HST will contract for all aspects of food service to be handled by the vendor except for the lunch monitors. HST will follow all the state mandated procedures for accepting food service bids

6. Submit the Financial Plan Workbook as Attachment 31.

Please refer to Attachment 31.

Attachments

Attachment 1: Articles of Incorporation

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

Ruth R. Hughs
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Newman-George International Education Organization
803451519

[formerly: Newman-George International Education Organization, LLC]

The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Correction relating to an instrument that has been filed by the Secretary for the above named entity has been received in this office and has been found to conform to the applicable provisions of law.

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

Dated: 11/15/2019

Effective: 11/15/2019

Ruth R. Hughs
Secretary of State

Come visit us on the internet at https://www.sos.texas.gov/
Phone: (512) 463-5555 Fax: (512) 463-5709 Dial: 7-1-1 for Relay Services
Prepared by: Lisa Sartin TID: 10304 Document: 927600480002

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

Ruth R. Hughs
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Newman-George International Education Organization, LLC
File Number: 803451519

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

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

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

Dated: 10/22/2019

Effective: 10/22/2019

Ruth R. Hughs
Secretary of State

Form 202		
Secretary of State P.O. Box 13697 Austin, TX 78711-3697 FAX: 512/463-5709 Filing Fee: $25	**Certificate of Formation Nonprofit Corporation**	**Filed in the Office of the Secretary of State of Texas Filing #: 803451519 10/22/2019 Document #: 922115000002 Image Generated Electronically for Web Filing**

Article 1 - Corporate Name

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

Newman-George International Education Organization, LLC

Article 2 – Registered Agent and Registered Office

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

OR

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

Name:
Sukumar Samuel

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

Street Address:
7823 Pirate Point Circle Arlington TX 76016

Consent of Registered Agent

☐ A. A copy of the consent of registered agent is attached.

OR

☑ B. The consent of the registered agent is maintained by the entity.

Article 3 - Management

☐ A. Management of the affairs of the corporation is to be vested solely in the members of the corporation.

OR

☑ B. Management of the affairs of the corporation is to be vested in its board of directors. The number of directors, which must be a minimum of three, that constitutes the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting or until their successors are elected and qualified are set forth below.

Director 1: **J.B. Morgan**	Title: **Director**
Address: **700 E State Hwy 114, Suite 226 Southlake TX, USA 76092**	
Director 2: **Dave Roever**	Title: **Director**
Address: **700 NE Loop 820 Hurst TX, USA 76053**	
Director 3: **Moses George**	Title: **Director**
Address: **9557 Pearl Circle, Unit 103 Parker CO, USA 80134**	
Director 4: **Samuel Sukumar**	Title: **Director**
Address: **7823 Pirate Point Circle Arlington TX, USA 76016**	
Director 5: **John Yerby**	Title: **Director**
Address: **756 Port America Pl., Suite 810 Grapevine TX, USA 75051**	
Director 6: **Sheba George**	Title: **Director**
Address: **4603 Enchanted Bay Blvd Arlington TX, USA 76016**	
Director 7: **LaVerne Raine**	Title: **Director**
Address: **6455 Country Rd., 4703 Commerce TX, USA 75428**	
Director 8: **Betty Sims**	Title: **Director**

Address: 3815 Drew Lane Arlington TX, USA 76017

Article 4 - Organization Structure

☐ A. The corporation will have members.

or

☑ B. The corporation will not have members.

Article 5 - Purpose

The corporation is organized for the following purpose or purposes:

The Nonprofit Corporation is formed for any purpose described by Section 2.002 of the Texas Business Organizations Code (the "BOC") including serving educational and charitable purposes. The Nonprofit Corporation shall be organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code").

Supplemental Provisions / Information

ARTICLE 6
Manner of Distribution
Upon the voluntary winding up of the Nonprofit Corporation after all liabilities and obligations of the Nonprofit Corporation have been paid, the property of the Nonprofit Corporation shall be distributed to one or more organizations that are exempt under Section 501(c)(3) of the Code, or described by Section 170(c)(1) or (2) of the Code, under a plan of distribution adopted under Chapter 22 of the BOC.

ARTICLE 7
Action Without a Meeting
Pursuant to Section 22.220 of the BOC any action required by Chapter 22 of the BOC to be taken at a meeting of the Nonprofit Corporation's Board of Directors or any action that may be taken at a meeting of the Directors or of any committee may be taken without a meeting if a written consent, setting forth the action to be taken, is signed by a sufficient number of directors or committee members as would be necessary to take that action at a meeting at which all of the directors or members of the committee were present and voted. The consent must state the date of each director's or committee member's signature.

ARTICLE 8
Liability and Indemnification of Directors
A. To the fullest extent not prohibited by law, a director of this Nonprofit Corporation shall not be liable to the corporation or its members for monetary damages for an act or omission in the director's capacity as a director, except that this article does not eliminate or limit the liability of a director for: (1) a breach of a director's duty of loyalty to the corporation or its members; (2) an act or omission not in good faith or that involves intentional misconduct or a knowing violation of the law; (3) 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 office; (4) an act or omission for which the liability of a director is expressly provided for by statute; or (5) an act related to the payment of a dividend.

B. Each such director and his or her heirs or personal representative and estate, shall be indemnified by the corporation for all expenses incurred in connection with any action, suit, proceeding or claim to which he or she shall be named a party or otherwise be a participant by virtue of being or having been or agreeing to become: (1) a director, officer, employee or agent of the corporation and/or (2) a director, officer, employee or agent of any corporation or organization at the request of the corporation. Such indemnity shall be provided to the fullest extent not prohibited by applicable laws presently in effect or as may hereafter be amended, and to the fullest extent permitted by the Texas Business Corporation Act, the Texas Non-Profit Corporation Act, the Texas Business Organizations Code or any other applicable laws as presently in effect or as may hereafter be amended (but in case of any such amendment only to the extent that such amendment permits the corporation to provide broader indemnification rights than said law permitted the corporation to provide prior to such amendment). Such indemnity shall include, but not be limited to, the advancement of expenses, including counsel fees, and the payment of all losses, liability and expenses; provided, however, that no person shall be indemnified for amounts paid in settlement unless the terms and conditions of said settlement have been consented to by the corporation, and provided further, that no indemnification of employees or agents of the corporation (other than directors and officers) will be made without express authorization of the corporation's board.

C. The Nonprofit Corporation may, upon the affirmative vote of its board, purchase insurance for the purpose of securing the indemnification of its directors, officers and other employees to the extent that this article allows such indemnification. Such insurance may, but need not, be for the benefit of all directors, officers or employees, andthe purchase of any such insurance shall in no way limit the indemnification provisions of the proceeding paragraphs.

D. No repeal of or amendment to this Article shall have any effect with respect to the liability or alleged liability of any omissions or rights to indemnity of any person occurring prior to such repeal or amendment.

ARTICLE 9

Prohibited Activities

Notwithstanding any other provision of this Certification of Formation, the Nonprofit Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Code and its regulations (or the corresponding provisions of any future United States Internal Revenue law and regulations), or by an organization contributions to which are deductible under Section 170 of the Code and its regulations (or the corresponding provisions of any future United States Internal Revenue law or regulations).

ARTICLE 10

Use of Earnings

No part of the net earnings of the Nonprofit Corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, or other private persons, except that the Nonprofit 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 5 hereof. No substantial part of the activities of the Nonprofit Corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501 (c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170 (c)(2) of the Code.

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

Effectiveness of Filing

☑ A. This document becomes effective when the document is filed by the secretary of state.

OR

☐ B. This document becomes effective at a later date, which is not more than ninety (90) days from the date of its signing. The delayed effective date is:

Organizer

The name and address of the organizer are set forth below.

Sheba George **4603 Enchanted Bay Blvd, Arlington, TX 76016**

Execution

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

Sheba George
Signature of organizer.

FILING OFFICE COPY

160A

CERTIFICATE OF FORMATION
of the
NEWMAN-GEORGE INTERNATIONAL EDUCATION ORGANIZATION
(A Nonprofit Corporation)

ARTICLE 1

Entity Name and Type

The entity being formed is a nonprofit corporation. The name of the entity is the NEWMAN-GEORGE INTERNATIONAL EDUCATION ORGANIZATION (the "Nonprofit Corporation").

ARTICLE 2

Registered Agent and Registered Office

The initial registered agent is an individual resident of the state whose name is Samuel Sukumar. The address of the registered agent and the registered office address is 7823 Pirate Point Circle, Arlington, Texas 76016.

ARTICLE 3

Management

The management of the affairs of the Nonprofit Corporation is to be vested in the board of directors. The minimum number of Directors is three (3). The number of directors constituting the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting of directors or until their successors are elected and qualified are as follows:

1. J. B. Morgan — 700 E State Hwy 114, Suite 226, Southlake, Texas 76092

160B

2.	Dave Roever	700 NE Loop 820 Hurst, Texas 76053
3.	Lisa McFarland	23252 Guthrie Rd. Linwood, Kansas 66052
4.	Major Moses George	9557 Pearl Circle., Unit 103 Parker, Colorado 80134
5.	Betty Sims	3815 Drew Lane Arlington, Texas 76017
6.	John Yerby	756 Port America Pl., Suite 810,Grapevine,Texas 75051
7.	Dr. Sheba George	4603 Enchanted Bay Blvd. Arlington, Texas 76016
8.	Dr. LaVerne Raine	6455 Country Rd., 4703 Commerce, Texas 75428
9.	Samuel Sukumar	7823 Pirate Point Circle Arlington, Texas 76016

ARTICLE 4

Members

The Nonprofit Corporation will have no members.

ARTICLE 5

Purpose

The Nonprofit Corporation is formed for any purpose described by Section 2.002 of the Texas Business Organizations Code (the "BOC") including serving educational and charitable purposes. The Nonprofit Corporation shall be organized and operated exclusively for charitable and educational purposes within the meaning of

Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code").

ARTICLE 6

Manner of Distribution

Upon the voluntary winding up of the Nonprofit Corporation after all liabilities and obligations of the Nonprofit Corporation have been paid, the property of the Nonprofit Corporation shall be distributed to one or more organizations that are exempt under Section 501(c)(3) of the Code, or described by Section 170(c)(1) or (2) of the Code, under a plan of distribution adopted under Chapter 22 of the BOC.

ARTICLE 7

Action Without A Meeting

Pursuant to Section 22.220 of the BOC any action required by Chapter 22 of the BOC to be taken at a meeting of the Nonprofit Corporation's Board of Directors or any action that may be taken at a meeting of the Directors or of any committee may be taken without a meeting if a written consent, setting forth the action to be taken, is signed by a sufficient number of directors or committee members as would be necessary to take that action at a meeting at which all of the directors or members of the committee were present and voted. The consent must state the date of each director's or committee member's signature.

ARTICLE 8

Liability and Indemnification of Directors

160D

A. To the fullest extent not prohibited by law, a director of this Nonprofit Corporation shall not be liable to the corporation or its members for monetary damages for an act or omission in the director's capacity as a director, except that this article does not eliminate or limit the liability of a director for: (1) a breach of a director's duty of loyalty to the corporation or its members; (2) an act or omission not in good faith or that involves intentional misconduct or a knowing violation of the law; (3) 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 office; (4) an act or omission for which the liability of a director is expressly provided for by statute; or (5) an act related to the payment of a dividend.

B. Each such director and his or her heirs or personal representative and estate, shall be indemnified by the corporation for all expenses incurred in connection with any action, suit, proceeding or claim to which he or she shall be named a party or otherwise be a participant by virtue of being or having been or agreeing to become: (1) a director, officer, employee or agent of the corporation and/or (2) a director, officer, employee or agent of any corporation or organization at the request of the corporation. Such indemnity shall be provided to the fullest extent not prohibited by applicable laws presently in effect or as may hereafter be amended, and to the fullest extent permitted by the Texas Business Corporation Act, the Texas Non-Profit Corporation Act, the Texas Business Organizations Code or any other applicable

laws as presently in effect or as may hereafter be amended (but in case of any such amendment only to the extent that such amendment permits the corporation to provide broader indemnification rights than said law permitted the corporation to provide prior to such amendment). Such indemnity shall include, but not be limited to, the advancement of expenses, including counsel fees, and the payment of all losses, liability and expenses; provided, however, that no person shall be indemnified for amounts paid in settlement unless the terms and conditions of said settlement have been consented to by the corporation, and provided further, that no indemnification of employees or agents of the corporation (other than directors and officers) will be made without express authorization of the corporation's board.

C. The Nonprofit Corporation may, upon the affirmative vote of its board, purchase insurance for the purpose of securing the indemnification of its directors, officers and other employees to the extent that this article allows such indemnification. Such insurance may, but need not, be for the benefit of all directors, officers or employees, and the purchase of any such insurance shall in no way limit the indemnification provisions of the proceeding paragraphs.

D. No repeal of or amendment to this Article shall have any effect with respect to the liability or alleged liability of any omissions or rights to indemnity of any person occurring prior to such repeal or amendment.

ARTICLE 9

Prohibited Activities

Notwithstanding any other provision of this Certification of Formation, the Nonprofit Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Code and its regulations (or the corresponding provisions of any future United States Internal Revenue law and regulations), or by an organization contributions to which are deductible under Section 170 of the Code and its regulations (or the corresponding provisions of any future United States Internal Revenue law or regulations).

ARTICLE 10

Use of Earnings

No part of the net earnings of the Nonprofit Corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, or other private persons, except that the Nonprofit 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 5 hereof. No substantial part of the activities of the Nonprofit Corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any

other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501 (c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170 (c)(2) of the Code.

Organizers

The name and address of the organizers of the Nonprofit Corporation are as follows:

1.	J. B. Morgan	700 E State Hwy 114, Suite 226 Southlake, Texas 76092
2.	Dave Roever	700 NE Loop 820 Hurst, Texas 76053
3.	Lisa McFarland	23252 Guthrie Rd. Linwood, Kansas 66052
4.	Major Moses George	9557 Pearl Circle., Unit 103 Parker, Colorado 80134
5.	Betty Sims	3815 Drew Lane Arlington, Texas 76017
6.	John Yerby	756 Port America Pl., Suite 810,Grapevine, Texas 75051
7.	Dr. Sheba George	4603 Enchanted Bay Blvd. Arlington, Texas 76016
8.	Dr. LaVerne Raine	6455 Country Rd., 4703 Commerce, Texas 75428
9.	Samuel Sukumar	7823 Pirate Point Circle Arlington, Texas 76016

Effectiveness of Filing

This document becomes effective when the document is filed by the

160H

Secretary of State.

Execution

The undersigned sign this document subject to the penalties imposed by law for the submission of materially false or fraudulent instrument.

Date: 09/12/2019

Samuel T. Sukumar

Samuel Sukumar

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

Houston School of Technology

We have filed for 501c3 status but have not yet been approved. We will provide proof of approval by the May 2020 deadline.

PANTEGO
1114 S BOWEN RD
ARLINGTON, TX 76013-2299
480333-0013
(800)275-8777
01/21/2020 02:58 PM

Product	Qty	Unit Price	Price
PM 2-Day (Domestic) (COVINGTON, KY 41012) (Weight:0 Lb 15.70 Oz) (Expected Delivery Day) (Thursday 01/23/2020)	1	$8.00	$8.00
Certified (USPS Certified Mail #) (70182290000121661497)			$3.50
Return Receipt (USPS Return Receipt #) (9590940251199092213978)			$2.80
Total:			$14.30
Cash			$20.00
Change			($5.70)

Includes up to $50 insurance

Text your tracking number to 28777 (2USPS) to get the latest status. Standard Message and Data rates may apply. You may also visit www.usps.com USPS Tracking or call 1-800-222-1811.

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Refunds for guaranteed services only.
Thank you for your business.

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840-5760-0024-001-00043-34310-02

or scan this code with your mobile device:

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COVINGTON, KY 41012
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Certified Mail Fee	$3.50	0013
$	$2.80	7
Extra Services & Fees (check box, add fee as appropriate)		
☐ Return Receipt (hardcopy)	$ $0.00	
☐ Return Receipt (electronic)	$ $0.00	Postmark Here
☐ Certified Mail Restricted Delivery	$ $0.00	
☐ Adult Signature Required	$ $0.00	
☐ Adult Signature Restricted Delivery	$	
Postage	$8.00	
$		01/21/2020
Total Postage and Fees	$14.30	
$		

Sent To: IRS Attention Determination Letters
Street and Apt. No., or PO Box No.: Stop 31A, Team 105 PO Box 12192
City, State, ZIP+4: Covington, KY 41012-0192

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

161A

Attachment 3: Applicant Information Session Documentation

GEN25 APP INFO SESSION
NOV 1 '19 AM9:23

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: Houston International Academy

Sponsoring Entity Name *as reflected on the 501(c)(3) form*: Newman-George International Education Organization, Inc.

Application Contact Name: Sheba George

Title/Role: Board of Director

Email: inhishands@3rivers.net Phone: 214-236-5101

Board Member Attending: ~~Sheba George~~

Board Member Attending: Betty Sims Betty Sims

Board Member Attending: Samuel Sukumar Samuel T. Sukumar

Board Member Attending:

Board Member Attending:

Date of Session:

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

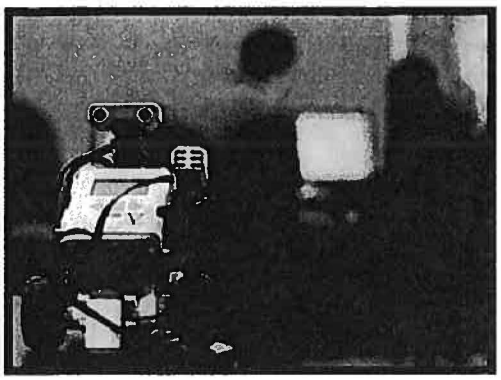
☒ Friday, November 1, 2019, 8:00 a.m. - 4:30 p.m.

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

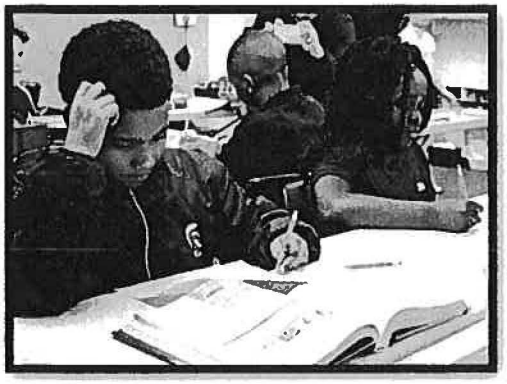
Attachment 4: Evidence of Community Demand

HOUSTON SCHOOL OF TECHNOLOGY









MISSION

Meet the needs of children and youth by offering an education in the context of American heritage that makes them successful nationally and globally in college and career by identifying and nurturing their gifts and raising them as a generation of young people who will be leaders of compassion and service, and innovators in all fields especially technology and science.

VISION

The vision of the Houston School of Technology is to raise young people of confidence, courage and success in all fields especially technology and science, so they can be national and global leaders, inventors and entrepreneurs who will be well-rounded individuals with discipline and character, and successful in college and career while serving their communities and families.

DISTINCTIVE FEATURES:

- Character Development and Leadership Emphasis
- Value Based Education
- Individualized and Innovative Learning Methods
- STEAM (science, technology, engineering, arts, athletics and math)
- Academic Rigor with Nurture and Care
- College, Career and Military Preparation
- Pre-AP Courses, Dual Credits for College
- WIN Workforce In Training
- Gifted and Talented Program
- International Studies and Travel
- Strong Athletic Programs
- Superior Fine Arts for Well-rounded Development
- Low Student/Teacher Ratio
- Highly Qualified and Dedicated Administrators, Faculty, Staff and Coaches
- Before and After Care Program
- Safe Campuses
- Private School Environment with NO Private School Fees - **TUITION IS FREE!**

165

Nondiscriminatory Statement

Houston School of Technology does not discriminate on the basis of race, color, national origin, sex, disability,or age, in providing education services, activities, and programs, including vocational programs, in accordance with Title IV of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

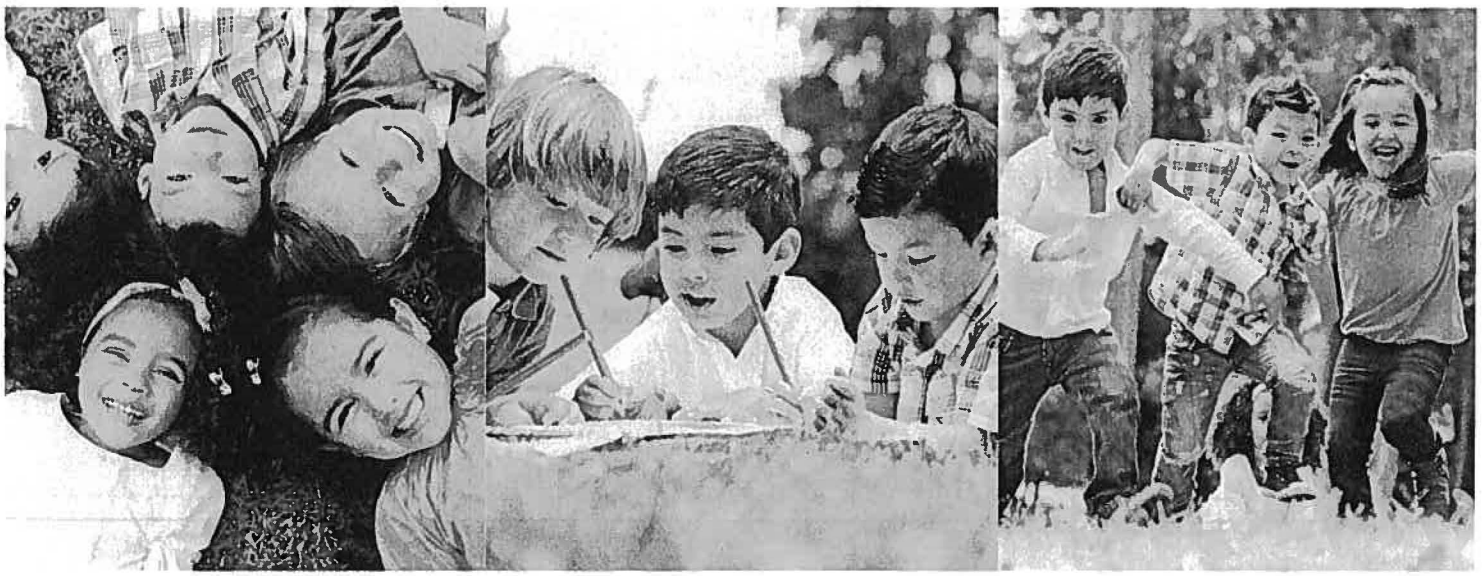
RAISIN
WARRIORS OF
STATURE &

Attachment 4
Evidence of support

A charter school built
principles...coming to Rich

PUBLIC INFORMATI
PROPOSED K-6 CAMPUS
SUNDAY DECEMBER 8 @ 5 PM
WELLSPRING CHURCH INTL.
710 E. HWY 90 ALT, RICHMOND TX 77406

This will be a school where students capture a passion for learning, are challenged to become better, and equipped to face their future as warriors of knowledge, hope and love.



HOUSTON SCHOOL OF TECHNOLOGY

BOARD MEMBERS: SARAH STANLEY, JANET SINGLETON, J.B. MORGAN, BETTY SIMS, LISA MCFARLAND, DAVE ROEVER, JOHN YERBY, DR. SHEBA GEORGE AND DR. LAVERNE REINE

Copy of the email invite sent to 824 subscribers of iPray on Campus, 148 of recipients viewed the invitation

. -------- Forwarded Message --------

Subject: Dec 6th iPray on Campus Video Invite

Date: Wed, 4 Dec 2019 17:52:57 +0000

From: Gideon <info@gideonsarmy.cc>

Reply-To: Gideon <info@gideonsarmy.cc>

To: Sarah Stanley <sarah@gideonsarmy.cc>

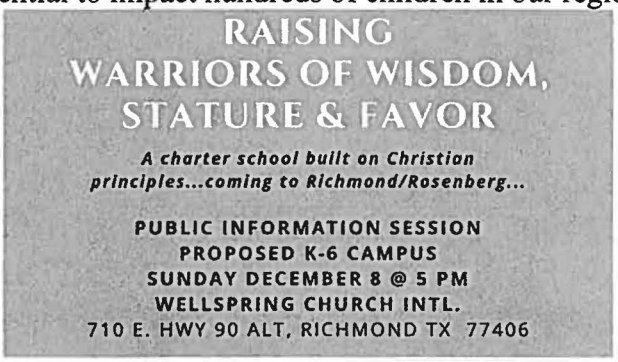
Raising Warriors of Wisdom, Stature and Favor!

- **For almost two decades Gideon's Army ministry has been investing in the lives of young people.** It's been our honor and privilege to see several 'generations' of youth discipled and released into the marketplace, education and ministry.

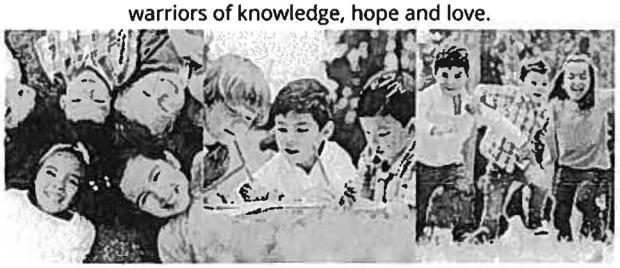
In 2020, we are investing in a couple new initiatives to greater impact today's youth.

Charter School Initiative

We would like to invite educators, parents and families to learn about a proposed charter school sponsored by Newman-George Intl Education Organization. This school has the potential to impact hundreds of children in our region.



This will be a school where students capture a passion for learning, are challenged to become better, and equipped to face their future as warriors of knowledge, hope and love.



Pastor Gideon & Sarah Stanley
iPrayonCampus

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Proposed Open Enrollment Charter-School Initiative

Newman-George International Education Organization

Date: December 8th, 2019, 5:00 pm
Location: Wellspring Church Intl., 710 E Hwy 90a, Richmond, TX 77406

Agenda

Welcome and Introduction: Sarah Stanley, President

Overview of Charter Schools: Dr. Sheba George, Vice President

Video Presentation of Charter School Example

Question and Answer session

Floor is open to attendees' questions, discussion and suggestions

Adjournment of Meeting: Sarah Stanley, President

Proposed Open Enrollment Charter-School Initiative

Newman-George International Education Organization

Date: December 8th, 2019, 5:00 pm
Location: Wellspring Church Intl., 710 E Hwy 90a, Richmond, TX 77406

Public Meeting Protocol

Questions prepared for the public meeting.

1. What is an open enrollment public charter school? A video presentation of an example of a charter school.
2. What will be the mission and vision of the school in Houston?
3. Who are the people on the board and who is taking the initiative to start the school?
4. How many grades is the school going to offer?
5. How many districts is the school going to serve?
6. What is the name of the school?
7. Where is the school going to be located?
8. What curriculum will we use?
9. Will we prepare our students for college?
10. When will the school begin?
11. Will we offer food services?
12. What will be some special features of the school?
13. Will there be an athletic program?
14. Will there be music and PE?
15. What will be the qualification of the teachers?
16. Will there be transportation?
17. What curriculum will we use?
18. What importance will you give for discipline?
19. How much of parent partnership will you encourage?
20. What will be the school timings?

Other questions presented by attendees:

1. We are looking for a school that teaches the Bible. Will you teach the Bible?
2. Can we pray at this school?
3. Is it the responsibility of parents to transport the students?
4. How do you deliver differentiated education?
5. What will be the school schedule?
6. Explain the proposed curriculum.
7. We were praying for a charter school. We are homeschooling our children now. What is the process by which you will admit homeschooled children?
8. What is the vetting process for Educators?
9. How are students chosen? What is the enrollment process?
10. What is the plan for security?
11. How is breakfast or lunch provided?

12. Now my children have food at school. Explain how we will serve food to these students.
13. Do you offer classes for homeschoolers?
14. Will there be Athletics?
15. What will be our discipline policy?
16. Will we expel children and when?
17. Will there be services for special needs children?
18. How much do we pay per student? Who will fund the charter school?
19. What will be the school schedule?
20. What novels will we use? Do we have a reading list?
21. What grades will we offer the first year and how fast can we grow?
22. How many students will this school have?
23. How will the schedule of the school look? Explain how a day at this school will look for children.
24. Will our teachers be certified?
25. We like preparation for college. Explain how we will prepare students for college?
26. Will there be honors or AP courses?
27. We have been waiting for a school like this for a long time. I am glad that we are trying to start one now.
28. We have special needs children. Explain how you will take care of them.
29. Will we say the pledge?
30. We like to be involved in the school as parents. Will we have opportunities to be part of the school activities?
31. Can we observe classes? What will be our policy?
32. Will we have uniforms?

Subject: International Charter School Information Meeting - Richmond/Rosenberg Area
Date: Wed, 4 Dec 2019 12:01:04 -0600
From: Kevin Barber <pastor@therefreshing.org>
To: Apostle Barber Sr. <pastor@therefreshing.org>
CC: Gideon Stanley <gideon@gideonsarmy.cc>, sarah@gideonsarmy.cc, Wellspring Admin <admin@therefreshing.org>

Blessings to each of you!

On behalf of Pastors Gideon and Sarah Stanley, I want to extend to you an invitation to you and your congregation, to attend a community meeting to be held at Wellspring Church International on **Sunday, December 8, 2019** from **5:00-6:00 PM.** They will be sharing regarding an alternative path for education for your children by starting a charter school in the Richmond-Rosenberg area. I'm asking if you would consider sharing this information with your congregation and invite those interested to attend. In addition to Pastors Gideon and Sarah, representatives from the charter school main offices will be in attendance.

This is a meeting to determine possible interest in free public school through an organization that is led by an administration that holds fast to our Christian values. You will be able to inquire more during the question and answer period immediately following the presentation.

I do apologize for late notice but hope you will consider and respond. I appreciate all you do for the Kingdom and all you do for our cities as leaders in the local Church. Please find below, a link to a video that gives more information about the school and its founder. Newman Academy International launched nine years ago under the leadership of Dr. Sheba George an educator, and intercessor. They have successfully built seven campuses in the Dallas/Forth Worth region now serving over 3,000 students. Built into their curriculum, code of conduct, and employee policies are Biblical values. https://newmanacademy.org/
https://www.youtube.com/watch?v=hSIGj1cvBVk

Walk in the Greater!
Kevin K. Barber, Sr.

Senior Pastor
Wellspring Church International
Richmond, Texas
(281) 232-5454 (ofc)

Walk in the Greater!
Apostle Kevin K. Barber, Sr.

Senior Pastor
Wellspring Church International
Richmond, Texas
(281) 232-5454 (ofc)

LETTER OF SUPPORT

Date: 01/15/2020

TO:
Newman-George Intl. Education Organization
5727 Carta Valley Lane
Richmond, TX 77469

Whom it May Concern;

As parents who have been homeschooling our children, we are excited about the valued based education the Houston School of Technology will be offering in the Fort Bend county region. We have been members of the Sugar Creek Home Educators for about five years, and many of our families are looking for a risk free, safe school environment that will also offer rigorous academics in a nurturing environment. A percentage of our home school families simple are not happy with the public school options and have then taken the path of Home Schooling. We're very interested in how the Houston School of Technology integrates character-building and leadership elements into its curriculum.

Newman-George Intl Education Organization will fulfill a great need to offer an alternative public school for their children, with smaller class sizes and differentiated education approach to help their children excel without the cost of private school tuition. We are looking forward to the opportunity the Houston School of Technology will provide, for homeschoolers to transition into the public-school setting.

Newman-George Intl Education Organization' charter school, the Houston School of Technology, also aligns with the philosophy of our organization to serve a safe environment for young people to develop to their fullest potential and be a positive influence among their peers.

We are excited to see how this new school can fill a need/desire among our community. Serving families that may be home schooling, simple because they are not confident in the Public School options. As leaders in the community, we confirm our support of this endeavor!

Name Benjamin & Nancy Deist
B. Deist
Address 4307 Brightridge Court
Rosenberg, TX 7747
Email bwdeist@gmail.com

Subject: RE: Public meeting protocol. Re: Generation 25 Application Information Session Attendees [Presentations Update]
From: "Garland, John" <John.Garland@tea.texas.gov>
Date: 12/3/2019, 8:23 AM
To: "sarah@gideonsarmy.cc" <sarah@gideonsarmy.cc>
CC: CharterApplication <CharterApplication@tea.texas.gov>

Ms. Stanley,

Thank you for your questions. The application, once submitted to the Agency, is public information. Consequently, any information provided in the application that discloses an individual's identity/information of whom is not affiliated with the application is prohibited.

There are no rules against masking information, summarizing attendance numbers, and/or describing survey analysis reports etc.

Have a wonderful day!

John Garland

Application Specialist
Division of Charter School Administration
john.garland@tea.texas.gov

From: SARAH STANLEY <sarah@gideonsarmy.cc>
Sent: Monday, December 2, 2019 5:11 PM
To: Garland, John <John.Garland@tea.texas.gov>
Subject: Re: Public meeting protocol. Re: Generation 25 Application Information Session Attendees [Presentations Update]

[EXTERNAL EMAIL]

Dear John,

I have a couple question in regards to demonstrating Community Demand.

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 ***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.

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Letter of Support from Gideon's Army for Houston School of Technology

January 3, 2020

Whom it May Concern;

This letter is in support of Sarah Stanley and Newman-George Intl Education Organization's charter application.

Newman-George Intl Education Organization is requesting charter membership in the Richmond/Rosenberg area of the greater Houston area. This area has a mixture of lower middle to upper class residents. Although the area has many well rated public schools, some students do not get the necessary attention they need to achieve success in their studies, or to develop to their full potential.

Newman-George Intl Education Organization will fulfill a great need to offer an alternative public school for their children, with smaller class sizes and differentiated educational approach to help their children excel without the cost of private school tuition.

Newman-George Intl Education Organization' charter school, the Houston School of Technology, also aligns with the philosophy of Gideon's Army ministry to serve a safe environment for young people to develop to their fullest potential and be a positive influence among their peers.

As participants in Gideon's Army ministry, we confirm our support of this endeavor!

Name: Helen Miller	Signature: [signature]	City: Houston	ZIP: 77047
Name: Calvin Miller	Signature: [signature]	City: Houston	ZIP: 77047
Name: Dzung Pham	Signature: [signature]	City: Houston	ZIP: 77036
Name: Donnell Ulzer	Signature: [signature]	City: Houston	ZIP: 77083
Name: Acacia Hanley	Signature: Acacia N. Hanley	City: Missouri City	ZIP: 77489
Name: Robert Zabierek	Signature: [signature]	City: Houston	ZIP: 77058
Name: ANA ZABIEREK	Signature: [signature]	City: Houston	ZIP: 77058
Name: [illegible] Radley	Signature: [signature]	City: Katy	ZIP: 77493
Name: [illegible] Adryan Billy	Signature: [signature]	City: Houston	ZIP: 77042
Name: FERNANDO REYES	Signature: [signature]	City: Missouri	ZIP: 77459
Name: MICHELLE Williams	Signature: [signature]	City: Missouri	ZIP: 77489
Name: Latoya R Adams	Signature: [signature]	City: Rosenberg	ZIP: 77471
Name: [illegible]	Signature: [signature]	City: Houston	ZIP: 77096

Gideon's Army is a DBA of Grace Renewal Ministries, Inc.
501 (c) 3 non-profit organization
3211 South Main Street Stafford, TX 77477
Phone: 713-981-5624 • email: info@gideonsarmy.cc

Letter of Support from Gideon's Army for Houston School of Technology

Name: Shavon Boudreaux Signature: Shavon Boudreaux City: Fresno ZIP: 77545

Name: Josh Boudreaux Signature: Josh Boudreaux City: Fresno ZIP: 77545

Name: Chad Singleton Signature: Chad Singleton City: Missouri ZIP: 77459

Name: Abitha Signature: Abitha City: Katy ZIP: 77494

Name: _____ Signature: _____ City: _____ ZIP: _____

Name: _____ Signature: _____ City: _____ ZIP: _____

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Attachment 5: Certified Mail Receipt Cards

Attachment 5: Certified Mail Receipt Cards

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Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.05

JAN - 8 2020

Postmark Here

01/06/2020

Sent To: Cypress-Fairbanks ISD, President
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 3713 5460

Certified Mail Receipt Cards

Each Superintendent and President of the Board of Trustees

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DAMON, TX 77430

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.05

Postmark Here: JAN 2020 — 01/06/2020

7019 0700 0001 3712 3290

Sent To: Damon ISD, Superintendent
Street and Apt. No., or PO Box No.: PO Box 429, 1211 Mulcahy St
City, State, ZIP+4®: Damon, TX 77430

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

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DAMON, TX 77430

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.05

Postmark Here: JAN 2020 — 01/06/2020

7019 0700 0001 3711 4656

Sent To: Damon ISD, Board President
Street and Apt. No., or PO Box No.: PO Box 429, 1211 Mulcahy St
City, State, ZIP+4®: Damon, TX 77430

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

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SUGAR LAND, TX 77479

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.05

Postmark Here: JAN 8 2020

7019 0700 0001 3713 5781

Sent To: Fort Bend ISD Superintendent
Street and Apt. No., or PO Box No.: 16431 Lexington Blvd
City, State, ZIP+4®: Sugar Land, TX 77479

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

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SUGAR LAND, TX 77479

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.70
Total Postage and Fees	$4.20

Postmark Here: JAN — 01/08/2020

7019 0700 0001 3713 5262

Sent To: Fort Bend ISD, Board
Street and Apt. No., or PO Box No.: 16431 Lexington Blvd
City, State, ZIP+4®: Sugar Land TX 77479

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

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HEMPSTEAD, TX 77445

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.05

Postmark Here: JAN — 01/08/2020

7019 0700 0001 3713 5750

Sent To: Hempstead I.S.D., Superintendent
Street and Apt. No., or PO Box No.: PO BOX 1007
City, State, ZIP+4®: Hempstead, TX 77445-1007

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

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HEMPSTEAD, TX 77445

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.70
Total Postage and Fees	$4.20

Postmark Here: JAN 2020 — 01/06/2020

7019 0700 0001 3713 5293

Sent To: Hempstead ISD, Board
Street and Apt. No., or PO Box No.: PO Box 1007
City, State, ZIP+4®: Hempstead TX 77445

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

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HOUSTON, TX 77092

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.05

Postmark Here: 459 10 — 01/06/2020

Sent To: Houston ISD, Superintendent
Street and Apt. No., or PO Box No.: 4400 West 18th St
City, State, ZIP+4®: Houston, TX 77092

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

7019 0700 0001 3712 3269

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HOUSTON, TX 77092

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.05

Postmark Here: 0459 — JAN 2020 — 0 06/2020

Sent To: Houston ISD, Board President
Street and Apt. No., or PO Box No.: 4400 West 18th St
City, State, ZIP+4®: Houston, TX 77092

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

7019 0700 0001 3713 5620

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KATY, TX 77494

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.05

Postmark Here

Sent To: Katy ISD, Superintendant
Street and Apt. No., or PO Box No.: 6301 Stadium Lane
City, State, ZIP+4®: Katy, TX 77492 7494

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

7019 0700 0001 3713 5774

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KATY, TX 77494

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.05

Postmark Here: 0459 10 — 01/06/2020

Sent To: Katy ISD, Board
Street and Apt. No., or PO Box No.: 6301 Stadium Lane
City, State, ZIP+4®: Katy, TX 77492

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

7019 0700 0001 3713 5330

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SPRING, TX 77379

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.05

Postmark Here: 0459 — JAN 2020 — 01/06/2020

Sent To: Klein ISD, Superintendent
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 3713 5361

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SPRING, TX 77379

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.05

Postmark Here: 0459 — JAN 2020 — 01/06/2020

Sent To: Klein ISD, Board
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 3713 5279

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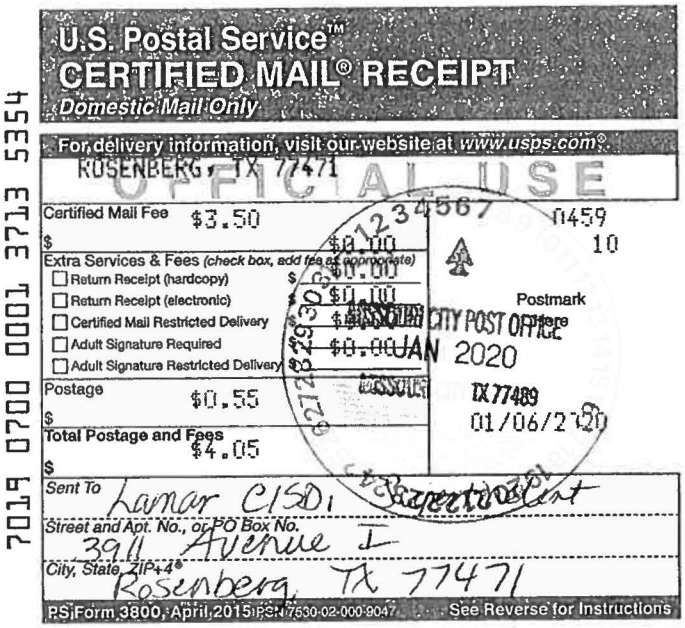
Each Superintendent and President of the Board of Trustees



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ROSENBERG, TX 77471

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.55
Total Postage and Fees $4.05

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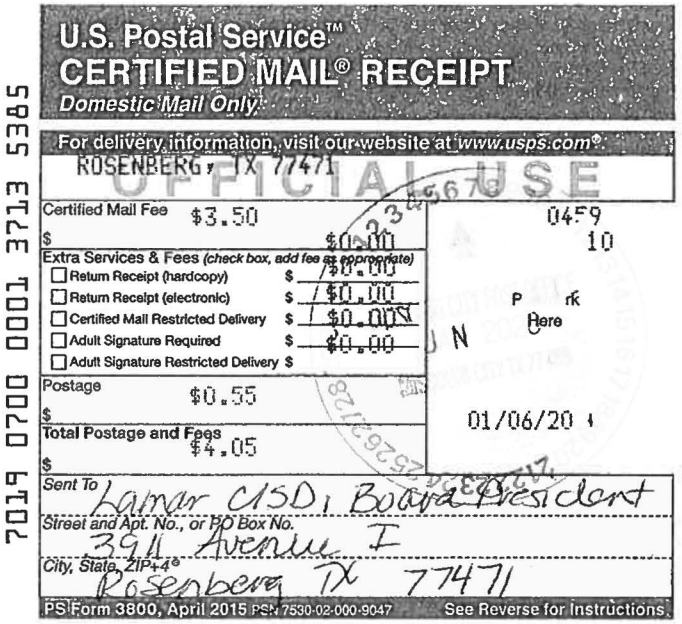
SUGAR LAND CITY POST OFFICE JAN 2020 SUGAR LAND TX 77489
01/06/2020

Sent To Lamar CISD, Superintendent
Street and Apt. No., or PO Box No. 3911 Avenue I
City, State, ZIP+4® Rosenberg, TX 77471

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

7019 0700 0001 3713 5354



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ROSENBERG, TX 77471

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

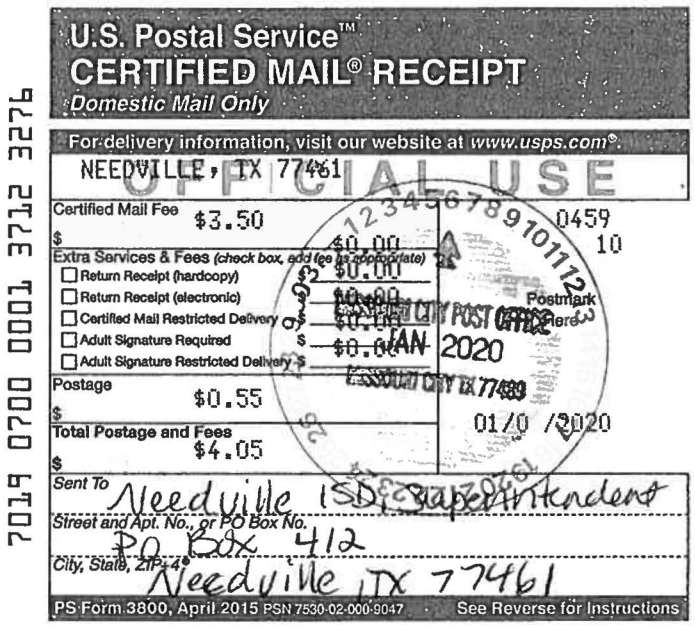
Postage $0.55
Total Postage and Fees $4.05

Postmark Here
01/06/20

Sent To Lamar CISD, Board President
Street and Apt. No., or PO Box No. 3911 Avenue I
City, State, ZIP+4® Rosenberg, TX 77471

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

7019 0700 0001 3713 5385



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NEEDVILLE, TX 77461

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

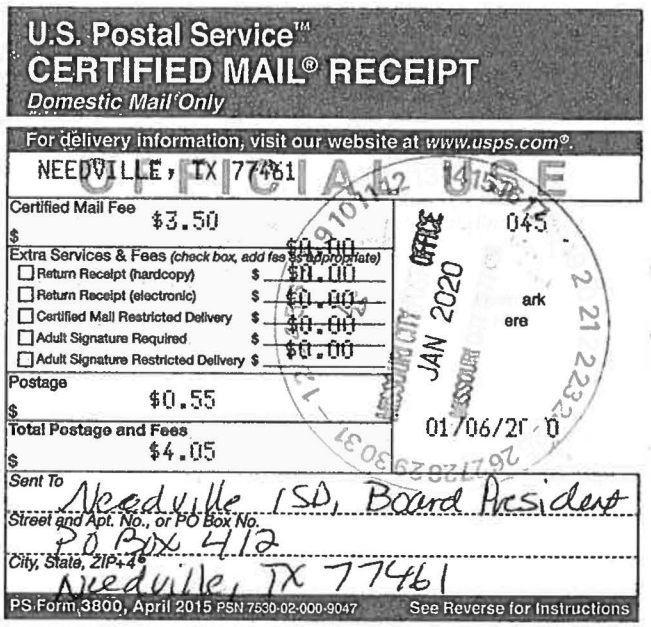
Postage $0.55
Total Postage and Fees $4.05

Postmark Here
SUGAR LAND CITY POST OFFICE JAN 2020 SUGAR LAND TX 77489
01/0 /2020

Sent To Needville ISD, Superintendent
Street and Apt. No., or PO Box No. PO Box 412
City, State, ZIP+4® Needville, TX 77461

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

7019 0700 0001 3712 3276



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NEEDVILLE, TX 77461

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

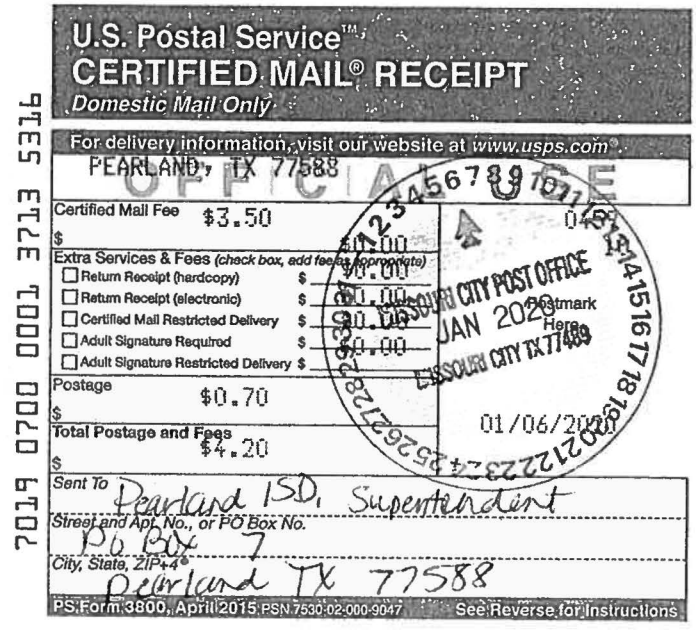
Postage $0.55
Total Postage and Fees $4.05

Postmark Here
SUGAR LAND CITY POST OFFICE JAN 2020 SUGAR LAND TX 77489
01/06/20

Sent To Needville ISD, Board President
Street and Apt. No., or PO Box No. PO Box 412
City, State, ZIP+4® Needville, TX 77461

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

7019 0700 0001 3711 4670



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PEARLAND, TX 77588

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

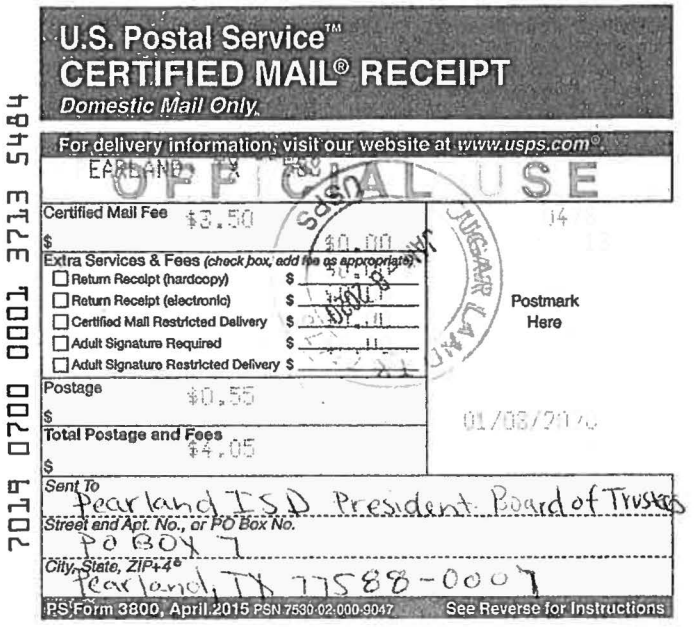
Postage $0.70
Total Postage and Fees $4.20

Postmark Here
SUGAR LAND CITY POST OFFICE JAN 2020 SUGAR LAND TX 77489
01/06/2020

Sent To Pearland ISD, Superintendent
Street and Apt. No., or PO Box No. PO Box 7
City, State, ZIP+4® Pearland TX 77588

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

7019 0700 0001 3713 5316



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PEARLAND, TX 77588

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.55
Total Postage and Fees $4.05

Postmark Here
01/06/20

Sent To Pearland ISD President Board of Trustees
Street and Apt. No., or PO Box No. PO BOX 7
City, State, ZIP+4® Pearland, TX 77588-0007

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

7019 0700 0001 3713 5484

18

Certified Mail Receipt Cards

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Certified Mail Fee $3.50
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 $0.55
Total Postage and Fees $4.05

Postmark Here

7019 0700 0001 3713 5675

Sent To: Royal ISD, Superintendt
Street and Apt. No., or PO Box No.: PO Box 489
City, State, ZIP+4®: Pattison, TX 77466-0489

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

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Certified Mail Fee $3.50
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 $0.55
Total Postage and Fees $4.05

Postmark Here

7019 0700 0001 3713 5668

Sent To: Royal ISD, President - Board of Trustees
Street and Apt. No., or PO Box No.: PO Box 489
City, State, ZIP+4®: Pattison, TX 77466-0489

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

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HOUSTON, TX 77024

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.55
Total Postage and Fees $4.05

Postmark Here

7019 0700 0001 3712 3283

Sent To: Spring Branch ISD. Super.
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

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HOUSTON, TX 77024

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $0.00

Postage $0.70
Total Postage and Fees $4.20

Postmark Here

7019 0700 0001 3711 4663

Sent To: Spring Branch ISD, Board Pres.
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

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OFFICIAL USE

Certified Mail Fee $3.50
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 $0.55
Total Postage and Fees $4.05

Postmark Here

7019 0700 0001 3713 5729

Sent To: Spring ISD, Superintendant
Street and Apt. No., or PO Box No.: 16717 Ella Boulevard
City, State, ZIP+4®: Houston, TX 77090-4213

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

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OFFICIAL USE

Certified Mail Fee $3.50
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 $0.55
Total Postage and Fees $4.05

Postmark Here

7019 0700 0001 3713 5712

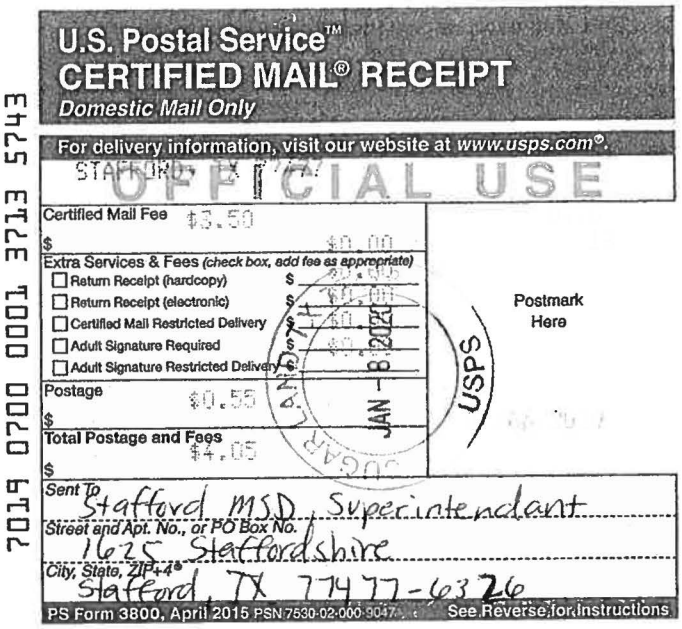
Sent To: Spring ISD, Board President
Street and Apt. No., or PO Box No.: 16717 Ella Boulevard
City, State, ZIP+4®: Houston, TX 77090-4213

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

Certified Mail Receipt Cards

Each Superintendent and President of the Board of Trustees

7019 0700 0001 3713 5743



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STAFFORD, TX 77477

OFFICIAL USE

Certified Mail Fee $3.50
$ $0.00

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

Postage $0.55
$

Total Postage and Fees $4.05
$

Postmark Here

USPS JAN - 8 2020 SUGAR LAND TX

Sent To Stafford MSD, Superintendant
Street and Apt. No., or PO Box No. 1625 Staffordshire
City, State, ZIP+4® Stafford, TX 77477-6326

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

7019 0700 0001 3713 5309



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STAFFORD, TX 77477

OFFICIAL USE

Certified Mail Fee $3.50
$ $0.00

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

Postage $0.70
$

Total Postage and Fees $4.20
$

Postmark Here

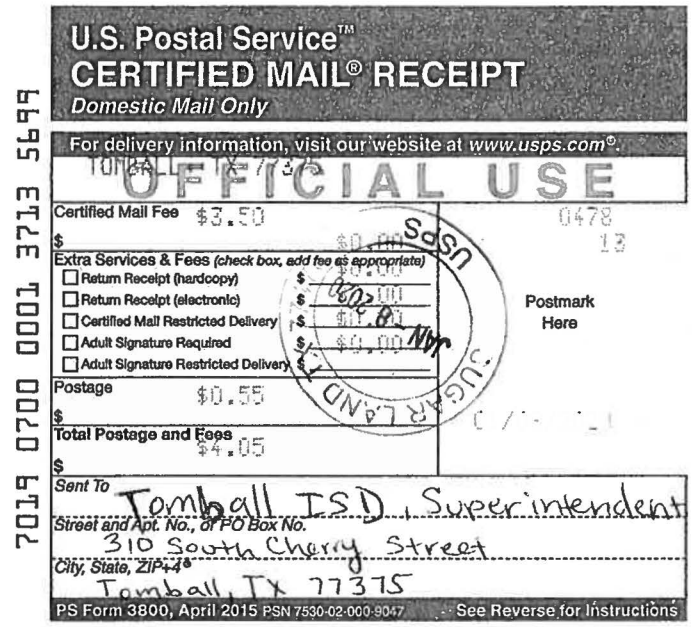
MISSOURI CITY POST OFFICE JAN 2020 MISSOURI CITY TX 77489

01/06/2020

Sent To Stafford MSD, Board
Street and Apt. No., or PO Box No. 1625 Staffordshire
City, State, ZIP+4® Stafford TX 77477

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

7019 0700 0001 3713 5699



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TOMBALL, TX 77375

OFFICIAL USE

Certified Mail Fee $3.50
$ $0.00

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

Postage $0.55
$

Total Postage and Fees $4.05
$

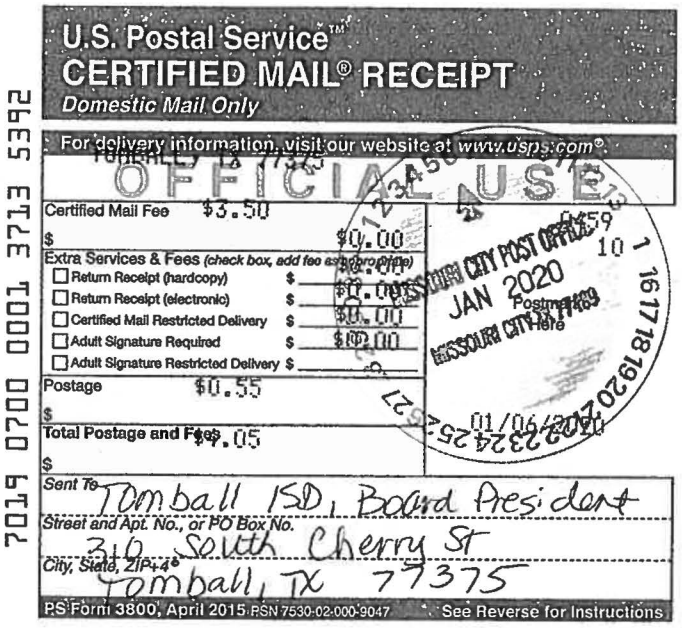
Postmark Here

USPS JAN - 8 2020 SUGAR LAND TX

Sent To Tomball ISD, Superintendent
Street and Apt. No., or PO Box No. 310 South Cherry Street
City, State, ZIP+4® Tomball, TX 77375

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

7019 0700 0001 3713 5392



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TOMBALL, TX 77375

OFFICIAL USE

Certified Mail Fee $3.50
$ $0.00

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

Postage $0.55
$

Total Postage and Fees $4.05
$

Postmark Here

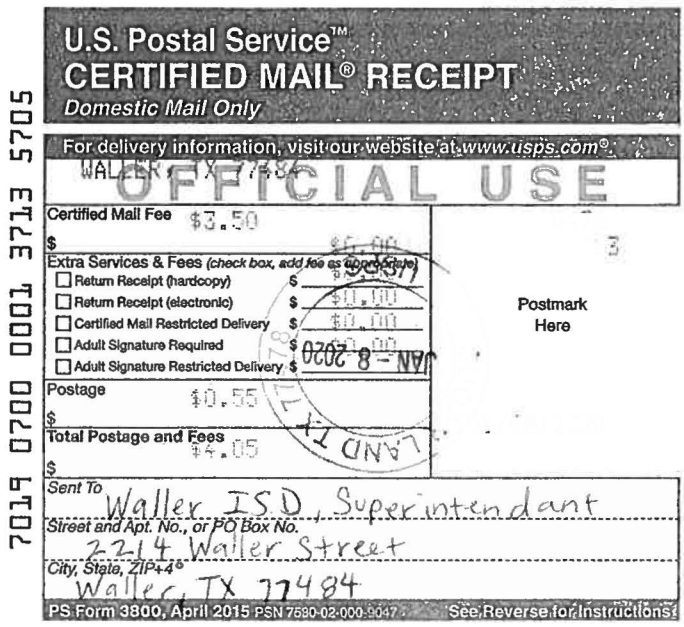
MISSOURI CITY POST OFFICE JAN 2020 MISSOURI CITY TX 77489

01/06/2020

Sent To Tomball ISD, Board President
Street and Apt. No., or PO Box No. 310 South Cherry St
City, State, ZIP+4® Tomball, TX 77375

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

7019 0700 0001 3713 5705



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WALLER, TX 77484

OFFICIAL USE

Certified Mail Fee $3.50
$ $0.00

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

Postage $0.55
$

Total Postage and Fees $4.05
$

Postmark Here

JAN - 8 2020 LAND TX 77

Sent To Waller ISD, Superintendant
Street and Apt. No., or PO Box No. 2214 Waller Street
City, State, ZIP+4® Waller, TX 77484

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

7019 0700 0001 3713 5637



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WALLER, TX 77484

OFFICIAL USE

Certified Mail Fee $3.50
$ $0.00

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

Postage $0.55
$

Total Postage and Fees $4.05
$

Postmark Here

MISSOURI CITY POST OFFICE JAN 2020 MISSOURI CITY TX 77489

01/06/2020

Sent To Waller ISD, Board President
Street and Apt. No., or PO Box No. 2214 Waller St
City, State, ZIP+4® Waller, TX 77484

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

Each Texas State Board of Education member

7018 0360 0000 4569 4230

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AUSTIN, TX 78701

OFFICIAL USE

Certified Mail Fee	$3.50
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	$0.55
Total Postage and Fees	$4.05

Postmark Here — USPS — 01/08/2020

Sent To: SBOE Dist 6 Donna Bahorich
Street and Apt. No., or PO Box No.: 1701 N. Congress Ave, Ste 1-109
City, State, ZIP+4®: Austin, TX 78701

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

7019 0700 0001 3713 5583

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OFFICIAL USE

Certified Mail Fee	$3.50
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	$0.55
Total Postage and Fees	$4.05

Postmark Here — DTX — JAN - 8 2020 — USPS

Sent To: SBOE Dist 10 Tom Maynard
Street and Apt. No., or PO Box No.: PO Box 625
City, State, ZIP+4®: Florence, TX 76527

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

7019 0700 0001 4068 8236

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DICKINSON, TX 77539

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$1.60
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$5.65

USPS — 0477 — 20 — Postmark Here — STAFFORD TX 77477 — 01/13/2020

Sent To: SBOE Member District 4 Lawrence A Allen Jr
Street and Apt. No., or PO Box No.: 706 Carsen Hollow
City, State, ZIP+4®: Houston TX 77046

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

7019 0700 0001 4068 8243

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DICKINSON, TX 77539

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$1.60
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$6.25

USPS — 0477 — 20 — Postmark Here — STAFFORD TX 77477 — 01/13/2020

Sent To: SBOE Member District 7 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 4068 8229

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HOUSTON, TX 77046

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$1.60
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$5.65

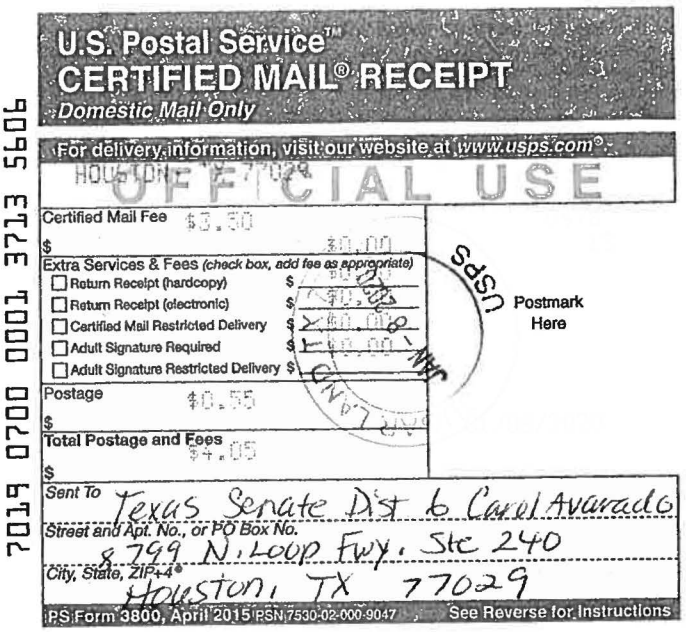
USPS — 0477 — 20 — STAFFORD TX 77477 — 2020

Sent To: SBOE member District 7 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

18

Each member of the Texas Legislature



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Certified Mail Fee $3.50
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 $

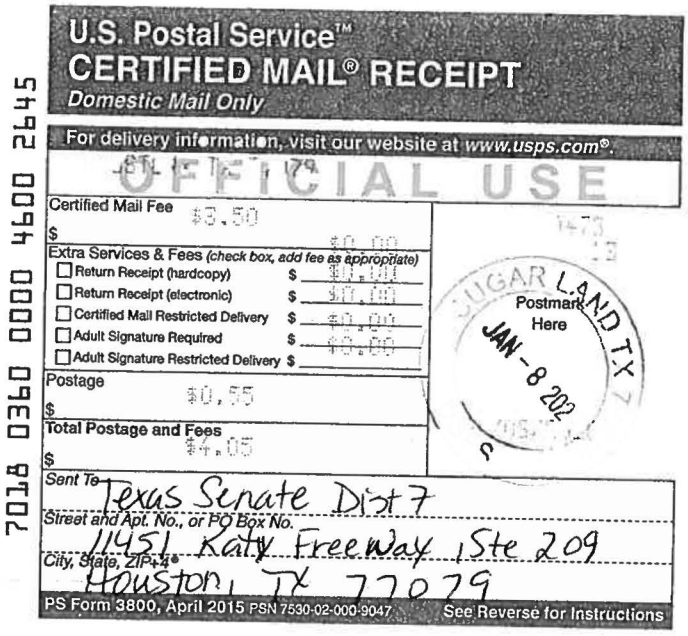
Postage $0.55
Total Postage and Fees $4.05

Postmark Here

Sent To: Texas Senate Dist 6 Carol Avarado
Street and Apt. No., or PO Box No.: 8799 N. Loop Fwy. Ste 240
City, State, ZIP+4®: Houston, TX 77029

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

7019 0700 0001 3713 5606



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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 $0.55
Total Postage and Fees $4.05

Postmark Here

Sent To: Texas Senate Dist 7
Street and Apt. No., or PO Box No.: 11451 Katy Freeway, Ste 209
City, State, ZIP+4®: Houston, TX 77079

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

7018 0360 0000 4600 2645



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Certified Mail Fee $3.50
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 $

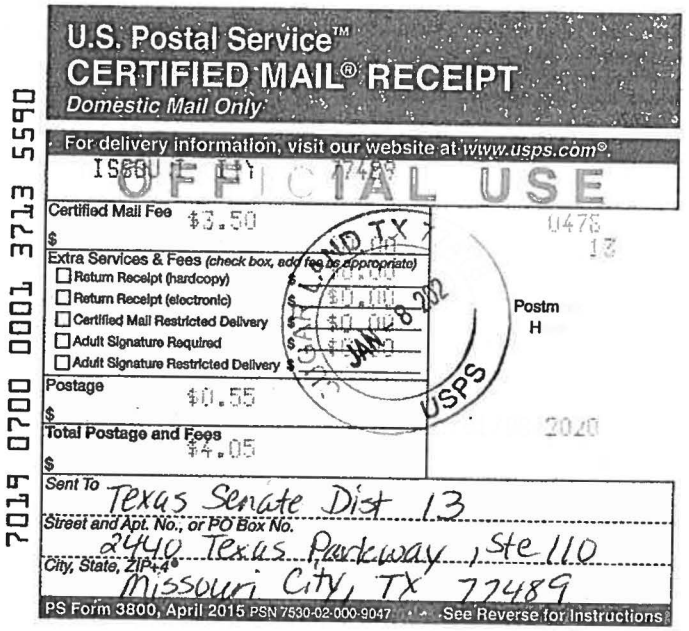
Postage $0.55
Total Postage and Fees $4.05

Postmark Here

Sent To: Texas Senate Dist 11 Larry Taylor
Street and Apt. No., or PO Box No.: 174 Calder Rd
City, State, ZIP+4®: League City, TX 77573

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

7019 0700 0001 3713 5552



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OFFICIAL USE

Certified Mail Fee $3.50
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 $

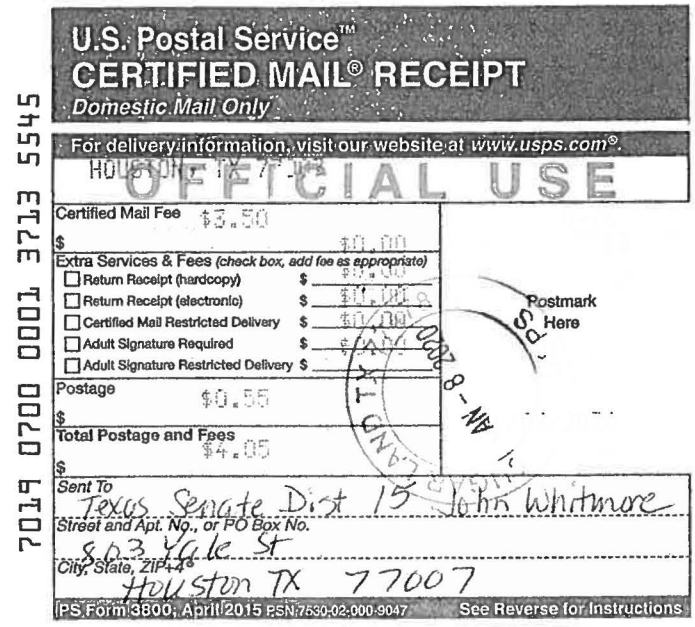
Postage $0.55
Total Postage and Fees $4.05

Postmark Here

Sent To: Texas Senate Dist 13
Street and Apt. No., or PO Box No.: 2440 Texas Parkway, Ste 110
City, State, ZIP+4®: Missouri City, TX 77489

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

7019 0700 0001 3713 5590



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Certified Mail Fee $3.50
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 $0.55
Total Postage and Fees $4.05

Postmark Here

Sent To: Texas Senate Dist 15 John Whitmore
Street and Apt. No., or PO Box No.: 803 Yale St
City, State, ZIP+4®: Houston TX 77007

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

7019 0700 0001 3713 5545



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Certified Mail Fee $3.50
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 $0.55
Total Postage and Fees $4.05

Sent To: Texas Senate Dist 17 Jo
Street and Apt. No., or PO Box No.: 2900 Wesleyan St, Ste 50
City, State, ZIP+4®: Houston, TX 77027

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

7019 0700 0001 3713 5507

Each member of the Texas Legislature

7019 0700 0001 3713 5453

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KATY, TX 77494

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.05

0459 10

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01/06/2020

Sent To: Texas Senate District 18
Street and Apt. No., or PO Box No.: 22310 Grand Corner Dr, Ste 120
City, State, ZIP+4®: Katy, TX 77494

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

7018 0360 0000 4569 4247

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OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.05

Postmark Here
JAN - 8 2020
SUGAR LAND TX
USPS

Sent To: Texas State House Dist 3
Street and Apt. No., or PO Box No.: 18230 FM 1488, Ste 302
City, State, ZIP+4®: Magnolia, TX 77354

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

7019 0700 0001 3713 5576

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BRENHAM, TX 77833

OFFICIAL USE

Certified Mail Fee	$3.5
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$
☐ Return Receipt (electronic)	$
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.05

Postmark Here
JAN - 8 2020
SUGAR LAND TX
USPS

Sent To: Texas State House Dist 13
Street and Apt. No., or PO Box No.: 401 South Austin St
City, State, ZIP+4®: Brenham, TX 77833

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

7019 0700 0001 3713 5682

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ANGLETON, TX 77515

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.05

Postmark Here
JAN - 8 2020
SUGAR LAND TX
USPS

Sent To: Texas State House Dist 25
Street and Apt. No., or PO Box No.: 122 E. Myrtle
City, State, ZIP+4®: Angleton, TX 77515

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

7019 0700 0001 3713 5422

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SUGAR LAND, TX 77478

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.70
Total Postage and Fees	$4.20

0459 10

Postmark Here
JAN

01/06/2020

Sent To: Texas House of Rep. District 26
Street and Apt. No., or PO Box No.: 130 Industrial Blvd, Ste 126
City, State, ZIP+4®: Sugar Land, TX 77478

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

7019 0700 0001 3713 5415

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MISSOURI CITY, TX 77489

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.05

0459 10

Postmark Here
MISSOURI CITY POST
JAN 202
01/06/21

Sent To: Texas House of Rep District 7
Street and Apt. No., or PO Box No.: 2440 Texas Parkway Ste 12
City, State, ZIP+4®: Missouri City, TX 77489

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

Each member of the Texas Legislature

7019 0700 0001 3713 5521

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Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.55
Total Postage and Fees $4.05

Postmark Here
JAN 8 2020 USPS

Sent To: Texas State House Dist 29
Street and Apt. No., or PO Box No.: 2341 N Galveston Ave, Ste 126
City, State, ZIP+4®: Pearland, TX 77581

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

7019 0700 0001 3713 5446

U.S. Postal Service™
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For delivery information, visit our website at www.usps.com®.
ROSENBERG, TX 7747

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.55
Total Postage and Fees $4.05

0459
2 10
Postmark Here
01/06/2020

Sent To: Texas State District 85
Street and Apt. No., or PO Box No.: 834 Third St
City, State, ZIP+4®: Rosenberg, TX 77471

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

7019 0700 0001 3713 5569

U.S. Postal Service™
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For delivery information, visit our website at www.usps.com®.
HOUSTON TX 7707

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.55
Total Postage and Fees $4.05

Postmark Here
JAN 8 2020 USPS

Sent To: Texas House Dist 130 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 3713 5613

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For delivery information, visit our website at www.usps.com®.
HOUSTON TX 7707

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $
- Certified Mail Restricted Delivery $
- Adult Signature Required $
- Adult Signature Restricted Delivery $

Postage $0.55
Total Postage and Fees $4.05

Postmark Here
JAN 8 2020 USPS

Sent To: Texas State House Dist 133
Street and Apt. No., or PO Box No.: 9525 Katy Freeway Ste 215
City, State, ZIP+4®: Houston, TX 77024

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

7019 0700 0001 3713 5514

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HOUSTON TX 7706

OFFICIAL USE

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Attachment 6: Published Notice(s) of Public Meetings

11-27

Sarah Stanley

PUBLISHER'S AFFIDAVIT

Public Meeting

THE STATE OF TEXAS §
COUNTY OF FORT BEND §

Before me, the undersigned authority, on this day personally appeared Lee Hartman who being by me duly sworn, deposes and says that he is the Publisher of *Fort Bend Herald* and that said newspaper meets the requirements of Section 2051.044 of the Texas Government Code, to wit:

1. it devotes not less than twenty-five percent (25%) of its total column lineage to general interest items;

2. it is published at least once each week;

3. it is entered as second-class postal matter in the county where it is published; and

4. it has been published regularly and continuously since 1959.

5. it is generally circulated within Fort Bend County.

(CLIPPING) (S)

PUBLIC MEETING NOTICE
Newman-George International Education Organization is sponsoring a charter school initiative in the Richmond/Rosenberg area. A public meeting will be held about the proposed charter school, Newman International Academy of Houston. Newman-George International Education Organization board members: Sarah Stanley, Janet Singleton, J.B. Morgan, Betty Sims, Lisa McFarland, Dave Roever, John Yerby, Dr. Sheba George and Dr. Laverne Raine.
Sunday, December 8th, 5:00 pm, Wellspring Church International, 710 E Hwy 90a, Richmond, TX 77406.

Publisher further deposes and says that the attached notice was published in said newspaper on the following date(s) to wit:

11-27

_____, A.D. 2019

_____
Lee Hartman
Publisher

SUBSCRIBED AND SWORN BEFORE ME by Lee Hartman, who

X a) is personally known to me, or

_____ b) provided the following evidence to establish his/her identity, _____

on this the 2 day of December, A.D. 2019
to certify which witness my hand and seal of office.

_____
Notary Public, State of Texas

KIMBERLY L. RODRIGUEZ
Notary Public, State of Texas
Comm. Expires 04-01-2022
Notary ID 129768884

189

Attachment 7: Sample Course Scope and Sequence

Houston School of Technology

SCOPE & SEQUENCE

Houston

School

Of Technology

SUBJECT: MATH GRADE LEVEL: THIRD SCHOOL YEAR: 2020-2021

SEMESTER ONE- 1st Quarter (Aug. 13 – Oct. 9)

Properties of Multiplication and Division and Solving Problems
August 17 – September 21 (26 Days)

These units begin the year by building on students' fluency with addition and their knowledge of arrays. Students initially use repeated addition to find the total from a number of equal groups. As students notice patterns, they let go of longer addition sentences in favor of more efficient multiplication facts. Specifically, students will:

- Multiplication and the Meaning of the Factors/Division as an Unknown Factor Problem
- Multiplication/Division
- Multiplication and Division/Distributive Property and Problem Solving

By the end of this unit, students will master: 3.4D; 3.4E; 3.4H; 3.4J

Place Value, Money & Time
September 22 – October 9 (14 Days)

In this unit, students will extend their understanding of bundling and describe the mathematical relationships found in the place value system. Students will apply this understanding as they study the concepts of coins and bills. Students will recognize the analog clock as a portion of the number line shaped into a circle and will use the number line as a tool for modeling and solving time related problems.
Specifically, students will:

- Place Value & Money
- Time Measurement and Problem Solving

By the end of this unit, students will master: 3.2A; 3.2B; 3.2D; 3.4C; 3.7C

BENCHMARK #1: October

SEMESTER ONE- 2nd Quarter (Oct. 14 – Dec. 18)

Place Value & Rounding
October 14 – October 26(9 Days)

This unit builds on students' Grade 2 work with comparing numbers according to the value of digits in the hundreds, tens, and ones places. The number line, presented vertically, provides a new perspective on a familiar tool. Specifically, students will:

- Rounding to the Nearest Ten and Hundred

By the end of this unit, students will master: 3.2C; 3.4B

Multiplication and Division and Multiples of 10
October 27 – December 1 (21 Days)

In this unit, students will build directly on students' work with multiplication and division from first of the year unit. Specifically, students will:

- The Properties of Multiplication and Division
- Multiplication and Division
- Analysis of Patterns and Problem Solving
- Multiplication of Single-Digit Factors and Multiples of 10

By the end of this unit, students will master: 3.4D; 3.4E; 3.4F; 3.4G; 3.4H; 3.4I; 3.4J; 3.5C; 3.5E

BENCHMARK #2: January

SEMESTER TWO- 3rd Quarter (Jan. 6 – Mar. 5)

Multiplication, Area, and Parameter
December 2 – January 15 (21 Days)

In this unit, students explore area as an attribute of two-dimensional figures and relate it to their prior understandings of multiplication. Students are introduced to perimeter in this unit as they explore how perimeter is used in everyday life and develop strategies for calculating perimeters using known information. Specifically, students will:

- Foundations for Understanding Area
- Concepts of Area Measurement
- Arithmetic Properties Using Area Models
- Applications of Area Using Side Lengths of Figures
- Problem Solving with Perimeter

By the end of this unit, students will master: 3.6C; 3.6D; 3.7B

Fractions as Numbers on the Number Line
January 19 – February 22 (23 Days)

In this unit, students extend and deepen Grade 2 practice with equal shares to understanding fractions as equal partitions of a whole. Their knowledge becomes more formal as they work with area models and the number line. Students have multiple experiences working with the fractional units of halves, thirds, fourths, sixths, and eighths. Specifically, students will:

- Partitioning a Whole into Equal Parts
- Unit Fractions and Their Relation to the Whole
- Comparing Unit Fractions and Specifying the Whole
- Fractions on the Number Line
- Equivalent Fractions/Comparison, Order, and Size of Fractions

By the end of this unit, students will master: 3.3A – 3.3H; 3.6E; 3.7A

BENCHMARK #3: March

SEMESTER TWO- 4th Quarter (Mar. 16 – May 26)

Collecting and Displaying Data
February 23 – March 5 (9 Days)

This 9-day unit builds on Grade 2 concepts about data, graphing, and line plots. Specifically, students will:

- Generate and Analyze Categorical Data
- Generate and Analyze Measurement Data

By the end of this unit, students will master: 3.8A; 3.8B

0Geometry and Measurement Word Problems
March 16 – April 15

The final unit offers students intensive practice with word problems, as well as hands-on investigation experiences with geometry and perimeter. Specifically, students will:

- Solving Word Problems
- Attributes of Two- and Three-Dimensional Figures

By the end of this unit, students will master: 3.4A; 3.4K; 3.5A; 3.5B

Testing as a Genre
April 16 – May 10

In this unit, students will review and practice concepts and skills to ensure STAAR readiness. Standards and instruction will be determined based on classroom data.
*Financial Literacy lessons can be completed during this time frame, or throughout the year as the teacher chooses to integrate them, as long as they are taught.

MATH STAAR: May 11

1st Nine Weeks Planning Guide

Houston School

Of Technology

See Scope and Sequence

And guidelines for differentiated learning.

SUBJECT: MATH GRADE LEVEL: THIRD

Reminders Regarding Differentiated Learning

The curriculum will be differentiated so that the instruction is tailored to the individual student's needs. Differentiation is all about our knowledge in the differences among learners. Teachers can differentiate through multiple areas. They can differentiate the content of the materials, the process used to learn the objective, or the learning environment.

All students will use the same curriculum as allowed, but it will be differentiated according to their needs. English learners will use differentiation based on the student's English language proficiency. Student service students should have differentiation instruction according to their needs and IEP. Check on notes provided on 504 and special education students and their needs. Check on at-risk student files as they may be in tier 1, 2, or 3 according to the RTI process. Gifted and Talent students' files will show their area of gifting.

Other Reminders:

1. Follow all documentation such as IEP, 504, and LPAC paperwork
2. Support the student's home language and culture; bring it into the classroom
3. Build on student's prior knowledge
4. Use prior assessments to gather data
5. Adapt materials to the student's level while maintaining content
6. Use peer grouping
7. Use sensory activities
8. Use visuals and manipulatives
9. Use partial models or hints
10. Be patient and allow think time
11. Use auditory options- example: oral reports or audio books
12. Vary the environment- example: quiet area, sitting on the floor, or group work
13. Used the flipped classroom
14. Options for final products: oral report, written report or physical display
15. Assessment differentiation
16. Individualized feedback
17. Create tiered lessons
18. Make a list of steps
19. Check for understanding-example: have student demonstrate or reword
20. Use digital tools

TEKS – Lesson Alignment

Reporting Category	STAAR	TEKS	Focus Lesson(s)	Spiral Lesson(s)	Reporting Category	STAAR	TEKS	Focus Lesson(s)	Spiral Lesson(s)
1 Numerical representations and relationships	8 Questions	**3.2A|R|**	M2|LS3, LS4		3 Geometry and measurement	7 Questions	**3.6A |R|**	M7|L4, L5; M8|L1	
		3.2B[S]	M2|LS1, LS2				3.6B [S]	M7|L4, L5, L6	
		3.2C[S]	M2|L12-L14/S2				**3.6C |R|**	M4|L1-L12	
		3.2D[R]	M2|LS5				3.6D [S]	M4|L13-L14	
		3.3A[S]	M5|L1, L2, L7-L9, L12, L14-L16	M5|L5, L6			3.6E [S]	M5|L21, L22, L23, L24, L26, L27	
		3.3B[S]	M5|L14, L15, L16, L17				**3.7B [R]**	M7|L10, L12, L13, L14, L15, L17, L23	
		3.3C[S]	M5|L5-L9, L12				3.7C [S]	M2|L2-L5	
		3.3D[S]	M5|L14, L15, L16, L17, L21				3.7D [S]	M8|L5	
		3.3E[S]	M5|L1, L2, L5, L7-L9, L12	M5|L6			3.7E [S]	M8|L5	
		3.3F|R|	M5|L21, L22, L23, L24, L26, L27						
		3.3G[S]	M5|L21, L22, L23, L24, L26, L27						
		3.3H|R|	M5|L10, L11, L18, L28, L29						
		3.4I[S]	M3|L17						
		3.7A[S]	M5|L14, L15, L16, L17, L18						
Computations and algebraic relationships	13 Questions	**3.4A|R|**	M2|L15, L18, L21/S1; M3|L18		4 Data analysis and personal financial literacy	4 Questions	3.4C[S]	M8|L2	
		3.4B[S]	M2|L17, L21				**3.8A|R|**	M6|L1, L2, L3, L6, L7, L8	
		3.4D[S]	M1|L2, L3 M3|L1,L2,L4	M1|L7-L10, L16			3.8B[S]	M6|L4, L9	
		3.4E[S]	M1|L1-L3,L7	M1|L8-L10, L16, L20, L21			3.9A[S]	M8|L6	
		3.4F[S]	M1|L14	M1|L7-L10, L16, L17			3.9B[S]	M8|L7	
		3.4G[S]	M1|L18; M3|L2, L9,L12, L19, L20, L21/S1	M3|L21 M4|L13-14			3.9C[S]*	Post-STAAR	
		3.4H[S]	M1|L4-L6,L11,L12 M3|L4,				3.9D[S]	M8|L8	
		3.4J[S]	M1| L11,L12,L17 M3|L3,L4,L7, L14, L17	M3|L15			3.9E[S]	M8|L9	
		3.4K|R|	M1|L7-L10,L16,L18-L21 M3|L8,L11, L15, L18	M3|L1-L4, L7 M4|L12			3.9F[S]*	Post-STAAR	
		3.5A|R|	M2|L4, L5, L11, L17; M6|L4, L9	M2|L20-L21.1					
		3.5B|R|	M1|L20,L21 M3|L11, L15						
		3.5C[S]	M8|L4						
		3.5D[S]	M1|L5, L6, L11; M3|L3,L7	M3|L15					

		3.5E[R]	M3[L1; M8[L3			

adiness Standards are in bold

ıdicates a standard not tested on STAAR

Personal Finance Literacy

These lessons are a part of the Texas Council on Economic Education Smarter Texas program in collaboration with the Rice University School Mathematics Project (RUSMP) and based on the 2012 Math Personal Financial Literacy Texas Essential Knowledge and Skills. These lessons will need to be incorporated into classroom instruction throughout the year.

RUSMP - The Ladder to Success	**3.9A** [S]	All RUSMP Personal Finance Literacy lessons are available on the NIA curriculum page at www.niacurriculum.weebly.com
RUSMP – Scarcity is Scary	**3.9B** [S]	
RUSMP – Flat Broke	**3.9D** [S]	
RUSMP – Pooling our Savings	**3.9E** [S]	

Instructional Day	Readiness TEK	Eureka Lesson	Focus TEKS	Lesson Notes (revision info, Lead4Ward Instructional Considerations & Common Misconceptions) Teach Eureka Videos Link
3	3.4K	**M1-L1:** Understand *equal groups of* as multiplication Envision: (3.4E) Lessons 4-1 to 4-4 (TE 207-230) Reteaching Sets A-D (TE 245-246) Lessons 5-1, 5-3,5-4, 5-6 to 5-10 (TE 253-312) Lessons 13-6 to 13-8, 13-10 (TE 731-760) Reteaching Sets D, E, F, H (TE 763-766)	3.4E[S]	**Texas Revision Notes:** Included number lines to represent skip counting/multiplication equations. **3.4E Notes:** • Students will use a variety of methods to understand the meaning of multiplication. Be sure the actions of each strategy are related to number sentences (i.e. 3 x 6 = 18; the 3 represents the three tires on a tricycle and the 6 represents the number of tricycles and 18 represents the total number of tires). Instruction should also associate the terms factor and product to the pictorial and numeric representation.
4	3.4K	**M1-L2:** Relate multiplication to the array model Envision: (3.4D) Lessons 4-1 to 4-2 (TE 207-218) Reteaching Sets B, F (TE 245-246) (3.4E) Lessons 4-1 to 4-4 (TE 207-230) Reteaching Sets A-D (TE 245-246) Lessons 5-1, 5-3,5-4, 5-6 to 5-10 (TE 253-312) Lessons 13-6 to 13-8, 13-10 (TE 731-760) Reteaching Sets D, E, F, H (TE 763-766)	3.4D[S] 3.4E[S]	3.4D Notes: • Students should be provided a variety of examples of equally sized groups of objects to determine the total (i.e. a picture of 4 tricycles yields 12 tires; a picture of 3 octopi yield 24 legs, etc. Instruction should include the use of arrays (i.e. a rectangular array with 5 rows and 3 columns yields a total of 15 units). • In this standard, examples are limited to 10 x 10. In conjunction with 3.4E, instruction should relate the visual representation to its associated multiplication sentence {i.e. a rectangular array with 5 rows and 3 columns yields a total of 15 units; 5 x 3 = 15), Students

				should also relate the term factor and product to the pictorial and number sentence.
5	3.4K	M1-L3: Interpret the meaning of factors—the size of the group or the number of groups. Envision: See notes for instructional day 4 above.	3.4D[S] 3.4E[S]	
6	3.5B	M1-L4: Understand the meaning of the unknown as the size of the group in division. Envision: (3.4H) Lessons 6-1, 6-2 (TE 345-356) Reteaching Set A (TE 377-378)	3.4H[S]	3.4H Notes: • Specificity has been added on how to use models to solve division problems. Students are expected to think with both forms of division: partitioning into equal shares (determining the number of groups with a given number of objects in each group) and sharing equally (determining the number of items in each group when the objects are shared equally among a given number). • When paired with revised SEs 3(1)(D) and 3(1)(E), students may be asked to use number sentences to record the solutions. • Instruction of division should include the use of manipulatives to model fair sharing and the understanding of repeated subtraction to build conceptual understanding of the operation. Instruction should relate the manipulation of the objects to its associated division sentence.
7	3.4K 3.5B	M1-L5: Understand the meaning of the unknown as the number of groups in division. Envision: (3.4H) Lessons 6-1, 6-2 (TE 345-356) Reteaching Set A (TE 377-378) (3.5D) Lesson 7-7 (TE 421-426) Reteaching Set G (TE 437-438) Lesson 10-3 (TE 537-542) Reteaching Set C (TE 557-558)	3.4H[S] 3.5D[S]	3.4H Notes: • If the multiplication or division equation relates whole numbers from fact families up to 10x10, students may apply their knowledge of facts and the relationship between multiplication and division to determine the unknown number. • Students may be expected to use the relationship between multiplication and division for a problem such as 12= [ ] ÷ 6. The student knows that if 12= [ ] ÷ 6 then 12 x 6 = [ ], so [ ] = 72. Students may also be expected to solve problems where they state that the value 4 makes 3 x [ ] =12 a true equation. • In accordance with the standard, instruction should vary the unknown of a multiplication or division equation (i.e. _ x 3 = 24; 3 x _ = 24; 24 ÷ _ = 3; 24 ÷ 3 = __). In conjunction with 3.4J, students should relate the multiplicative terms (factor and product) to the division terms (quotient, dividend, and divisor) to

				further develop the relationship between multiplication and division.
8	3.4K 3.5B	M1-L6: Interpret the unknown in division using the array model Envision: See notes for instructional day 7 above.	3.4H|S| 3.5D|S|	
9	3.4K	M1-L7: Demonstrate the commutativity of multiplication, and practice related facts by skip-counting objects in array models. Envision: (3.4E) Lessons 4-1 to 4-4 (TE 207-230) Reteaching Sets A-D (TE 245-246) Lessons 5-1, 5-3,5-4, 5-6 to 5-10 (TE 253-312) Lessons 13-6 to 13-8, 13-10 (TE 731-760) Reteaching Sets D, E, F, H (TE 763-766) (3.4K) Lessons 4-4 to 4-6 (TE 225-242) Reteaching Sets D-F (TE 245-246) Lessons 5-1 to 5-3, 5-5 to 5-13 (TE 253-330) Lessons 6-1, 6-2, 6-4 (TE 345-368) Reteaching Sets A, D, E Lesson 7-8 (TE 427-432) Reteaching Set H (TE 437-438) Lesson 11-8 (TE 607-612) Lesson 13-8 (TE 743-748) Reteaching Set F (TE 765-766)	3.4E|S| 3.4K|R|	**Texas Revision Notes:** Lessons 7 & 8 introduce the concept of the commutative property with 1-digit by 1-digit multiplication, not 2-digit by 1-digit as required by the TEKS. **3.4K Notes:** • SE 3.4(K) builds to the SE 3.5(B). The focus of 3.4(K) is on developing number-based strategies to solve multiplication and division problems within 100. This could include multiplying a two-digit number by a one-digit number. • The product must be less than 100. • In conjunction with 3.4G, students build on their flexibility of numbers to solve one- and two-step multiplication and/or division problems. Instruction should include the use of manipulative for equal grouping, base ten blocks to build arrays and the use of rectangular area models to build the concrete understanding of the operation. Pictorial models (i.e. arrays and area models) should be related to the use of partial products/partial quotients and the traditional algorithm. **Common Misconception:** Students may try to apply "key words" to select the appropriate operation instead of understanding the context of the problem.
10	3.5B	3.4G Use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties. Envision: Lessons 8-1 to 8-3 (TE 447-464) Reteaching Sets A-C (TE 479-480 Lessons 9-1 to 9-5 (TE 485-514) Reteaching Sets A-D (TE 517-518)	3.4G|S|	**3.4G Notes:** • Eureka does not cover 2-digit by 1-digit multiplication. Therefore, it is essential to use Envision to give students the exposure to this TEK.

11	3.4K	M1-L8: Demonstrate the commutativity of multiplication, and practice related facts by skip-counting objects in array models.	3.4K[R]	Envision: See notes for instructional day 9 above.
12	3.4K	M1-L9: Find related multiplication facts by adding and subtracting equal groups in array models.	3.4K[R]	Envision: See notes for instructional day 9 above.
13	3.4K	M1-L10: Model the distributive property with arrays to decompose units as a strategy to multiply.	3.4K[R]	Envision: See notes for instructional day 9 above.
14 15		**M1: Mid-Module Assessment** **Test/Flex Days**		
16	3.4K	M1-L11: Model division as the unknown factor in multiplication using arrays and tape diagrams Envision: (3.4H) Lessons 6-1, 6-2 (TE 345-356) Reteaching Set A (TE 377-378) (3.4J) Lesson 6-3 (TE 357-362) Reteaching Set C (TE 377-378) Lessons 7-1 to 74, 7-6, 7-7 (TE 385-426) Reteaching Sets A-D, F-G (TE 435-438) (3.5D) Lesson 7-7 (TE 421-426) Reteaching Set G (TE 437-438) Lesson 10-3 (TE 537-542) Reteaching Set C (TE 557-558)	3.4H[S] 3.4J[S] 3.5D[S]	3.4J Notes: • In accordance with the standard, students should relate the product from a multiplication number sentence to that of a quotient in a division number sentence.
17	3.4K	M1-L12: Interpret the quotient as the number of groups or the number of objects in each group using units of 2.	3.4H[S] 3.4J[S]	**Great Minds Pacing Note:** If pacing is a challenge, consolidate Lessons 12 and 13, both of which are division lessons sharing the same objective. Include units of 2 and units of 3 in the consolidated lesson. Envision: See notes for instructional day 16 above.
		M1-L13: Interpret the quotient as the number of groups or the number of objects in each group using units of 3	3.4H[S] 3.4J[S]	
18	3.5B	M1-L14: Skip-count objects in models to build fluency with multiplication facts using units of 4 Envision: (3.4E) Lessons 4-1 to 4-4 (TE 207-230) Reteaching Sets A-D (TE 245-246) Lessons 5-1, 5-3,5-4, 5-6 to 5-10 (TE 253-312) Lessons 13-6 to 13-8, 13-10 (TE 731-760) Reteaching Sets D, E, F, H	3.4F[S] 3.4E[S]	(3.4F) Lesson 4-4 (TE 225-230) Reteaching Set D (TE 245-246) Lessons 5-1 to 5-10, 5-12 (TE 253-324) Reteaching Sets A-I, K (TE 333-336)

		(TE 763-766)		
19	3.5B	M1-L15: Relate arrays to tape diagrams to model the commutative property of multiplication		**Great Minds Pacing Note:** If pacing is a challenge, omit Lesson 15. Lesson 15 uses the tape diagram to provide a new perspective on the commutative property, a concept students have studied since Lesson 7. The concept lessons are reinforced within Module 3.
20	3.4K	M1-L16: Use the distributive property as a strategy to find related multiplication facts Envision: (3.4K) Lessons 4-4 to 4-6 (TE 225-242) Reteaching Sets D-F (TE 245-246) Lessons 5-1 to 5-3, 5-5 to 5-13 (TE 253-330) Lessons 6-1, 6-2, 6-4 (TE 345-368) Reteaching Sets A, D, E Lesson 7-8 (TE 427-432) Reteaching Set H (TE 437-438) Lesson 11-8 (TE 607-612) Lesson 13-8 (TE 743-748) Reteaching Set F (TE 765-766)	3.4K[R]	
21	3.4K	M1-L17: Model the relationship between multiplication and division Envision: (3.4J) Lesson 6-3 (TE 357-362) Reteaching Set C (TE 377-378) Lessons 7-1 to 74, 7-6, 7-7 (TE 385-426) Reteaching Sets A-D, F-G (TE 435-438)	3.4J[S]	
22	3.4K	M1-L18: Apply the distributive property to decompose units Envision: (3.4G) Lessons 8-1 to 8-3 (TE 447-464) Reteaching Sets A-C (TE 479-480) Lessons 9-1 to 9-5 (TE 485-514) Reteaching Sets A-D (TE 517-518) (3.4K) Lessons 4-4 to 4-6 (TE 225-242) Reteaching Sets D-F (TE 245-246) Lessons 5-1 to 5-3, 5-5 to 5-13	3.4G[S] 3.4K[R]	3.4G Notes: • Strategies and algorithms include mental math; partial products; the commutative, associative, and distributive properties; and the standard algorithm. For example, when prompted to multiply 97 x 3, a student may determine the product by multiplying 90 x 3 and 7 x 3 and adding 270 and 21 for an answer of 291. A student may also think of 97 x 3 as (100-3) x3 and multiply 100 x 3 to get 300 and subtract 3 x 3 or 9 for an answer of 291.

		(TE 253-330) Lessons 6-1, 6-2, 6-4 (TE 345-368) Reteaching Sets A, D, E Lesson 7-8 (TE 427-432) Reteaching Set H (TE 437-438) Lesson 11-8 (TE 607-612) Lesson 13-8 (TE 743-748) Reteaching Set F (TE 765-766)		• In accordance with the standard, students are to use strategies to develop their conceptual understanding of two-digit times one digit multiplication. The use of mental math, partial products, and operational properties will allow students to build their flexibility in the use of numbers {i.e. 24 x 5 = (20+4) x 5 = (20 x 5) + (4 X 5) = 100 + 20 = 120). It is imperative to relate those actions to the steps found in the traditional algorithm.
23	3.5B	M1-L19: Apply the distributive property to decompose units		**Great Minds Pacing Note:** If pacing is a challenge, omit Lesson 19. This lesson introduces the significant complexity of the distributive property with division. The concept is reinforced within Module 3.
24	3.4K 3.5B	M1-L20: Solve two-step word problems involving multiplication and division, and assess the reasonableness of answers Envision: (3.4K) Lessons 4-4 to 4-6 (TE 225-242) Reteaching Sets D-F (TE 245-246) Lessons 5-1 to 5-3, 5-5 to 5-13 (TE 253-330) Lessons 6-1, 6-2, 6-4 (TE 345-368) Reteaching Sets A, D, E Lesson 7-8 (TE 427-432) Reteaching Set H (TE 437-438) Lesson 11-8 (TE 607-612) Lesson 13-8 (TE 743-748) Reteaching Set F (TE 765-766) (3.5B) Lessons 4-1, 4-2, 4-5, 4-6 (TE 207-242) Reteaching Sets A-C, E-F (TE 245-246) Lesson 5-13 (TE 325-330) Reteaching Set L (TE 335-336) Lessons 6-1, 6-2, 6-4, 6-5 (TE 345-374) Reteaching Sets A, D, E, J (TE 377-378) Lessons 7-1, 7-8 (TE 385-390, 427-432) Reteaching Sets A, H (TE 435-436) Lesson 10-3 (TE 537-542)	3.4K|R| 3.5B|R|	**3.4K Notes:** • In conjunction with 3.4K, students will represent multiplication/division problems with arrays, strip diagrams (similar to a part-part-whole mat), and equations in order to solve one- and two-step problems. The use of strip diagrams (part-part-whole mat) may support the understanding of how to represent such equations (i.e. Michael scored three times as many baskets as Shawn. If Shawn scored 5 baskets, how many baskets did Michael male?) **Common Misconceptions:** • Students who do not have an understanding of the context of the problem may incorrectly represent the expression/equation (i.e. if Michael scored three times as many baskets as Shawn that means that the number of baskets Michael scored should be higher than Shawn). • Students may try to apply "key words" to select the appropriate operation instead of understanding the context of the problem.
25	3.4K 3.5B	M1-L21: Solve two-step word problems involving all four operations, and assess the reasonableness of answers	3.4K|R| 3.5B|R|	

26		M1: End-of-Module Assessment		
27				

Great Minds Pacing Note: Omit Lesson 1. Prior to Lesson 2, use a stopwatch to time different activities such as lining up or moving to the meeting area of the classroom. Discuss the continuity of time. Reduce Lesson 2 by replacing the Minute Counting fluency with an activity in which students draw and label 14-centimeter number lines with tick marks at every centimeter in preparation for the Concept Development component of the lesson.				
28	3.2A	M2-LS1: Describe the mathematical relationships found in the place value system. Envision: (3.2B) Lessons 1-3, 1-4 (TE 21-32) Reteaching Sets B, D (TE 65-66)	3.2B [S]	**Texas Revision Notes:** Grade 3 does not address place value comparing and ordering numbers. Lessons S1-S5 are revised 4th grade lessons from Great Minds. Lessons are revised to include place value to the hundred thousand place with numbers up to 100,000. **3.2B** **Instructional Implications:** • This standard describes the mathematical relationship found in the base-10 place value system; this understanding will support students in identifying the value of each digit in a number in order to represent numbers in expanded notation and to effectively compare/order numbers. • Through the use of base ten blocks, students will visually understand the magnitude of numbers (i.e. the thousand cube is ten times more than the hundred flat, the hundred flat is ten times more than the ten rod; the hundred flat is ten times smaller than the thousand cube, the ten rod is ten times smaller than the hundred flat, etc.). Students should understand that each time you move one place value to the left, the value of the numbers become ten times larger and each time you move right, the value of the numbers become ten times smaller.
29	3.2A	M2-S2: Recognize a digit represents 10 times the value of what it represents in the place to its right.	3.2B [S]	Envision: See notes for instructional day 28 above.
		M2-S3: Name numbers up to 100,000 by building understanding of the place value chart and placement of commas for naming base thousand units. Envision: (3.2A) Lessons 1-1 to 1-3 (TE 9-26) Reteaching Sets A-C (TE 65-66)	3.2A [R]	3.2A **Instructional Implications:** • As students represent numbers using base ten blocks, their understanding should also be associated with writing numbers in expanded form. This type of representation will allow students to focus on the value of each digit and support the understanding of

30	3.2A			the place value system (i.e. one thousand cube represents the value of 1,000; eight hundred flats represent the value 800; two ten rods represent the value of 20; seven unit cubes represent the value of 7; 1,000 + 800 + 20 + 7 = 1,827). Students need to understand that the digit in the number represents its place value which is different from the value of the number (i.e. 52,184; the digit two is in the thousands place represented by two thousand cubes, but it is valued at 2,000). • It will be essential to explain the use of the comma to separate the periods (i.e. 52,184; the comma separates the hundreds period from the thousands period). Encourage students to represent a number in more than one way (i.e. 582 can be represented as 5 hundreds, 8 tens, 2 ones or 4 hundreds, 18 tens, and 2 ones or 5 hundreds, 7 tens, and 12 ones). This understanding will lend itself to regrouping in subtraction. (i.e. 582 - 193 = ___; 582 would have to be regrouped into 4 hundreds, 17 tens, and 12 ones). Possible Misconceptions: • Students confuse the place value a digit is in with its value (i.e. 345; the digit 4 is in the tens place value but it is valued at 40). • Students may incorrectly use the word "and" to represent numbers in words (i.e. 345 is represented as "three hundred forty-five" not "three hundred and forty-five). The use of the word "and" is applied in the representation of whole number and decimal/fractional values (i.e. 3.45 is represented as "three and forty-five hundredths"). • Students may not use the hyphen appropriately when representing numbers in words (i.e. 345 is represented as "three hundred forty-five").
31	3.2A	M2-S4: Read and write multi-digit numbers using base ten numerals, number names, and expanded form. Envision: (3.2A) Lessons 1-1 to 1-3 (TE 9-26) Reteaching Sets A-C (TE 65-66)	3.2A [R]	
		M2-S5: Compare numbers up to 100,000 based on meanings of the digits using >, <, or = to record the comparison. Envision: (3.2D) Lessons 1-5, 1-6, 1-9 (TE 33-44, 57-62)	3.2D [R]	3.2D Instructional Implications: • As students compare the value of numbers, they need to be able to relate their understanding of place value (i.e. the number 5,342 is

32	3.2D	Reteaching Set E (TE 67-68) Topic 1 Test (TE 71-72); could be used as a quiz		greater than 3,226 because the digit 5 in 5,342 means there are 5 thousands which is a value of 5,000; however, the digit 3 in 3,226 means there are only 3 thousands which is a value of 3,000). Students will compare two numbers using the correct academic vocabulary (i.e. 5,342 is greater than 3,226). It is important for students to recognize the inverse comparison statement as well (i.e. 3,226 is less than 5,342). • Instruction should connect the comparative language to the symbols (>, <, =). It is critical that students do not learn how to read each of the symbols using a trick to remember directionality of the symbols (i.e. the alligator's mouth eats the bigger number). Encourage students to write and articulate two comparison statements during activities (i.e. 5,342>3,226 and 3,226<5,342). • The standard also has students ordering three or more numbers from least to greatest or greatest to least. The use of open number lines (see 3.2C) will allow students to order more efficiently as numbers increase from left to right on a number line can be associated to ordering from least to greatest; numbers decrease from right to left on a number line can be associated to ordering from greatest to least. **Possible Misconceptions:** • Students may not be able to read comparison symbols correctly as they rely on a trick to determine • directionality. • Students may view a comparison statement and its inverse as two different comparison statements (i.e. 456>412 is the same as 412<456). • Students may confuse the place value a digit is in with its value (i.e. 345; the digit 4 is in the tens place value but it is valued at 40).
33	3.8A	M2-S6: Coins and Bills Envision: (3.4C) Lesson 1-7 (TE 45-50) Reteaching Set G (TE 67-68)	3.4C [S]	**Texas Notes**: Eureka Math provides instruction for coins and bills in G2 M7 Topic B: Problem Solving with Coins and Bills. A supplemental lesson can be used to support this standard if needed.
34	3.8A	M2-S7: Coins and Bills Envision: (3.4C) Lesson 1-7 (TE 45-50) Reteaching Set G (TE 67-68)	3.4C [S]	

35 36		**Math Benchmark I/Flex Day**		**THE BENCHMARK WILL HAVE TO BE GIVEN SOMETIME BETWEEN MON. 10-7 AND THURS. 10-10.**
37		**M2-L2:** Relate skip-counting by fives on the clock and telling time to a continuous measurement model, the number line. Envision: (3.7C) Lessons 14-6 to 14-8 (TE 807-824) Reteaching Sets F-H (TE 829-830)	3.7C [S]	3.7C **Instructional Implications:** • Determining solutions to elapsed time problems within the hour will extend to solving elapsed time problem outside of the hour in grade 4. • In adherence with the standard, students are to use a tool (i.e. clock) and/or pictorial model (i.e. image of a clock, number line) to determine time intervals. Instruction should vary the type of real world examples (i.e. Mandy took 15 minutes to eat breakfast, 10 minutes to get dressed, and 5 minutes to make her bed. How long did it take her to get ready this morning? If Mandy wakes up at 7:10 am every morning and she takes 30 minutes to get ready, what time is she ready for school? If Mandy must leave for school by 7:40 and she takes 30 minutes to get ready, what time should she wake up for school?).
38		**M2-L3:** Count by fives and ones on the number line as a strategy to tell time to the nearest minute on the clock.	3.7C [S]	Envision: (3.7C) Lessons 14-6 to 14-8 (TE 807-824) Reteaching Sets F-H (TE 829-830)
39		**M2-L4:** Solve word problems involving time intervals within 1 hour by counting backward and forward using the number line and clock.	3.7C [S]	
40		**M2-L5:** Solve word problems involving time intervals within 1 hour by adding and subtracting on the number line.	3.7C [S]	
Pacing Notes: Due to lessons not being aligned to the Texas Standards, Topic B has been omitted.				
Pacing Note: Lesson 11 was omitted in order to ensure an adequate number of flex days. Use the problems as an extension for early finishers or as a center activity during a different time of day (e.g., RTI time, economics, morning work, or problem of the week).				
41		**M2: Mid-Module Assessment**		

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2nd Nine Weeks Planning Guide

Houston School

Of Technology

See Scope and Sequence

And guidelines for differentiated learning.

SUBJECT: MATH GRADE LEVEL: THIRD

Reminders Regarding Differentiated Learning

The curriculum will be differentiated so that the instruction is tailored to the individual student's needs. Differentiation is all about our knowledge in the differences among learners. Teachers can differentiate through multiple areas. They can differentiate the content of the materials, the process used to learn the objective, or the learning environment.

All students will use the same curriculum as allowed, but it will be differentiated according to their needs. English learners will use differentiation based on the student's English language proficiency. Student service students should have differentiation instruction according to their needs and IEP. Check on notes provided on 504 and special education students and their needs. Check on at-risk student files as they may be in tier 1, 2, or 3 according to the RTI process. Gifted and Talent students' files will show their area of gifting.

Other Reminders:

1. Follow all documentation such as IEP, 504, and LPAC paperwork
2. Support the student's home language and culture; bring it into the classroom
3. Build on student's prior knowledge
4. Use prior assessments to gather data
5. Adapt materials to the student's level while maintaining content
6. Use peer grouping
7. Use sensory activities
8. Use visuals and manipulatives
9. Use partial models or hints
10. Be patient and allow think time
11. Use auditory options- example: oral reports or audio books
12. Vary the environment- example: quiet area, sitting on the floor, or group work
13. Used the flipped classroom
14. Options for final products: oral report, written report or physical display
15. Assessment differentiation
16. Individualized feedback
17. Create tiered lessons
18. Make a list of steps
19. Check for understanding-example: have student demonstrate or reword
20. Use digital tools

Topic C: Rounding to the Nearest Ten and Hundred

Topic C builds on students' Grade 2 work with comparing numbers according to the value of digits in the hundreds, tens, and ones places. Lesson 12 formally introduces rounding two-digit numbers to the nearest ten. Rounding to the leftmost unit usually presents the least challenging type of estimate for students, and so here the sequence begins. Students measure two-digit intervals of minutes and metric measurements, and then use place value understanding to round. They understand that when moving to the right across the places in a number, the digits represent smaller units. Intervals of minutes and metric measurements provide natural contexts for estimation. The number line, presented vertically, provides a new perspective on a familiar tool. Students continue to use the vertical number line in Lessons 13 and 14. Their confidence with this tool by the end of Topic C lays the foundation for further work in Grades 4 and 5. In Lesson 13, the inclusion of rounding three-digit numbers to the nearest ten adds new complexity to the previous day's learning. Lesson 14 concludes the module as students round three- and four-digit numbers to the nearest hundred.

10/16	42	**M2-L12:** Round two-digit measurements to the nearest ten on the vertical number line.	3.2C [S]	
10/17	43	**M2-L13:** Round two- and three-digit numbers to the nearest ten on the vertical number line. Envision 3.2C: Lessons 1-8 & 1-9 Pages 51-62 Reteaching Set H Pg. 68	3.2C [S]	3.2C **Instructional Implications:** • **As students will be asked to solve problems using all four operations, it will be important to estimate solutions prior to solving. As rounding is one way of estimating values, students will be able to evaluate if their solutions are reasonable.** Instruction should begin with skip counting by tens, hundreds, thousands, and ten-thousands for students to understand consecutive multiples. Students should represent these landmark values through the use of an open number line. As students are given a specific number to locate on an open number line, you will begin to assess students' understanding of place value (i.e. students place the number 1,387 between 1,300 and 1,400), the relative position of numbers (i.e. the number 1,300 would be indicated first and the number 1,400 would be indicated second on the open number line), and the magnitude of numbers (i.e. students physically place the number 1,387 closer to 1,400 than 1,300). Students will apply this understanding to the rounding of whole numbers to the nearest 10; 100; 1,000; 10,000.
10/18	44	**M2-L14:** Round to the nearest hundred on the vertical number line. Envision 3.2C: Lessons 1-8 & 1-9 Pages 51-62 Reteaching Set H Pg. 68	3.2C [S]	
10/21	45	**M2-S14.1:** Round multi-digit numbers to the thousands place using the vertical number line. **Envision: See above**	3.2C [S]	**Texas Revision Notes:** This is a 4th grade lesson included to extend rounding to the thousands and includes rounding to the 10s or 100s to solve addition subtraction problems.

10/22	46	M2-S14.2: Round multi-digit numbers to the ten thousands place using the vertical number line. **Envision: See above**	3.2C [S]	**Texas Revision Notes:** This is a 4th grade lesson included to extend rounding to the ten thousands and includes rounding to the 10s or 100s to solve addition subtraction problems.
10/23	47	M2-L15: Add measurements using the standard algorithm to compose larger units once. M2-L16: Add measurements using the standard algorithm to compose larger units twice. **Envision 3.4A: Lessons 2-1 through 2-3** **Pgs. 77-94** **Lesson 2-6; Pgs. 107-112** **Lesson 2-8; Pgs. 119-124** **Reteaching Sets B,C,F,H** **Pgs. 127-130** **Lesson 3-1; Pgs. 139-144** **Reteaching Set A;Pg. 195** **Lessons 3-5 & 3-6** **Pgs. 163-174** **Lessons 3-8 & 3-9** **Pgs. 181-192** **Reteaching Sets E-I** **Pgs. 197-198**	3.4A [R]	**Great Minds Writer's Notes:** Consolidate Lessons 15 and 16. Include some problems that require regrouping once to add and some problems that require regrouping twice in the consolidated lesson.
10/24	48	M2-L17: Estimate sums by rounding and apply to solve measurement word problems. **Envision 3.4B: Lessons 2-4 & 2-5** **Pgs. 95-106** **Reteaching Sets D-E** **Pgs. 128-129**	3.4B [S]	3.4B **Instructional Implications:** • As students will be asked to solve addition and subtraction problems, it will be important to estimate solutions prior to solving. Rounding and the use of compatible numbers will support students in estimating solutions and evaluating reasonableness of solutions. • In conjunction with 3.4A, students will estimate solutions to addition and subtraction problems prior to solving for the exact answer. Students will employ the understanding of representing a number on a number line between two consecutive multiples of 10 or 100 (see 3.2C) as a means of estimating sums and differences (i.e. 679 - 344 = ____; 700 - 300 = 400 or 680 - 340 = 340). • In adherence to the standard, the intent of rounding is to estimate a solution; therefore, employing a specific rounding rule is not necessary. Compatible numbers is another means for estimating solutions (i.e. 679 - 344 = ___; 675 - 350 = 325).

10/25	49	**M2-L18:** Decompose once to subtract measurements including three-digit minuends with zeros in the tens or ones place. **M2-L19:** Decompose twice to subtract measurements including three-digit minuends with zeros in the tens and ones places. **Envision 3.4A: Lessons 2-1 through 2-3** **Pgs. 77-94** **Lesson 2-6; Pgs. 107-112** **Lesson 2-8; Pgs. 119-124** **Reteaching Sets B,C,F,H** **Pgs. 127-130** **Lesson 3-1; Pgs. 139-144** **Reteaching Set A;Pg. 195** **Lessons 3-5 & 3-6** **Pgs. 163-174** **Lessons 3-8 & 3-9** **Pgs. 181-192** **Reteaching Sets E-I** **Pgs. 197-198**	**3.4A** [R]	**Great Minds Writer's Note:** Consolidate Lessons 18 and 19. Include some problems that require regrouping once to subtract and some problems that require regrouping twice in the consolidated lesson.
10/28	50	**M2-L21:** Estimate sums and differences of measurements by rounding, and then solve mixed word problems. **Envision 3.4B: Lessons 2-4 & 2-5** **Pgs. 95-106** **Reteaching Sets D-E** **Pgs. 128-129**	**3.4B** [S]	
10/29	51	**M2: End-of-Module Assessment** **M2: End-of-Module STAAR Texas**		

Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10

This 25-day module builds directly on students' work with multiplication and division in Module 1. At this point, Module 1 instruction coupled with fluency practice in Module 2 has students well on their way to meeting the Grade 3 fluency expectation for multiplying and dividing within 100. Module 3 extends the study of factors from 2, 3, 4, 5, and 10 to include all units from 0 to 10, as well as multiples of 10 within 100. Similar to the organization of Module 1, the introduction of new factors in Module 3 spreads across topics. This allows students to build fluency with facts involving a particular unit before moving on. The factors are sequenced to facilitate systematic instruction with increasingly sophisticated strategies and patterns.

Topic A: The Properties of Multiplication and Division

In Lesson 1, students study the commutativity of familiar Module 1 facts that use units of 2, 3, 4, 5, and 10 to discover facts that they already know using units of 6, 7, 8, and 9. For example, students recognize that if they know $3 \times 6 = 18$, then they also know $6 \times 3 = 18$. They write out familiar facts and those known through commutativity, organizing them in rows and columns to form the beginning of a table through which arithmetic patterns become visible. Students finish this lesson encouraged about the work to come after seeing that they already know more than half of their facts.

In Lesson 2, students apply commutativity in conjunction with the $n + 1$ strategy to solve unknown facts. For example, students relate 5×8 and 8×5 and then add one more group of 8 to solve 6×8 and, by extension, 8×6. Adding one more group to a known fact in order to find an unknown fact continues to bridge student understanding in Module 1 and Module 3 as students are reminded of their prior work with the distributive property. Lesson 3 introduces using a letter to represent the unknown in various positions within multiplication and division problems. In Module 1, students represented the unknown on tape diagrams, and occasionally in equations, using a question mark. This lesson uses familiar facts to introduce the new abstraction of using a letter as a placeholder.

10/30	52	M3-L1: Study commutativity to find known facts of 6, 7, 8, and 9. **Envision 3.4D: Lessons 4-1 & 4-2** **Pages 207-218** **Reteaching Sets B,F** **Pgs. 245-246** **3.5E: Lessons 10-4 & 10-5** **Pgs. 543-554** **Reteaching Sets D,E** **Pg. 558**	3.5E|R| 3.4D|S|	3.5E **Instructional Implications:** • In accordance to the standard, students should be given a real world situation (i.e. number of wheels on a tricycle) and asked to represent the number pattern in a table (i.e. see below) and a verbal description (i.e. for every tricycle there are three times as many wheels). Table representations should be both vertical and horizontal. Verbal descriptions should relate pattern to the real world situation not just identifying "what's my rule" (i.e. "There are three times as many wheels for the number of tricycles"; not "x 3"). Students should verbalize the inverse verbal description as it applies to the number pattern in the table (i.e. number of tricycles times 3 equals the total number of wheels or the number of wheels divided by 3 equals the total number of tricycles). **Possible Misconceptions:** • Students may identify a pattern by comparing input to input values and/or output to output values instead of input to output values. • Students may confuse a multiplicative pattern for a numeric pattern as they view multiplication as repeated addition. • Students may not recognize the equivalency of a verbal description and its inverse (i.e. number of tricycles times 3 equals the total number of wheels or the number of wheels divided by 3 equals the total number of tricycles). 3.4D **Instructional Implications:**

				• It is critical for students to develop the conceptual understanding of multiplication before moving to the abstract understanding of the standard algorithm and solving problems involving multiplication. This supporting standard provides that development progression. • Students should be provided a variety of examples of equally-sized groups of objects to determine the total (i.e. a picture of 4 tricycles yields 12 tires; a picture of 3 octopi yield 24 legs, etc.). Instruction should include the use of arrays (i.e. a rectangular array with 5 rows and 3 columns yields a total of 15 units). • In adherence to the standard, examples are limited to 10 x 10. In conjunction with 3.4E, instruction should relate the visual representation to its associated multiplication sentence (i.e. a rectangular array with 5 rows and 3 columns yields a total of 15 units; 5 x 3 = 15). Students should also relate the term factor and product to the pictorial and number sentence (i.e. a rectangular array with 5 rows and 3 columns yields a total of 15 units; 5 x 3 = 15; the 5 and 3 are factors of the product 15).
10/31	53	M3-L2: Apply the distributive and commutative properties to relate multiplication facts $5 \times n + n$ to $6 \times n$ and $n \times 6$ where n is the size of the unit. **Envision 3.4D: Lessons 4-1 & 4-2** **Pages 207-218** **Reteaching Sets B,F** **Pgs. 245-246** **3.4G: Lessons 8-1 to 8-3** **Pgs. 447-464** **Reteaching Sets A-C** **Pgs. 479-480** **Lessons 9-1 to 9-5** **Pgs. 485-514** **Reteaching Sets A-D** **Pgs. 517-518**	3.4D[S] 3.4G[S]	3.4G **Instructional Implications:** • It is critical for students to develop the conceptual understanding of multiplication before moving to the abstract understanding of the standard algorithm and solving problems involving multiplication. This supporting standard provides that development progression. • In accordance with the standard, students are to use strategies to develop their conceptual understanding of two-digit times one digit multiplication. The use of mental math, partial products, and operational properties will allow students to build their flexibility in the use of numbers (i.e. 24 x 5 = (20+4) x 5 = (20 x 5) + (4 X 5) = 100 + 20 = 120). It is imperative to relate those actions to the steps found in the traditional algorithm. • In the partial products strategy, the tens place got multiplied by five first and then the ones place value got multiplied by five; the two values were then added together yielding a product of 120. In the traditional algorithm, the ones place value was multiplied by five first and the tens place value was multiplied by five second, the two values were added together yielding a product of 120. Both strategies yield the same product; however, the partial products method models the value of each digit being multiplied and the traditional algorithm models the digits within each place value being

				multiplied.) Encourage students to demonstrate their understanding in more than one way.
11/1	54	M3-L3: Multiply and divide with familiar facts using a letter to represent the unknown. **Envision 3.4J: Lesson 6-3** **Pgs. 357-362** **Reteaching Set C; Pg. 377** **Lessons 7-1 to 7-4** **Pgs. 385-408** **Lessons 7-6 & 7-7** **Pgs. 415-426** **Reteaching Sets A-D ,F-G** **Pgs. 435-438** **3.5D: Lesson 7-7; Pgs. 421-426** **Reteaching Set G; Pg. 438** **Lesson 10-3; Pgs. 537-542** **Reteaching Set C; Pg. 557**	3.4J[S] 3.5D[S]	3.4J **Instructional Implications:** • Relating multiplication to division supports a student's ability to represent and solve multiplication and division problems. • In accordance with the standard, students should relate the product from a multiplication number sentence to that of a quotient in a division number sentence. Factor x Factor = Product (i.e. 8 x 6 = 48) Product ÷ Factor = Factor (i.e. 48 ÷ 6 = 8) Dividend (Product) ÷ Divisor (Factor) = Quotient (Factor) 3.5D • Relating multiplication and division equations supports a student's ability to represent and solve multiplication and division problems. • In accordance with the standard, instruction should vary the unknown of a multiplication or division equation (i.e. ___ x 3 = 24; 3 x _____ = 24; 24 ÷ ___ = 3; 24 ÷ 3 = ____). In conjunction with 3.4J, students should relate the multiplicative terms (factor and product) to the division terms (quotient, dividend, and divisor) to further develop the relationship between multiplication and division.

Topic B: Multiplication and Division Using Units of 6 and 7

In Lessons 4 and 5, students count by sixes and sevens, composing up to and then over the next ten. For example, students might count 6, 12, 18, and then mentally add 18 + 2 + 4 to make 24. This skip-counting method utilizes make ten strategies from Grades 1 and 2. Initially, students use number bonds to decompose and identify appropriate number pairs. In the example above, 18 needs 2 more to make 20. The next six can be decomposed as 2 and 4. Eventually, students are able to use mental math as they manipulate numbers and skip-count to multiply. Although a formal introduction to the associative property comes in Topic C, these lessons preview the concept using addition:

- $6 + 6 = 6 + 4 + 2$
- $18 + 6 = 18 + 2 + 4$
- $36 + 6 = 36 + 4 + 2$
- $48 + 6 = 48 + 2 + 4$

Lesson 6 builds on Lesson 2 with a formal re-introduction of the distributive property using the $5 + n$ pattern to multiply and divide. Students understand that multiples of 6 can be thought of as $(5 + 1) \times n$ to make 5 and 1 more groups, or 6 groups of n. Similarly, multiples of 7 can be thought of as $(5 + 2) \times n$ to make 5 and 2 more groups, or 7 groups of n. In division, students decompose the dividend using a multiple of 5 and then add the quotients of the smaller division facts to find the quotient of the larger unknown division fact. Use of the $5 + n$ pattern as a strategy builds on concepts in Lessons 2, 4, and 5. It also facilitates mental math, particularly using units of 6. In Lesson 7, students use tape diagrams to analyze multiplication and division word problems and to determine the unknown. This is the first time they solve problems using new units, with a letter to represent the unknown.

11/4	55	M3-L4: Count by units of 6 to multiply and divide using number bonds to decompose. M3-L5: Count by units of 7 to multiply and divide using number bonds to decompose. **Envision3.4D: Lessons 4-1 & 4-2** **Pgs. 207-218** **Reteaching Sets B,F** **Pgs. 245-246** **3.4J: Lesson 6-3** **Pgs. 357-362** **Reteaching Set C; Pg. 377** **Lessons 7-1 to 7-4** **Pgs. 385-408** **Lessons 7-6 & 7-7** **Pgs. 415-426** **Reteaching Sets A-D ,F-G** **Pgs. 435-438**	3.4D[S] 3.4J[S]	**Great Minds Writer's Note:** Consolidate Lessons 4 and 5. Include some problems that require counting by units of 6 and units 7 in the consolidated lesson.
11/5	Day 56	M3-L7: Interpret the unknown in multiplication and division to model and solve problems using units of 6 and 7. **Envision 3.4J: Lesson 6-3** **Pgs. 357-362** **Reteaching Set C; Pg. 377** **Lessons 7-1 to 7-4** **Pgs. 385-408** **Lessons 7-6 & 7-7** **Pgs. 415-426** **Reteaching Sets A-D ,F-G**	3.4J[S] 3.5D[S]	

		Pgs. 435-438 **3.5D: Lesson 7-7; Pgs. 421-426** **Reteaching Set G; Pg. 438** **Lesson 10-3; Pgs. 537-542** **Reteaching Set C; Pg. 557**		

Topic C: Multiplication and Division Using Units up to 8

Students are informally familiar with parentheses from having seen them in distributive property lessons in Topic B and in Module 1. In Lesson 8, they understand parentheses as tools for grouping and learn the conventional order for performing Grade 3 operations. This practice anticipates applying parentheses in Lesson 9 as students formally study the associative property. In Lesson 9, students model and demonstrate how to multiplicatively compose or decompose to make problems using units up to 8 easier to solve. For example, 8×5 may be thought of as:

$8 \times 5 = (4 \times 2) \times 5$
$= 4 \times (2 \times 5)$
$= 4 \times 10$

Lessons 10 and 11 in this topic parallel Lessons 6 and 7 in Topic B. In Lesson 10, students use the $5 + n$ pattern as a strategy for solving multiplication and division problems using units of 8 with the distributive property. They learn that multiples of 8 can be thought of as $(5 + 3) \times n$. In division problems, students practice decomposing the dividend using multiples of 5. They recognize the efficacy of using this strategy when the quotient of a division equation is greater than 5 and also realize that the dividend must be decomposed into numbers that are divisible by the divisor. For example, to solve $64 \div 8$, 64 can be decomposed as 40 and 24 because both are divisible by 8. In Lesson 11, students analyze, model, and solve multiplication and division word problems using units of 8. They understand division as both a quantity divided into equal groups, as well as an unknown factor problem. They draw models and write equations to interpret and solve problems, using a letter to represent the unknown in various positions.

11/6	57	<u>M3-L8: Understand the function of parentheses and apply to solving problems.</u> Envision 3.4K: Lessons 4-4 to 4-6 Pgs. 225-242 Reteaching Sets D-F Pg. 246 Lessons 5-1 to 5-3 Pgs. 253-270 Lessons 5-5 to 5-13 Pgs. 277-330 Reteaching Sets G, J, L Pgs. 335-336 Lessons 6-1, 6-2, 6-4 Pgs. 345-368 Reteaching Sets A, D, E Pgs. 377-378	<u>3.4K|R|</u>	3.4K • SE 3.4(K) builds to the SE 3.5(B). The focus of 3.4(K) is on developing number-based strategies to solve multiplication and division problems within 100. This could include multiplying a two-digit number by a one-digit number. • The product must be less than 100. • In conjunction with 3.4G, students build on their flexibility of numbers to solve one- and two-step multiplication and/or division problems. Instruction should include the use of manipulative for equal grouping, base ten blocks to build arrays and the use of rectangular area models to build the concrete understanding of the operation. Pictorial models (i.e. arrays and area models) should be related to the use of partial products/partial quotients and the traditional algorithm.

		Lesson 7-8; Pgs. 427-432 Reteaching Set H: Pg. 438 Lesson 11-8: Pgs. 607-612 Lesson 13-8: Pgs. 743-748 Reteaching Set F; Pg. 765		**Possible Misconception:** • Students may try to apply "key words" to select the appropriate operation instead of understanding the context of the problem.
11/7	58	M3-L9: Model the associative property as a strategy to multiply. **Envision 3.4G: Lessons 8-1 to 8-3** **Pgs. 447-464** **Reteaching Sets A-C** **Pgs. 479-480** **Lessons 9-1 to 9-5** **Pgs. 485-514** **Reteaching Sets A-D** **Pgs. 517-518**	3.4G[S]	
11/8	59	M3-L11: Interpret the unknown in multiplication and division to model and solve problems. Envision 3.4K: Lessons 4-4 to 4-6 Pgs. 225-242 Reteaching Sets D-F Pg. 246 Lessons 5-1 to 5-3 Pgs. 253-270 Lessons 5-5 to 5-13 Pgs. 277-330 Reteaching Sets G, J, L Pgs. 335-336 Lessons 6-1, 6-2, 6-4 Pgs. 345-368 Reteaching Sets A, D, E Pgs. 377-378 Lesson 7-8; Pgs. 427-432 Reteaching Set H: Pg. 438	3.4K[R]	

		Lesson 11-8: Pgs. 607-612 Lesson 13-8: Pgs. 743-748 Reteaching Set F; Pg. 765		
Topic D: Multiplication and Division Using Units of 9 In Lesson 12, students use the distributive property to establish the 9 = 10 – 1 pattern for multiplication. Conceptual understanding of the pattern enables students to see this method of multiplication as a tool rather than a trick. This lesson lays the foundation for exploring other patterns that emerge with multiplication using units of 9 in the subsequent lessons. Lessons 13 and 14 focus on the study of patterns as they relate to the fact 9 = 10 – 1. Students discover that the tens digit in the product of a nines fact is 1 less than the multiplier and that the ones digit in the product is 10 minus the multiplier. For example, 9 × 3 = 27, 2 = 3 – 1, and 7 = 10 – 3. They also see that the digits of the nines facts' products produce a sum of 9, as in the example above (2 + 7 = 9). Lesson 15 parallels the final lessons of Topics B and C. Students analyze multiplication and division problems using units of 9, drawing models, and writing equations using a letter to represent the unknown. These lessons are intended to provide students with continuous experience relating three numbers to find the unknown, as well as to deepen their understanding of the relationship between multiplication and division.				
11/11	60	M3-L12: Apply the distributive property and the fact 9 = 10 – 1 as a strategy to multiply. **Envision 3.4G: Lessons 8-1 to 8-3** **Pgs. 447-464** **Reteaching Sets A-C** **Pgs. 479-480** **Lessons 9-1 to 9-5** **Pgs. 485-514** **Reteaching Sets A-D** **Pgs. 517-518**	3.4G[S]	
11/12	61	M3-L14: Identify and use arithmetic patterns to multiply. **Envision 3.4F: Lesson 4-4; Pgs. 225-230** **Reteaching Set D; Pg. 246** **Lessons 5-1 to 5-10, 5-12** **Pgs. 253-324** **Reteaching Sets A-I, K** **Lessons 7-1 to 7-4** **Pgs. 385-408** **Lessons 7-6 to 7-7** **Pgs. 415-426** **Reteaching Sets A-D, F-G**	3.4F[S] 3.4J[S]	3.4F **Instructional Implications:** • The recalling of multiplication facts will allow students to solve multiplication and division problems with efficiency. • As students begin developing their understanding of multiplication through the variety of approaches (see 3.4E), instruction must move to the recalling of these facts with automaticity. It is critical that students have enough time developing the contextual meaning of multiplication before moving to the abstract. Students many need additional time to experience real world examples of determining the total number of object in an equal grouping set (a picture of six

		Pgs. 435-438 **3.4J: Lesson 6-3** **Pgs. 357-362** **Reteaching Set C; Pg. 377** **Lessons 7-1 to 7-4** **Pgs. 385-408** **Lessons 7-6 & 7-7** **Pgs. 415-426** **Reteaching Sets A-D ,F-G** **Pgs. 435-438**		tricycles reflects 3 x 6 = 18) and taking the total number of objects and putting them in to equal groups (taking 18 wheels and placing into groups of 3; 18 ÷ 3 = 6) in order to understand how multiplication and division are related. Instruction should relate how the terms factor/product/quotient relate to the multiplication and division (see 3.4J).
11/13	62	M3-L15: Interpret the unknown in multiplication and division to model and solve problems. Envision 3.4K: Lessons 4-4 to 4-6 Pgs. 225-242 Reteaching Sets D-F Pg. 246 Lessons 5-1 to 5-3 Pgs. 253-270 Lessons 5-5 to 5-13 Pgs. 277-330 Reteaching Sets G, J, L Pgs. 335-336 Lessons 6-1, 6-2, 6-4 Pgs. 345-368 Reteaching Sets A, D, E Pgs. 377-378 Lesson 7-8; Pgs. 427-432 Reteaching Set H: Pg. 438 Lesson 11-8: Pgs. 607-612 Lesson 13-8: Pgs. 743-748 Reteaching Set F; Pg. 765 3.5B: Lessons 4-1 & 4-2 Pgs. 207-218 Lessons 4-5 & 4-6 Pgs. 231-242 Reteaching Sets A-C, E-F Lesson 5-13; Pgs. 325-330 Reteaching Set L Lessons 6-1, 6-2, 6-4, 6-5 Pgs. 345-374 Reteaching Sets A, D, E	3.5B[R] 3.4K[R]	3.5B **Instructional Implications:** • In conjunction with 3.4K, students will represent multiplication/division problems with arrays, strip diagrams (similar to a part-part-whole mat), and equations in order to solve one- and two-step problems. The use of strip diagrams (part-part-whole mat) may support the understanding of how to represent such equations (i.e. Michael scored three times as many baskets as Rayshawn. If Rayshawn scored 5 baskets, how many baskets did Michael make?) • Encourage students to write more than one equation for every problem (i.e. ___ = 5 + 5+ 5; ____ = 3 x 5). **Possible Misconceptions:** • Students who do not have an understanding of the context of the problem may incorrectly represent the expression/equation (i.e. if Michael scored three times as many baskets as Rayshawn that means that the number of baskets Michael scored should be higher than Rayshawn). • Students may try to apply "key words" to select the appropriate operation instead of understanding the context of the problem.

		Lesson 7-1; Pgs. 385-390 Lesson 7-8; Pgs. 427-432 Reteaching Sets A, H Pgs. 435, 438 Lesson 10-3; Pgs. 537-542		
11/14	63	**M3: Mid-Module Assessment** **M3: Mid-Module- STAAR Assessment**		
Topic E: Analysis of Patterns and Problem Solving Including Units of 0 and 1 In Lesson 16, students multiply and divide by 0 and 1. They use patterns to understand that $n \times 0 = 0$ and show why the result of dividing a number by 0 is undefined but that dividing 0 by another number results in 0. Lesson 17 synthesizes students' knowledge of factors from 0 to 10 in an exploration of patterns using the multiplication table. Students recognize the patterns of particular factors and make connections between multiplication and division. In Lesson 18, students apply the tools, representations, and concepts they have learned in order to solve two-step word problems using all four operations. They call on rounding skills learned in Module 2 to estimate solutions and use their estimations to assess the reasonableness of answers.				
		M3-L16: Reason about and explain arithmetic patterns using units of 0 and 1 as they relate to multiplication and division.		**Great Minds Writer's Note:** Omit Lesson 16. Study its essential understandings, and embed them into the delivery of Lesson 17's Fluency.
11/15	64	M3-L17: Identify patterns in multiplication and division facts using the multiplication table. **Envision 3.4I: Lesson 7-5; Pgs. 409-414** **Reteaching Set E; Pg. 437** **3.4J: Lesson 6-3** **Pgs. 357-362** **Reteaching Set C; Pg. 377** **Lessons 7-1 to 7-4** **Pgs. 385-408** **Lessons 7-6 & 7-7** **Pgs. 415-426** **Reteaching Sets A-D ,F-G** **Pgs. 435-438**	3.4I[S] 3.4J[S]	3.4I **Instructional Implications:** • As students solve problems using all operations, developing patterns with even and odd solutions can support students with their computational efficiency and accuracy. • Instruction should allow students to use concrete objects to create equal pairs to determine if a number is even or odd (i.e. the number 17 has eight pairs with one left over reflecting an odd number). In accordance with the standard, instruction should relate the divisibility of two to even numbers (i.e. the number 14 had seven pairs reflecting an even number; 14 is divisible by two). If a whole number has in its ones place a 2, 4, 6, 8, or 0, the number is even as it is divisible by two (e.g. the number 356 is divisible by two; therefore it is even because of the 6 in the ones place).
11/18	65	M3-L18: Solve two-step word problems involving all four operations and assess the reasonableness of solutions. Envision 3.4A: **Lessons 2-1 through 2-3** **Pgs. 77-94** **Lesson 2-6; Pgs. 107-112**	3.4A[R] 3.4K[R]	3.4A **Instructional Implications:** • Students will employ their understanding of place value and expanded notation to develop strategies to add and subtraction problems. Properties of operations include the commutative, associative, and inverse properties. Although instruction may model

		Lesson 2-8; Pgs. 119-124 **Reteaching Sets B,C,F,H** **Pgs. 127-130** **Lesson 3-1; Pgs. 139-144** **Reteaching Set A;Pg. 195** **Lessons 3-5 & 3-6** **Pgs. 163-174** **Lessons 3-8 & 3-9** **Pgs. 181-192** **Reteaching Sets E-I** **Pgs. 197-198** 3.4K: Lessons 4-4 to 4-6 Pgs. 225-242 Reteaching Sets D-F Pg. 246 Lessons 5-1 to 5-3 Pgs. 253-270 Lessons 5-5 to 5-13 Pgs. 277-330 Reteaching Sets G, J, L Pgs. 335-336 Lessons 6-1, 6-2, 6-4 Pgs. 345-368 Reteaching Sets A, D, E Pgs. 377-378 Lesson 7-8; Pgs. 427-432 Reteaching Set H: Pg. 438 Lesson 11-8: Pgs. 607-612 Lesson 13-8: Pgs. 743-748 Reteaching Set F; Pg. 765		the names of the properties (i.e. commutative, associative, inverse, etc.), students will only be asked to employ the underlying concepts in order to solve addition and subtraction problems (i.e. Commutative & Associative Property: 134 + 517= ____; (100 + 30 + 4) + (500 + 10 + 7)= ____; (100 + 500) + (30 + 10) + (4 + 7) = ____); (600 + (40) + (11) = 651). (i.e. Inverse Property: 262 - 48 = ___; 48 + ____ = 262; (40 + 8) + ___ = (200 + 60 + 2); (40 + 8) + (200 + 10 + 2 + 2)= 62; 262 - 48 = 214) • As students become more fluent with numbers, the traditional algorithm can be introduced relating the steps they took with their understanding of expanded notation. • As the standard requires students to solve one and two-step word problems, instruction should include samples of two-step addition, subtraction, and a mixture of addition and subtraction. In conjunction with 3.5A, students may need a visual to represent their understanding (i.e. use of part-part-whole mat). • Word problems should include a variety of contexts. **Possible Misconceptions:** • Students may try to apply "key words" to select the appropriate operation instead of understanding the context of the problem. • Students may not recognize a number sentence and its inverse as being equivalent (i.e. 42 - 18 = ___ is the same things as 18 + ___ = 42)

Topic F: Multiplication of Single-Digit Factors and Multiples of 10

In Lesson 19, students initially use the place value chart to multiply by multiples of 10. To solve 2 × 40, for example, they begin by modeling 2 × 4 in the ones place. Students relate this to multiplying 2 × 4 tens, locating the same basic fact in the tens column. They see that when multiplied by 10, the digits in the product shift one place value to the left. Complexities are addressed as regrouping becomes involved with problems like 4 × 6, where the product has mixed units of tens and ones. However, the same principle applies—the digits shift once to the left. Lesson 20 carries students' understanding from Lesson 19 to more abstract situations using a wider range of multiples of 10. Students learn to model place value strategies using the associative property, for example, 2 × 30 = 2 × (3 × 10) = (2 × 3) × 10, and 4 × 60 = 4 × (6 × 10) = (4 × 6) × 10. In Lesson 21, students apply learning from Topic F to solving two-step word problems and multiplying single-digit factors and multiples of 10. They use the rounding skills learned in Module 2 to estimate and assess the reasonableness of their solutions.

11/19	**66**	<u>M3-L19: Multiply by multiples of 10 using the place value chart.</u> **Envision 3.4G: Lessons 8-1 to 8-3** **Pgs. 447-464**	<u>3.4G|S|</u>	

		Reteaching Sets A-C **Pgs. 479-480** **Lessons 9-1 to 9-5** **Pgs. 485-514** **Reteaching Sets A-D** **Pgs. 517-518**		
11/20	67	M3-L20: Use place value strategies and the associative property $n \times (m \times 10) = (n \times m) \times 10$ (where n and m are less than 10) to multiply by multiples of 10.	3.4G[S]	
11/21	68	M3-L21: Solve two-step word problems involving multiplying single-digit factors and multiples of 10. Envision 3.4K: Lessons 4-4 to 4-6 Pgs. 225-242 Reteaching Sets D-F Pg. 246 Lessons 5-1 to 5-3 Pgs. 253-270 Lessons 5-5 to 5-13 Pgs. 277-330 Reteaching Sets G, J, L Pgs. 335-336 Lessons 6-1, 6-2, 6-4 Pgs. 345-368 Reteaching Sets A, D, E Pgs. 377-378 Lesson 7-8; Pgs. 427-432 Reteaching Set H: Pg. 438 Lesson 11-8: Pgs. 607-612 Lesson 13-8: Pgs. 743-748 Reteaching Set F; Pg. 765 3.5B: Lessons 4-1 & 4-2 Pgs. 207-218 Lessons 4-5 & 4-6 Pgs. 231-242 Reteaching Sets A-C, E-F Lesson 5-13; Pgs. 325-330 Reteaching Set L Lessons 6-1, 6-2, 6-4, 6-5 Pgs. 345-374 Reteaching Sets A, D, E Lesson 7-1; Pgs. 385-390	3.4K[R] 3.5B[R]	

		Lesson 7-8; Pgs. 427-432 Reteaching Sets A, H Pgs. 435, 438 Lesson 10-3; Pgs. 537-542		
11/22	69	**M3-S1: Number Pairs in a Table** **3.5E: Lessons 10-4 & 10-5** **Pgs. 543-554** **Reteaching Sets D,E** **Pg. 558**	3.5E [R]	**Texas Note**: Eureka Math G3 M3 Lesson 17: Identify patterns in multiplication and division facts using the multiplication table allows students to identify and discuss the patterns they find. A supplemental lesson is needed in order to achieve the intent of this standard.
12/2	70	**M3-S2: Multiplicative Comparison** **Envision 3.5C: Lesson 4-5; Pgs. 231-236** **Lesson 5-12;Pgs. 319-324** **Topic 5 Test; Pg. 339** **Lesson 9-2; Pgs. 491-496** **Lesson 9-4; Pgs. 503-508**	3.5C [S]	**Texas Note**: Eureka Math provides instruction for multiplicative comparison in G4 M3. A supplemental lesson will be needed in order to cover this standard.
12/3	71	**M3: End-of-Module Assessment**		

Date	Instructional Day	Lesson Information	Focus TEKS	Lesson Notes (Revision Info) Lead4ward Instructional Considerations & Common Misconceptions) Teach Eureka Videos Link
Module 4: Multiplication and Area				
In this 20-day module, students explore area as an attribute of two-dimensional figures and relate it to their prior understandings of multiplication. In Grade 2, students partitioned a rectangle into rows and columns of same-sized squares and found the total number by both counting and adding equal addends represented by the rows or columns.				
Topic A: Foundations for Understanding Area				
In Lesson 1, students come to understand area as an attribute of plane figures that is defined by the amount of two-dimensional space within a bounded region. Students use pattern blocks to tile given polygons without gaps or overlaps and without exceeding the boundaries of the shape. Lesson 2 takes students into an exploration in which they cut apart paper rectangles into same-size squares to concretely define a square unit, specifically square inches and centimeters. They use these units to make rectangular arrays that have the same area but different side lengths. Lessons 3 and 4 introduce students to the strategy of using centimeter and inch tiles to find area. Students use tiles to determine the area of a rectangle by tiling the region without gaps or overlaps. They then bring the ruler (with corresponding units) alongside the array to discover that the side length is equal to the number of tiles required to cover one side of the rectangle. From this experience, students begin relating total area with multiplication of side lengths.				
12/4	72	M4-L1: Understand area as an attribute of plane figures. Envision 3.6C: Lesson 13-6; Pgs. 731-736 Lesson 13-7; Pgs. 737-742 Lesson 13-10: Pgs. 755-760 Reteaching Sets D-F	3.6C [R]	3.6C[R] **Instructional Implications:** Instruction should connect the visual of an array to area to a related multiplication fact (i.e. There are four rows with two unit squares in each row for a total of 8 square units; 4 x 2 = 8; the area of this rectangle is 8 square units). Students should also connect the appropriate vocabulary to the arrays (i.e. the number of rows and columns represent the factors and the total number of square

		Pgs. 764-765		units represents the product) and number sentence (i.e. 4 x 2 = 8; the 4 and the 2 represent the factors and 8 represents the product.) **Possible Misconceptions:** • Students confuse the concept of area with perimeter. • Students who just count up the number of square units to determine the area may not connect how multiplication relates to area. • Students may think that a 4 by 2 array yields a different area than a 2 by 4 array.
12/5	73	**M4-L2:** Decompose and recompose shapes to compare areas. Envision 3.6C: Lesson 13-6; Pgs. 731-736 Lesson 13-7; Pgs. 737-742 Lesson 13-10: Pgs. 755-760 Reteaching Sets D-F Pgs. 764-765	3.6C [R]	**Great Minds Writer's Note:** Consolidate Lessons 2 and 3, both of which involve measuring and comparing area. From Lesson 3, omit the use of square centimeter tiles and the Application Problem. Have students establish square inches as units, and then tile with them as a strategy to measure area.
		M4-L3: Model tiling with centimeter and inch unit squares as a strategy to measure area.	3.6C [R]	
12/6	74	**M4-L4:** Relate side lengths with the number of tiles on a side. Envision: See above	3.6C [R]	
Topic B: Concepts of Area Measurement In previous lessons, students tiled given rectangles. In Lesson 5, students build rectangles using unit square tiles to make arrays when provided with specific criteria. For example, students may be told that there are 24 tiles inside the rectangle and one side of the rectangle is covered with 4 tiles. Students may start by building one column of the array to represent a length of 4 units and then duplicate that process until they reach 24 total tiles, skip-counting by fours. Finally, they physically push together the rows of tiles to make the array. When they count the number of fours, the process connects to unknown factor problems (in this case, the unknown factor of 6) from previous modules and builds toward students' discovery of the area formula. Now experienced with drawing rectangular arrays within an area model, students find the area of an incomplete array in Lesson 6. They visualize and predict what the finished array looks like and then complete it by joining opposite end points with a straight edge. They determine the total area using skip-counting. The incomplete array model bridges to the area model, where no array is given.				
12/9	75	**M4-L5:** Form rectangles by tiling with unit squares to make arrays. Envision: See above	3.6C [R]	
12/10	76	**M4-L6:** Draw rows and columns to determine the area of a rectangle given an incomplete array.	3.6C [R]	
12/11	77	**M4-L7:** Interpret area models to form rectangular arrays.	3.6C [R]	
12/12	78	**M4-L8:** Find the area of a rectangle through multiplication of the side lengths.	3.6C [R]	

12/13	79	M4: Mid- Module Assessments		
12/16	80	Test/ Flex Day		
12/17	81	Test/ Flex Day		
12/18	82	Test/ Flex Day		

Attachment 8: Proposed Discipline Policy

Houston School of Technology

Houston School of Technology (HST) Discipline Policy

Discipline & Behavior Expectations

This section explains HST's policies related to the Code of Conduct, which includes a list of prohibited behaviors and items. Further details and definitions on specific policies (such as for bullying, cheating, electronic devices, and uniform and grooming) are located after the Code of Conduct. For details regarding consequences for students who do not follow these policies, see the **Disciplinary Action Section**. For purposes of the Code of Conduct and all handbook policies, "school property" includes school campuses, any vehicle on school property, and school-sponsored activities.

Code of Conduct

STUDENTS WILL NOT BE ALLOWED TO DISTURB THE EDUCATIONAL PROCESS

School Property

- Walk, DO NOT RUN
- No fighting, cursing, or disruptive behavior
- Keep noise to a minimum
- Do not deface or destroy school property; No littering
- No gum or candy in classroom
- Do not talk back to authority/school staff; respect authority
- No public display of affection
- Show respect for our American heritage/flag/school anthem

Classrooms

- Follow directions
- Follow class management plan
- Respect the rights and properties of others
- Attend school regularly
- Be at school on time
- Show respect for ALL school personnel
- Complete all work according to daily goal setting
- Stay on task

Restrooms

- Use the restroom for its intended purposes only
- Flush urinals and toilets after use
- Unnecessary objects must not be taken into the restroom (pens, sharp objects, etc.)
- No standing or swinging on restroom fixtures
- Do not write on walls, doors, etc.
- Dispose of trash in the trashcans

Loitering

- Students should not loiter in halls, restrooms, classrooms or other areas.
- Students must leave the premises upon dismissal. Exceptions to this rule are as follows:
  - Supervised tutoring

- Supervised detentions
- Other supervised activity
- Students are not permitted to stay after school and wander the halls or outside on school property.
- Students on campus unsupervised without permission may be considered to be loitering.

Prohibited Behaviors

- Non - compliance to Code of Conduct, regulations and policies
- Arson, Assault, Aggravated Assault, Aggravated Robbery or Felony (on or off school property)
- Blackmail, Extortion, Coercion
- Bomb Threat/Hoax, Terrorist Threat/ Hoax, Deadly conduct
- Bullying/ Hazing/ Harassment/ Threats/ Retaliation
- Cheating, Forgery, Plagiarism
- Defamation of Character (Student/ Teacher/ Staff/ Parent/ Volunteer/ School)
- Disrespectful behavior towards a student or adult
- Disruptive Behavior, Insubordination, Reckless Conduct, Campus Disruption, Fire alarm pulled (Building evacuation)
- Fighting or horseplay—Hitting, biting, kicking, pushing, spitting, shoving, pinching, etc.
- Gambling, Gang/cult activity, Hit list
- Inappropriate Photographs, Pictures, Videos, Books and other materials
- Lying/ Lying to School Leader
- Profanity, use of foul words, cursing, profane gestures, or inappropriate language toward another student or adult
- Possession/Use/Distribution of Prohibited Items including but not limited to alcohol, illegal drugs and paraphernalia, prescription and nonprescription drugs, guns, knives, explosives and fireworks, clubs, chains, Chinese stars, laser pointers, matches/lighters, e-cigarettes, vapes, or tobacco in any form, obscene/inappropriate materials, razors, any object resembling or used as a weapon including toy weapons, any object used as a weapon (see list of Prohibited Items)
- Racial Slurs
- Sexual contact, Sexting, Inappropriate touching, Public display of Affection (PDA), Sexual Harassment, Inappropriate display of body parts, Obscene or lewd gestures
- Skipping class or not being in designated area, Leaving class/school without permission, Walk-Out/Protest
- Stealing
- Technology Abuse (including social media); Unauthorized use of electronic devices including but not limited to gaming devices, iPods, MP3 Players, CD players, or phones (See electronic device policy); Illegal Access or use of School Technology (on or off Campus)
- Uniform & Grooming Policy violations (See Uniform & Grooming Policy details.)
- Vandalism
- Vehicle, Parking and Driving Violation

Prohibited Items

- Alcohol, illegal drugs and paraphernalia, prescription and nonprescription drugs
- Guns, BB guns or pellet guns of any size or shape, or any toy resembling a weapon such as a toy gun, sword, etc.
- Knives of any size, including pocketknives
- Explosives including fireworks of any kind

- Clubs, chains, Chinese stars, or any kind of objects deemed unsafe.
- Laser Pointers
- Matches, lighters, e-cigarettes, vapes, or tobacco in any form
- Obscene/Inappropriate Material: Literature/ Material/ Devices not conducive to a healthy and friendly learning environment are not permitted. Such materials will be confiscated. Such materials may not be shared or promoted.
- Razors
- Any object used in a way that threatens or inflicts bodily injury to another person; any object used as a weapon

Students who violate the prohibited items and vandalism policies will be responsible for damages, including any monetary damages.

Searches

Student's outer clothing, pockets, bags, purses, vehicles or personal property may be searched, either by establishing a reasonable suspicion following an alleged theft or suspicion that the student is in possession of contraband or by securing the student's voluntary consent. Common areas, such as locker rooms, may be searched without consent. A person of the same gender as the student will conduct the search, with a witness present in the room at all times. Administrators reserve the right to question students regarding their conduct or the conduct of others. Searches may also be carried out at events. Canines may be used at any time to search school property, which includes school campuses, any vehicle on school property, and school events.

Non-Compliance to Code of Conduct

Unruliness and non-compliance to the Code of Conduct will not be tolerated. For a safe, healthy, learning environment, it is important that the code of conduct is upheld. Consequences for not upholding the code of conduct may include infractions, detentions and suspensions and even expulsions. *For further details, see the Disciplinary Actions Section (after the Prohibited Behaviors Definitions and Details).*

Prohibited Behaviors Definitions and Details

Bullying & Cyberbullying

"Bullying" occurs when a student or group of students directs written or verbal expressions or physical conduct against another student and the behavior results in harm to the student or the student's property, places a student in fear of harm to him/herself or his property, or is so severe, persistent, or perverse that it creates an intimidating, threatening or abusive educational environment.

HST will not tolerate any form of "bullying," including "bullying" based on gender, race/ethnicity and/or physical or mental characteristics. HST will not tolerate cyberbullying.

Cyberbullying is defined as bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. HST will not tolerate cyberbullying of any kind.

Anti-Bullying Policy

Bullying, defined by Senate Bill 179, is a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves

engaging in written or verbal expression, expression through electronic means, or physical conduct that:

Occurs on or is delivered to school property or the site of a school-sponsored or school-related activity on or off school property;

Occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

Interferes with a student's educational opportunities; or

Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

and that:

Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

Infringes on the rights of the victim at school;

and includes cyberbullying.

Cyberbullying means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

HST prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

The principal or designee shall investigate an allegation to determine if the report would constitute bullying, cyberbullying, or prohibited conduct. Prohibited Conduct, as defined by policy FFH includes dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability.

If a student believes that he or she has experienced bullying, cyberbullying or prohibited conduct or has witnessed bullying of another student, it is important for the student or parent to report the incident to a teacher, counselor, administrator or a district employee as soon as possible. An administrator will investigate the allegation and take the appropriate disciplinary action if an investigation indicates that bullying, cyberbullying, or prohibited conduct has

occurred. Absent any extenuating circumstances, the investigation should be completed within 10 District business days. The campus administration shall prepare a written report of the investigation, which should include a determination of whether or not bullying, cyberbullying or prohibited conduct occurred.

Reporting Bullying

To report an incident of bullying, a parent or student may present a written complaint and submit it to their campus administrator.

Cheating/Academic Dishonesty/Plagiarism

HST's definition of student academic dishonesty includes but is not limited to the following:

1. Students copying another student's homework or test answers, with or without that student's permission.
2. Using cheat notes during a quiz, test, or closed book assignment.
3. Having access to/using a teacher's answer sheets or books.
4. Obtaining test questions from students who have already taken the test.
5. Copying themes and/or other written papers from other students or alternative reference materials without properly quoting the source.
6. Claiming work taken from the internet or other resources as their own.
7. Use of cell phones/smart watches or other electronic devices during test or class time to relay answers, take pictures of a quiz, test, or closed classroom assignment and then communicate its content to another student for academic gain.
8. Plagiarism is the use of another person's original ideas or writing, as one's own, without proper credit given to its original source.

Plagiarism is considered cheating and if a student cheats, that student will be subject to disciplinary action and the loss of credit for the work in question.

Electronic Device Policy

Personal cell phones/smart watches and other unauthorized electronic devices may not be used in school premises. Abuse of cell phones/ smart watches causes distraction and deters the progress of students in curricular and co-curricular activities. **Cell phones/smart watches must be placed in a back pack and turned off.** They should not be on the students or carried by them. During school hours, students must use the school office phone to contact parents for emergency. After school hours, cell phones/smart watches may be used in the school premises only for emergencies, contacting parents, rides, coaches and teachers. Consequences for not upholding this rule will result in disciplinary action leading up to expulsion. **The district will not be responsible for damaged, lost, or stolen telecommunication devices.**

Parents are not permitted to call or text students during the school day, as all cell phones/smart watches and other electronic devices will be confiscated if seen or heard and disciplinary action will be taken against students who do not uphold cell phone rules.

Step I: Use of phones/ electronic devices will result in confiscation. The parent may pick up the phone/ electronic device at the end of the day by paying $15 at the school office.

Step II: Any subsequent use of phones/ electronic devices will result in confiscation. The parent may pick up the phone / electronic device at the end of the day by paying $25 at the school office.

Step III: Further violation of electronic device policy will cause the student to lose privileges to bring the device to the school thereafter, and may result in suspension, expulsion, or an invitation to withdraw.

The use of cellular phones or any device capable of capturing images is strictly prohibited in locker rooms

or restroom areas as well as any school-related or school-sponsored event during school hours. (Exceptions may be made for athletic events occurring outside school hours.) Confiscated telecommunications devices that are not retrieved by the student's parents will be disposed of after the notice required by law. In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. Any disciplinary action will be in accordance with the Handbook.

Furthermore, a student's failure and/or refusal to promptly and peacefully relinquish a device will result in more serious disciplinary action. Defiant behavior such as attempting to dismantle a device before relinquishing it (for example, removing the SIM card, battery, etc.) will result in more serious disciplinary action.
Students are NOT permitted to have cell phones/smart watches or any other unauthorized electronic device in their possession during STAAR testing or in any school testing environment.

The district prohibits the use of telecommunications devices such as cellular phones, pagers, beepers and PDAs ("telecommunications devices"), as well as cameras (digital, video, etc.), MP3 players, CD players, video games or any other device that has the potential to be considered a distraction to the educational environment at all schools and at all school-related activities, both on and off campus, in school premises (and also during school activities outside school premises if specific directions are given by teachers and administrators concerning off-campus activities).
For students on school campuses, the school day is defined as from the time a student first enters the school building for the day until the final dismissal of the day. For students participating in school-related activities off-campus and/or school-related activities that begin before the first admission to the campus of the day or after the last dismissal of the day, school personnel supervising such activities have discretion to determine when the school day begins and ends.

Students on campus who need to make calls for emergency purposes may ask permission to use the office phone. Parents who need to contact a student on campus during the school day must call the school office. Parents who need to contact a student participating in an off-campus school-related activity should do so according to the expectations determined by school personnel supervising the activity, which expectations may vary.

Inappropriate/ Public Display of Affection

HST students are prohibited from engaging in any type of "Inappropriate Display of Affection", whether it is wanted or unwanted. Any act of kissing, hugging, touching, etc. between students which is deemed inappropriate by the school administration during school hours, while on school property or while attending a school related activity will be classified as an "Inappropriate Display of Affection."

Harrassment & Hit List

Per the Texas Education Code Chapter 37, "Harassment" means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety. "Hit list" means a list of people targeted to be harmed, using: a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Respect for Our American Heritage

In accordance with HST's Mission statement, we require all students to represent our American Heritage appropriately. Therefore, during the playing or singing of the National Anthem, as well as during the Pledge

of Allegiance to the Flag, we require all HST Students to stand facing the Flag with their heads uncovered, and their right hands over their hearts.

Unhealthy Relationships

Relationships between students and students, and between students and teachers must be healthy, promote campus unity and build character. In order to encourage students to focus on studies and opportunities for excellence, HST discourages unhealthy relationships between students. All relationships irrespective of gender that do not help students focus on excellence in academics, fine arts and sports opportunities will be considered unhealthy for their progress and well-being. Healthy relationships are age appropriate and promote unity and brotherhood. Unhealthy relationships or undue focus on gender relationships and romantic relationships can undermine unity in the campus, promote cliques, and have the potential to materially disturb the school's safe learning environment. These unhealthy relationships can impact, influence or restrict students' ability to form deep and lasting human relationships. Therefore, disciplinary action may be taken if unhealthy relationships are conducted or continued on campus or where school-related activities take place.

Uniform & Grooming Policy

Uniforms promote equality among students. Students study and grow well in an environment where there is little or no disparity. Uniforms are an expression of the discipline we are working to instill in our students. Where there is no discipline, there will be no meaningful learning.

Attachment 9: Evidence of Community Support

Ad Deum Dance Company
Relevant & Redemptive Artistry



Ad Deum Professional Touring Company & Ad Deum II - Second Company

January 13, 2020

Randall Flinn - Ad Deum Dance Company

PO Box 271481 - Houston, TX 77277

Dear Sarah Stanley,

I fully support the vision of the Houston School of Technology, and look forward to a future partnership.

Ad Deum is a professional non-profit arts performance and arts educational organization. We have been established since 1991, with our working presently extending worldwide. *Ad Deum* functions as a touring company, working with professional cultural arts presenters, universities, schools, cultural embassies, foundations, and religious organizations.

We have partnered with many schools in the greater Houston and Ft. Bend County area in providing similar services, and anticipate a fruitful partnership with your organization as well.

I strongly support the approval of the charter application of the Houston School of Technology. Newman-George Intl Educational Organization will fulfill a great need to offer an alternative public school for their children, with smaller class sizes and differentiated educational approach to help their children excel without the cost of private school tuition. I believe the Houston School of Technology, will provide a safe environment for young people to develop to their fullest potential.

Sincerely,

Randall Flinn

Randall Flinn - Artistic Director: Ad Deum Dance Company

GRACESOFT™
Software Solutions

January 16, 2020

To:
Newman-George Intl Educational Organization
5727 Carta Valley Lane
Richmond, TX 77469

To Whom it May Concern;

I have been working closely with some members of the Newman-George Intl education organization for many years, and am also supporting my wife in her role as chairman of the board.

As a business owner in the IT field, I see a great need for preparing students from a young age in the skills needed for future STEM careers. I am very excited about assisting the Houston School of Technology in augmenting its STEM curriculum with technology resources to help students develop computational thinking skills.

I plan to lead an IT advisor board, whose members will

- Offer their expertise in the field of computer science and technology
- Refer other professionals or organizations that could serve as a resource in planning stages
- Make recommendations for any grants or organizations that provide technology curriculum or equipment to public schools

Several of my colleagues have already expressed interest in the Houston School of Technology's mission and vision.

- Sangeetha Peters MS, Senior Lecturer of Math & Computer Science, Louisiana School for Math, Science and Arts
- Ron Watty, President of First Genesis Inc., Sugar Land, Texas

I am thrilled about the potential of applying real-world expertise and resources for the success of Houston School of Technology's future students.

Gideon Stanley
CEO

GRACE SOFTWARE, INC. 3211 SOUTH MAIN STREET STAFFORD, TX 77477
phone: 713-981-5300 fax: 713-588-1805 www.gracesoft.com

TipNow™
See Report Prevent

LETTER OF INTENT

Sarah Stanley

Newman-George Intl Educational Organization

5727 Carta Valley Lane

Richmond, TX 77469

Dear Sarah Stanley,

I fully support the vision of the Houston School of Technology and look forward to a future partnership.

Resiligence Inc. is a leader in threat awareness intelligence technologies for safe campuses. We have prevented three active shooter situations so far on school and college campuses. Our website is www.tipnow.com. We would like to partner with you.

We have worked with some of your board members in the Dallas/Forth Worth area in providing similar services and anticipate a fruitful partnership with your organization as well.

I strongly support the approval of the charter application of the Houston School of Technology. Newman-George Intl Educational Organization will fulfill a great need to offer an alternative public school for their children, with smaller class sizes and differentiated Educational approach to help their children excel without the cost of private school tuition. I believe the Houston School of Technology, will provide a safe environment for young people to develop to their fullest potential.

Sincerely

01/10/2020

Cyril Rayan

President & CEO,

Resiligence Inc, 2450 Peralta Blvd Suite 204

Fremont CA 94536

Natalie K. Blasingame, Ed.D.

16119 Rainbow Lake Rd., Houston, TX 77095 | 832-647-0230 | dnataliekb@gmail.com

January 16, 2020

Dear Texas Education Agency,

I believe in the potential of each child and the values and vision of this charter, and therefore consider it a privilege to offer my full support to this application for Houston School of Technology sponsored by the Newman-George International Education Organization. I believe this charter offers a unique value proposition for the students of Texas with a focus on rigorous, STEM-based curriculum matched with a clear focus on character development. These are necessary elements of effective schooling that ensure our students are prepared for college, career, and life as productive citizens of Texas with global influence.

Before offering my support, I reviewed the foundational beliefs and operational tools offered by the Newman-George organization already successfully operating charters in Texas. Houston School of Technology will start with a strong foundation of curriculum and instruction supports, operational structures, and parent and student engagement methods through this sponsorship. Houston School of Technology will launch with a strong foot forward towards the mission of building the whole person for the whole world by raising warriors of wisdom, stature, and favor. The charter will also add unique elements of technology, such as coding and robotics, matching the Houston job market and interests of our families.

A second compelling reason for my support of this charter is my observation of the character and motivations of the founders submitting the application. I have observed them in volunteer capacities over several years, and judge them to be pure in their motives and impeccable in their ethics, morals, and integrity to their word. Integrity will be an important element in the development and operation of this charter school. Second, the founders also have experience in real-world technology and STEAM applications in the industry of Houston. This real-world knowledge and connection will help effective development of knowledge, skills, and experiences for students at Houston School of Technology.

I also pledge my support to the development of an excellent charter choice for parents. Based in my 27 years of educational experience in Houston, as a teacher, assistant principal, principal, principal supervisor, and Assistant Superintendent with proven student outcomes in PK-12th grades, I pledge to support the board and school. This support will include input and guidance for effective teaching and learning, operations and compliance, as well as for professional development including required trainings from the Region IV Education Service Center. I am willing to serve in an advisory or staff capacity to see this charter achieve the mission of building the whole people for the whole world by raising warriors of wisdom, stature, and favor.

Please let me know if you have any questions about my support and the multitude of reasons why I am convinced this charter has promise and will make a difference for families. I can be reached at the phone number or email address above. I have strong belief in this system to accomplish our mission. I appreciate your consideration.

Respectfully,

Natalie K. Blasingame, Ed.D.

To: Sarah Stanley

Newman-George Intl Education Organization

5727 Carta Valley Lane

Richmond, TX 77469

Dear Sarah Stanley,

I fully support the vision of the Houston School of Technology, and look forward to a future partnership. My business Beautiful Feet Studio of Dance & The Arts has been serving the Richmond, TX / entire Fort Bend County community for 3.5 years now by "bringing good" through the arts by providing joyful experiences of training in artistic excellence through many styles of dance, visual arts, and music lessons and providing opportunities for our artistic partners and members to go into the community and share the joy and experience they'd gained in the classroom. When we provide these arts outreach experiences we are serving the financially disadvantaged, orphaned, and physically restricted!

I believe that our two organizations are like-minded in our vision, purpose, and methodology and would be thrilled to serve our Fort Bend County community alongside you.

We have partnered with other schools and organizations in the area in providing similar services (Living Waters Christian School, Calvary Episcopal School, Holy Rosary Catholic School, and the public library) and anticipate a fruitful partnership with your organization as well.

I strongly support the approval of the charter application of the Houston School of Technology. Newman-George Intl Education Organization will fulfill a great need in our community to offer an alternative public school for children, with smaller class sizes and a differentiated education approach to help children excel without the cost of private school tuition. I believe the Houston School of Technology will provide a safe environment for young people to develop to their fullest potential.

I deeply desire to see this school granted approval.

Thank you for your time and consideration.

Sincerely,

Kalette Alspaugh

Founder and Owner

Beautiful Feet Studio of Dance & The Arts – www.beautifulfeetstudio.com

Hand Picked, Inc. 501c3- www.sponsorastep.com

Attachment 10: Bylaws
Houston School of Technology

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.

Please see attached bylaws for NIEO.

BYLAWS
and
CONFLICT OF INTEREST POLICY
of
NEWMAN - GEORGE INTERNATIONAL EDUCATION ORGANIZATION (NIEO)

A NONPROFIT CORPORATION

ARTICLE I. BOARD OF DIRECTORS

1.01. **General Authority.** The business of the Corporation shall be managed by a board of directors who will be selected or appointed by action of the Board of Directors who shall also retain authority to determine the number of directors, their qualifications and the method for the selection or election thereof.

1.02. **Number and Terms.** The number of directors shall not be less than three (3) and otherwise shall be the number determined by the Board from time to time. Each director shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated or is removed by the Board. A director may be reelected an unlimited number of times. Directors shall be elected at the annual meeting unless the board is filling a vacancy.

1.03. **Annual Meeting.** The statutory annual meeting of the Board of Directors shall be the first meeting held after March each year. Notice of the annual meeting shall be given in the same manner as regular meetings.

1.04. **Regular Meetings and Notice.** The SUPERINTENDENT, in consultation with the President of the Board, shall determine the time and place for the holding of regular meetings of the Board and the agenda for such meetings, prepared and posted in accordance with the Texas Open Meetings Act, shall be sent to all directors immediately upon posting.

1.05. **Special Meetings.** Special meetings of the Board of Directors may be called by or at the request of the SUPERINTENDENT, President or any two (2) directors. The person or persons authorized to call special meetings of the Board may fix the time and place as the place for holding any special meeting of the board called by them. Notice of the meeting shall be given in the same manner as regular meetings except in cases of emergency meetings. An emergency or urgent public necessity exists only if immediate action is required because of an imminent threat to public health and

safety or a reasonably unforeseeable situation. The Board shall clearly identify the emergency or urgent public necessity for each item in the notice of an emergency meeting and each item added in a supplemental notice.

1.06. **Quorum.** A majority of the total number of members of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board; but if less than a majority of the directors is present at said meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

1.07. **Manner of Acting.** The act of a majority of the directors voting at a meeting at which a quorum is present shall be the act of the Board of Directors unless the act of a greater number is required by law. Voting by proxy is permitted by law but proxies may not be counted to make a quorum.

1.08. **Vacancies.** Any vacancy occurring in the Board of Directors or any vacancy to be filled by an increase in the number of directors, shall be filled by action of the Board at any board meeting unless the Directors have determined to reduce the number of directors and for this reason elects no successor

1.09. **Compensation.** Directors as such shall not receive any stated salaries for their services; but by resolution of the board of directors, any director may be reimbursed for reasonable expenses incurred in attending any regular or special meeting of the Board, and may be indemnified for expenses incurred by him in connection with any claim asserted against him, by action in court or otherwise, by reason of his being or having been such director, except in relation to matters as to which he shall have been guilty of negligence or misconduct in respect of the matter in which indemnity is sought.

ARTICLE II. OFFICERS

2.01. **Officers.** The officers of the Board of Directors shall be a president, a vice-president and a secretary. The board of directors shall elect or appoint a SUPERINTENDENT and such other administrators as it shall deem desirable, such administrators to have the authority and perform the duties prescribed, from time to time, by the Board of Directors.

2.02. **Election and Vacancies.** The Board shall elect or appoint someone to fill any vacancy that occurs in any board office.

2.03. **Removal.** Any officer elected or appointed by the Board of Directors may be removed by the Board whenever in its judgment the best interest of the corporation would be served thereby.

2.04. **President.** The President shall preside at all meetings of the board of directors. He may sign, with the secretary or any other proper officer of the corporation authorized by the board of directors to so act, any deeds, mortgages, bonds, contracts, or other instruments that the board of directors has authorized, generally or specifically, to be

executed, except in cases where the signing and execution thereof shall be expressly delegated by the board of directors, by these Bylaws, or by statute to some other officer or agent of the corporation; and, in general, he shall perform all duties incident to the office of president and such other duties as may be prescribed by the Board of Directors from time to time.

2.05. **Vice-President.** In the absence of the President or in the event of his inability or refusal to act, the vice-president shall perform the duties of the President, and when so acting, shall have all the powers and be subject to all the restrictions on the President. The vice-president shall perform such other duties as from time to time may be assigned to him by the President or by the Board of Directors.

2.06. **Secretary.** The secretary shall perform all duties incident to the office of the secretary and such other duties as from time to time may be assigned to him by the President or by the Board of Directors.

ARTICLE III. COMMITTEES

3.01. **Ad hoc Committees.** The Board may appoint any committee that it deems advisable to help carry out the purposes of the Corporation.

3.02. **Chairman.** Unless otherwise designated by these Bylaws, one or more members of each committee shall be appointed chair, or co-chair, by the person or persons authorized to appoint the members thereof.

3.03. **Vacancies.** Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

3.04. **Quorum.** Unless otherwise provided in the resolution of the board of directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of the majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

3.05. **Rules.** Each committee may adopt rules for its own government not inconsistent with these Bylaws, applicable statutes or with rules adopted by the Board of Directors.

ARTICLE IV. CONTRACTS, CHECKS, DEPOSITS, AND FUNDS

4.01. **Contracts.** The Chief Executive Officer and the Chief Operating Officer are each authorized to sign deeds, mortgages, contracts or other instruments that the Board of Directors has approved. The Board of Directors may also authorize any officer or administrator of the corporation to execute and deliver any contract or instrument

in the name of and on behalf of the corporation; and such authority may be general or confined to specific instances.

4.02. Checks, Drafts, or Orders for Payment. All checks, drafts, or orders for payment of money, notes, or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or administrator, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the board of directors. In the absence of such determination by the board of directors, such instruments shall be signed by the President and countersigned by the secretary of the corporation.

4.03. Deposits. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the board of directors may select.

4.04. Gifts. The board of directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the general purposes, or for any special purpose, of the corporation. The board may refuse any gift if it deems such refusal to be in the best interest of the corporation.

ARTICLE V. MISCELLANEOUS

5.01. Books and Records. The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any authority of the board of directors.

5.02. Fiscal Year. The Board of Directors may select the fiscal year of the corporation, subject to the requirements of any applicable law that might define the fiscal year.

5.03. Corporate Seal. The Board of Directors may adopt a corporate seal in such form as it deems appropriate.

5.04. Waiver of Notice. Whenever any notice is required to be given under the provisions of the Texas Non-Profit Corporation Act or under the provisions of the Articles of Incorporation or these Bylaws, a waiver thereof in writing, signed by the person or persons entitled to such notice either before or after the occurrence of the event or transaction described therein, shall be deemed equivalent to the giving of the required notice.

5.05. Indemnification.

(a) The corporation shall indemnify any person who was or is a party or threatened to be made a party to any threatened, pending, or completed action, suit, or preceding, whether civil, criminal, administrative, or investigative (other than an action by or in the

right of the corporation) by reason of the fact that he/she is or was a director, officer, employee, or agent of the corporation, or is or was serving at the request of the corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit, or proceeding if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interest of the corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful.

(b) The corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action or suit by or in the right of the corporation to procure a judgment in its favor by reason of the fact that he is or was a director, officer, employee, or agent of the corporation, or is or was serving at the request of the corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against expenses (including attorneys' fees) actually and reasonably incurred by him in connection with the defense or settlement of such action or suite if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the corporation; provided, however, that no indemnification shall be made in respect to any claim, issue, or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his duty to the corporation except to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability, but in view of all circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which such court shall deem proper.

(c) The termination of any action, suit, or proceeding by judgment, order settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interest of the proceeding, had reasonable cause to believe that his conduct was unlawful.

(d) Expenses incurred in defending a civil or criminal action, suit, or proceeding may be paid by the corporation in advance of the final disposition of such action, suit, or proceeding upon receipt of an undertaking by or on behalf of the director, officer, employee, or agent to repay such amount unless it shall ultimately be determined that he is entitled to be indemnified by the corporation as authorized in this section.

(e) The indemnification hereunder shall be made only upon a determination in the specific case that indemnification is proper under the substantive standards established hereunder. Such determination shall be made (1) by the board of directors by a majority vote of a quorum consisting of directors who were not parties to such action, suit, or proceeding, or (2) if such a quorum is not obtainable, or, even if obtainable, a

quorum of disinterested directors so directs, by independent legal counsel in a written opinion, or (3) by the shareholders.

(f) The corporation shall have power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee, or agent of the corporation, or is or was serving at the request of the corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the corporation would have the power to indemnify him against such liability under the provisions of this section.

ARTICLE VI. CONFLICT OF INTEREST

SUBSTANTIAL INTEREST AFFIDAVIT

If a local public official has a substantial interest in a business entity or in real property, the local public official shall, before a vote or decision on any matter involving the business entity or the real property, file an affidavit stating the nature and extent of the interest if:

1. In the case of a substantial interest in a business entity, the action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or
2. In the case of a substantial interest in real property, it is reasonably foreseeable that an action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

The affidavit shall be filed with the official record keeper of the district.

Local Gov't Code 171.004(a)–(b)

ABSTENTION

The local public official shall also abstain from further participation in the matter.

If a trustee is required to file and does file an affidavit, that trustee shall not be required to abstain from further participation in the matter or matters requiring such an affidavit if a majority of the trustees are likewise required to file and do file affidavits of similar interests on the same official action.

Local Gov't Code 171.004(a), (c)

DEFINITIONS "SUBSTANTIAL INTEREST"

A person has a substantial interest in a business entity if any of the following is the case:

1. The person owns at least:

   a. Ten percent of the voting stock or shares of the business entity, or
   b. Either ten percent or $15,000 of the fair market value of the business entity.

2. Funds received by the person from the business entity exceed ten percent of the person's gross income for the previous year.

"BUSINESS ENTITY"

"Business entity" means a sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, or any other entity recognized by law. *Local Gov't Code 171.001(2)*

"FIRST DEGREE RELATIVES"

The local public official is considered to have a substantial interest if a person related in the first degree by either affinity or consanguinity to the local public official, as determined under Government Code Chapter 573, Subchapter B [see DBE(EXHIBIT)], has a substantial interest as defined above. *Local Gov't Code 171.002*

"LOCAL PUBLIC OFFICIAL"

"Local public official" means a member of the governing body or another officer, whether elected, appointed, paid, or unpaid, of any district (including a school district), central appraisal district, or other local governmental entity who exercises responsibilities beyond those that are advisory in nature. *Local Gov't Code 171.001(1)*

"REAL PROPERTY"

A person has a substantial interest in real property if the interest is an equitable or legal ownership with a fair market value of $2,500 or more. *Local Gov't Code 171.002*

CONTRACTS PERMITTED

A board may contract with a business entity in which a trustee has a substantial interest if the trustee follows the disclosure and abstention procedure set out above. *Atty. Gen. Op. JM-424 (1986)*

SEPARATE VOTE ON BUDGET

A board shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a trustee has a substantial interest. The affected trustee shall not participate in that separate vote, but may vote on a final budget if he or she filed the affidavit and the matter in which he or she is concerned has been resolved. *Local Gov't Code 171.005*

DEPOSITORY BANK

A school board member with a "substantial interest" in a depository bank must file an affidavit stating his interest and must abstain from participating in decisions on loan

contracts with the depository if action on the matter will have a special economic effect on the bank that is distinguishable from the effect on the public. *Atty. Gen. Op. JM-1082 (1989)*

VIOLATIONS

A local public official commits an offense if the official knowingly:

1. Violates Local Government Code 171.004.
2. Acts as surety for a business entity that has a contract, work, or business with a district.
3. Act as surety on any official bond required of an officer of a district.

Local Gov't Code 171.003

VOIDABLE ACTIONS

The finding by a court of a violation of Local Government Code Chapter 171 does not render an action of the board voidable unless the measure that was the subject of an action involving a conflict of interest would not have passed without the vote of the person who violated the chapter. *Local Gov't Code 171.006*

CONFLICTS DISCLOSURE STATEMENT

A local government officer shall file a conflicts disclosure statement, as adopted by the Texas Ethics Commission, with respect to a vendor if the vendor enters into a contract with the district or the district is considering entering into a contract with the vendor; and the vendor:

BUSINESS RELATIONSHIP "government officer" means a member of the board, the superintendent, or an agent (including an employee) of the district who exercises discretion in the planning, recommending, selecting, or contracting of a vendor. *Local Gov't Code 176.001(4)*

"RECORDS ADMINISTRATOR"

"Records administrator" means the director, superintendent, or other person responsible for maintaining the records of a district or another person designated by the district to maintain statements and questionnaires filed under Local Government Code 176 and perform related functions. *Local Gov't Code 176.001(5)* [See CPC]

"VENDOR"

"Vendor" means a person who enters or seeks to enter into a contract with a local governmental entity. The term includes an agent of a vendor. The term includes an officer or employee of a state agency when that individual is acting in a private capacity to enter into a contract. The term does not include a state agency except for Texas Correctional Industries. *Local Gov't Code 176.001(7)*

DUTIES OF RECORDS ADMINISTRATOR

A records administrator shall:

1. Maintain a list of local government officers of the district and shall make that list available to the public and any vendor who may be required to file a conflict of interest questionnaire under Local Government Code 176.006; and

2. Maintain the statements and questionnaires that are required to be filed under Government Code Chapter 176 in accordance with the district's records retention schedule. [See CPC]

Local Gov't Code 176.0065

INTERNET POSTING

A district that maintains an Internet website shall provide access on the district's Internet website to the conflicts disclosure statements and questionnaires required to be filed with the records administrator. *Local Gov't Code 176.009*

VIOLATIONS

A local government officer commits an offense if the officer is required to file a conflicts disclosure statement and knowingly fails to file the required conflicts disclosure statement with the appropriate records administrator not later than 5 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement. It is an exception to the application of the penalty that the local government officer filed the required conflicts disclosure statement not later than the seventh business day after receiving notice from the district of the alleged violation.

A board may reprimand, suspend, or terminate the employment of an employee who knowingly fails to comply with a requirement adopted under Government Code 176. [See DF Series]

A board may, at its discretion, declare a contract void if the board determines that a vendor failed to file a conflict of interest questionnaire required by Government Code 176.006.

Local Gov't Code 176.013

AFFIDAVIT DISCLOSING INTEREST IN PROPERTY

If a public servant has a legal or equitable interest in any property that is to be acquired with public funds, and has actual notice of the acquisition or intended acquisition of the property, the public servant shall file an affidavit as follows:

1. The affidavit shall be filed with the county clerk(s) of the county or counties in which the property is located and of the county in which the public servant resides within ten days before the date on which the property is to be acquired by purchase or condemnation.

2. The affidavit must:

   a. State the name of the public servant and the public office title or job designation held or sought.

   b. Fully describe the property.

   c. Fully describe the nature, type, and amount of interest in the property, including the percentage of ownership interest and the date the interest was acquired.

   d. Include a verification of the truth of the information in the affidavit.

   e. Include an acknowledgment of the same type required for recording a deed in the deed records of a county.

Gov't Code 553.002

"PUBLIC SERVANT"—GOVERNMENT CODE

"Public servant" means a person who is elected, appointed, employed, or designated, even if not yet qualified for or having assumed the duties of office, as:

1. A candidate for nomination or election to public office, or

2. An officer of government.

Gov't Code 553.001

VIOLATIONS

A public servant who fails to file the affidavit when required is presumed to have the intent to commit an offense. An offense under this section is a Class A misdemeanor. *Gov't Code 553.003*

ANNUAL FINANCIAL MANAGEMENT REPORT

A district's annual financial management report shall include summary reports of reimbursement received by each board member, reports of certain gifts from school vendors, and reports of board member business transactions with the school district. [See CFA] *Education Code 39.083; 19 TAC 109.1005*

Note: The following provisions do not apply to the board of a district that is subject to Education Code Section 11.0641. *Education Code 11.064(d)*

TRUSTEE FINANCIAL STATEMENT

A board by resolution adopted by majority vote may require each member of the board to file the financial statement required of state officers under Subchapter B, Chapter 572, Government Code, with the board and the Texas Ethics Commission.

Not later than the 15th day after the date a board adopts this resolution, the board shall deliver a certified copy of the resolution to the Texas Ethics Commission. A resolution applies beginning on January 1 of the second year following the year in which the resolution is adopted. A member of a board that has adopted a resolution is not required to include, in a financial disclosure statement, financial activity occurring before January 1 of the year following the year in which the resolution is adopted.

The Commissioner by order shall require the members of a board to file the financial statement required of state officers under Subchapter B, Chapter 572, Government Code, in the same manner as the members of the board that have adopted a resolution if the Commissioner determines that:

1. A board member has failed to comply with filing and recusal requirements applicable to the member under Chapter 171, Local Government Code;
2. District financial accounting practices are not adequate to safeguard state and district funds; or
3. A district has not met a standard set by the Commissioner in the financial accountability rating system.

The Commissioner may require the filing of financial statements covering not more than three fiscal years and beginning on January 1 of the second year following the date of the Commissioner's order. A member of a board subject to an order issued by the Commissioner is not required to include, in a financial disclosure statement, financial activity occurring before January 1 of the year following the year in which the order is issued. The Commissioner may renew the requirement if the Commissioner determines that a condition described above continues to exist. *Education Code 11.064*

ELECTRONIC FILING

A financial statement filed with the Ethics Commission must be filed by computer diskette, modem, or other means of electronic transfer, using computer software provided by the commission or computer software that meets commission specifications for a standard file format. *Gov't Code 572.0291*

CONFIDENTIALITY

Electronic report or financial statement data saved in an Ethics Commission temporary storage location for later retrieval and editing before the report or financial statement is filed is confidential

1. Has an employment or other business relationship with the local government officer or a family member of the officer, and the business relationship results in the officer or family member receiving taxable income, other than investment income, that exceeds $2,500 during the 12-month period preceding the date that the officer becomes aware that:
   a. A contract between the district and the vendor has been executed; or
   b. The district is considering entering into a contract with the vendor;

GIFTS

2. Has given to the local government officer or a family member of the officer one or more gifts, and the gift or gifts have an aggregate value of more than $100 in the 12-month period preceding the date the officer becomes aware that:

   a. A contract between the district and the vendor has been executed; or
   b. The district is considering entering into a contract with the vendor; or

FAMILY RELATIONSHIP

3. Has a family relationship with the local government officer.

GIFTS —EXCEPTION

A local government officer is not required to file a conflicts disclosure statement in relation to a gift, as defined by law, accepted by the officer or a family member of the officer if the gift is:

1. A political contribution as defined by Title 15, Election Code; or
2. Food accepted as a guest.

Local Gov't Code 176.003(a)–(a-1)

FILING DATE

A local government officer shall file the conflicts disclosure statement with the records administrator of a district not later than 5:00 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement. *Local Gov't Code 176.003(b)*

VENDOR QUESTIONNAIRE

A person who is both a local government officer and a vendor of a local governmental entity is required to file a vendor questionnaire if the person enters or seeks to enter into a contract with the local governmental entity; or is an agent of a person who enters or seeks to enter into a contract with the local governmental entity. [See CHE] *Local Gov't Code 176.006(e)*

DEFINITIONS

"AGENT"

"Agent" means a third party who undertakes to transact some business or manage some affair for another person by the authority or on account of the other person. The term includes an employee. *Local Gov't Code 176.001(1)*

"BUSINESS RELATIONSHIP"

"Business relationship" means a connection between two or more parties based on commercial activity of one of the parties. The term does not include a connection based on:

1. A transaction that is subject to rate or fee regulation by a federal, state, or local governmental entity or an agency of a federal, state, or local governmental entity;
2. A transaction conducted at a price and subject to terms available to the public; or
3. A purchase or lease of goods or services from a person that is chartered by a state or federal agency and that is subject to regular examination by, and reporting to, that agency. *Local Gov't Code 176.001(a-1)*

"FAMILY MEMBER"

"Family member" means a person related to another person within the first degree by consanguinity or affinity, as described by Government Code Chapter 573, Subchapter B. [See DBE(EXHIBIT)] *Local Gov't Code 176.001(2)*

"FAMILY RELATIONSHIP"

"Family relationship" means a relationship between a person and another person within the third degree by consanguinity or the second degree by affinity, as those terms are defined by Government Code Chapter 573, Subchapter B. [See DBE(EXHIBIT)] *Local Gov't Code 176.001(2-a)*

"GIFT"

"Gift" means a benefit offered by a person, including food, lodging, transportation, and entertainment accepted as a guest. The term does not include a benefit offered on account of kinship or a personal, professional, or business relationship independent of the official status of the recipient. *Local Gov't Code 176.001(2-b)*

"INVESTMENT INCOME"

"Investment income" means dividends, capital gains, or interest income generated from:

1. A personal or business:
    a. Checking or savings account,
    b. Share draft or share account, or
    c. Other similar account;
2. A personal or business investment; or
3. A personal or business loan.

Local Gov't Code 176.001(2-d)

"LOCAL GOVERNMENT OFFICER"

"Local gov

and may not be disclosed. After the report or financial statement is filed with the Ethics Commission, the information disclosed in the filed report or financial statement is public information to the extent provided by the law requiring the filing of the report or financial statement. *Gov't Code 571.0671(d)*

VIOLATIONS

A trustee serving in a school district that has adopted a resolution or that is subject to an order issued by the Commissioner commits an offense if the trustee fails to file the statement required by the resolution or order. An offense under this section is a Class B misdemeanor. *Education Code 11.064(c)*

Note:

A district must disclose in writing any potential conflict of interest to the DOE or TEA in accordance with applicable DOE policy. 2 C.F.R. 200.112

PRIVATE CORPORATION

It is lawful for a local public official to serve as a member of the board of directors of private, nonprofit corporations when such officials receive no compensation or other remuneration from the nonprofit corporation or other nonprofit entity. *Local Gov't Code 171.009*

ARTICLE VII. AMENDMENTS

7.01. Power to Amend Bylaws. These Bylaws may be amended, repealed, added to, or new Bylaws may be adopted, by the same action that is required for all decisions of the Board, which is the affirmative vote of a majority of the directors voting at a meeting at which a quorum is present, and when the proposed amendments have been sent to directors prior to such meeting.

Date approved by the Board: November 22, 2019

Sheba Kulothungan
Board Officer

Attachment 11: Code of Ethics and Conflict of Interest Policy

Houston School of Technology

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.*

There are no existing relationships that pose actual or perceived conflicts.

- *Outline specific steps the board will take to avoid any actual conflicts and to mitigate perceived conflicts.*

1. The board will approve the NIEO Conflict of Interest Policy
2. Adhere to board governance laws according to the Local Gov't Code 176, spelled out in the Conflict of Interest Policy.
3. Each Board member will annually complete, sign and notarize the board governance form verifying their compliance to the Conflict of Interest Policy, where all changes are documented, reviewed and approved by the Board.
4. If an actual conflict of interest exists, the situation must be immediately halted, and the Board will determine appropriate consequences appropriate to the situation, the knowledge of the parties involved, and the degree of the offense. All Board decisions will be properly documented within the Board meeting minutes.

Attachment 11: Code of Ethics and Conflict of Interest Policy

Houston School of Technology

Code of Ethics NIEO Board Policy – Proposed

NIEO has proposed a Board Code of Ethics that is based on the Texas Association of School Boards (TASB)'s Code of Ethics. https://www.tasb.org/services/leadership-team-services/resources/for-new-board-members/code-of-ethics.aspx HST's revised version is as follows:

1. I will focus on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
2. I will diligently prepare for and attend Board meetings.
3. I will seek continuing education that will enhance my ability to fulfill my duties effectively.
4. I will work to ensure prudent and accountable use of District resources.
5. I will consistently uphold all applicable laws, regulations, policies, and governance procedures.
6. I will keep confidential information that is privileged by law or that will needlessly harm the District if disclosed.
7. I will strive to be impartial in all my decisions, basing my decisions on facts rather than opinions.
8. I will treat others with respect and invite other opinions in order to gain a broader perspective.
9. I will disclose all potential conflicts of interest and will abide by the Board's decision if a conflict of interest is identified.
10. I will serve as a Board member with the utmost integrity.

CONFLICT OF INTEREST POLICY

OF

NEWMAN – GEORGE INTERNATIONAL EDUCATION ORGANIZATION

SUBSTANTIAL INTEREST AFFIDAVIT

If a local public official has a substantial interest in a business entity or in real property, the local public official shall, before a vote or decision on any matter involving the business entity or the real property, file an affidavit stating the nature and extent of the interest if:

1. In the case of a substantial interest in a business entity, the action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or
2. In the case of a substantial interest in real property, it is reasonably foreseeable that an action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

The affidavit shall be filed with the official record keeper of the district.

Local Gov't Code 171.004(a)–(b)

ABSTENTION

The local public official shall also abstain from further participation in the matter.

If a trustee is required to file and does file an affidavit, that trustee shall not be required to abstain from further participation in the matter or matters requiring such an affidavit if a majority of the trustees are likewise required to file and do file affidavits of similar interests on the same official action.

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    a. Ten percent of the voting stock or shares of the business entity, or
    b. Either ten percent or $15,000 of the fair market value of the business entity.
2. Funds received by the person from the business entity exceed ten percent of the person's gross income for the previous year.

"BUSINESS ENTITY"

"Business entity" means a sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, or any other entity recognized by law. *Local Gov't Code 171.001(2)*

"FIRST DEGREE RELATIVES"

The local public official is considered to have a substantial interest if a person related in the first degree by either affinity or consanguinity to the local public official, as determined under Government Code Chapter 573, Subchapter B [see DBE(EXHIBIT)], has a substantial interest as defined above. *Local Gov't Code 171.002*

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"REAL PROPERTY"

A person has a substantial interest in real property if the interest is an equitable or legal ownership with a fair market value of $2,500 or more. *Local Gov't Code 171.002*

CONTRACTS PERMITTED

A board may contract with a business entity in which a trustee has a substantial interest if the trustee follows the disclosure and abstention procedure set out above. *Atty. Gen. Op. JM-424 (1986)*

SEPARATE VOTE ON BUDGET

A board shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a trustee has a substantial interest. The affected trustee shall not participate in that separate vote, but may vote on a final budget if he or she filed the affidavit and the matter in which he or she is concerned has been resolved. *Local Gov't Code 171.005*

DEPOSITORY BANK

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VIOLATIONS

A local public official commits an offense if the official knowingly:

1. Violates Local Government Code 171.004.
2. Acts as surety for a business entity that has a contract, work, or business with a district.
3. Act as surety on any official bond required of an officer of a district.

Local Gov't Code 171.003

VOIDABLE ACTIONS

The finding by a court of a violation of Local Government Code Chapter 171 does not render an action of the board voidable unless the measure that was the subject of an action involving a conflict of interest would not have passed without the vote of the person who violated the chapter. *Local Gov't Code 171.006*

CONFLICTS DISCLOSURE STATEMENT

A local government officer shall file a conflicts disclosure statement, as adopted by the Texas Ethics Commission, with respect to a vendor if the vendor enters into a contract with the district or the district is considering entering into a contract with the vendor; and the vendor:

BUSINESS RELATIONSHIPernment officer" means a member of the board, the superintendent, or an agent (including an employee) of the district who exercises discretion in the planning, recommending, selecting, or contracting of a vendor. *Local Gov't Code 176.001(4)*

"RECORDS ADMINISTRATOR"

"Records administrator" means the director, superintendent, or other person responsible for maintaining the records of a district or another person designated by the district to maintain statements and questionnaires filed under Local Government Code 176 and perform related functions. *Local Gov't Code 176.001(5)* [See CPC]

"VENDOR"

"Vendor" means a person who enters or seeks to enter into a contract with a local governmental entity. The term includes an agent of a vendor. The term includes an officer or employee of a state agency when that individual is acting in a private capacity to enter into a contract. The term does not include a state agency except for Texas Correctional Industries. *Local Gov't Code 176.001(7)*

DUTIES OF RECORDS ADMINISTRATOR

A records administrator shall:

1. Maintain a list of local government officers of the district and shall make that list available to the public and any vendor who may be required to file a conflict of interest questionnaire under Local Government Code 176.006; and
2. Maintain the statements and questionnaires that are required to be filed under Government Code Chapter 176 in accordance with the district's records retention schedule. [See CPC]

Local Gov't Code 176.0065

INTERNET POSTING

A district that maintains an Internet website shall provide access on the district's Internet website to the conflicts disclosure statements and questionnaires required to be filed with the records administrator. *Local Gov't Code 176.009*

VIOLATIONS

A local government officer commits an offense if the officer is required to file a conflicts disclosure statement and knowingly fails to file the required conflicts disclosure statement with the appropriate records administrator not later than 5 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement. It is an exception to the application of the penalty that the local government officer filed the required conflicts disclosure statement not later than the seventh business day after receiving notice from the district of the alleged violation.

A board may reprimand, suspend, or terminate the employment of an employee who knowingly fails to comply with a requirement adopted under Government Code 176. [See DF Series]

A board may, at its discretion, declare a contract void if the board determines that a vendor failed to file a conflict of interest questionnaire required by Government Code 176.006.

Local Gov't Code 176.013

AFFIDAVIT DISCLOSING INTEREST IN PROPERTY

If a public servant has a legal or equitable interest in any property that is to be acquired with public funds, and has actual notice of the acquisition or intended acquisition of the property, the public servant shall file an affidavit as follows:

1. The affidavit shall be filed with the county clerk(s) of the county or counties in which the property is located and of the county in which the public servant resides within ten days before the date on which the property is to be acquired by purchase or condemnation.
2. The affidavit must:

a. State the name of the public servant and the public office title or job designation held or sought.

b. Fully describe the property.

c. Fully describe the nature, type, and amount of interest in the property, including the percentage of ownership interest and the date the interest was acquired.

d. Include a verification of the truth of the information in the affidavit.

e. Include an acknowledgment of the same type required for recording a deed in the deed records of a county.

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"PUBLIC SERVANT"—GOVERNMENT CODE

"Public servant" means a person who is elected, appointed, employed, or designated, even if not yet qualified for or having assumed the duties of office, as:

1. A candidate for nomination or election to public office, or

2. An officer of government.

Gov't Code 553.001

VIOLATIONS

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A district's annual financial management report shall include summary reports of reimbursement received by each board member, reports of certain gifts from school vendors, and reports of board member business transactions with the school district. [See CFA] *Education Code 39.083; 19 TAC 109.1005*

Note: The following provisions do not apply to the board of a district that is subject to Education Code Section 11.0641. *Education Code 11.064(d)*

TRUSTEE FINANCIAL STATEMENT

A board by resolution adopted by majority vote may require each member of the board to file the financial statement required of state officers under Subchapter B, Chapter 572, Government Code, with the board and the Texas Ethics Commission.

Not later than the 15th day after the date a board adopts this resolution, the board shall deliver a certified copy of the resolution to the Texas Ethics Commission. A resolution

applies beginning on January 1 of the second year following the year in which the resolution is adopted. A member of a board that has adopted a resolution is not required to include, in a financial disclosure statement, financial activity occurring before January 1 of the year following the year in which the resolution is adopted.

The Commissioner by order shall require the members of a board to file the financial statement required of state officers under Subchapter B, Chapter 572, Government Code, in the same manner as the members of the board that have adopted a resolution if the Commissioner determines that:

1. A board member has failed to comply with filing and recusal requirements applicable to the member under Chapter 171, Local Government Code;
2. District financial accounting practices are not adequate to safeguard state and district funds; or
3. A district has not met a standard set by the Commissioner in the financial accountability rating system.

The Commissioner may require the filing of financial statements covering not more than three fiscal years and beginning on January 1 of the second year following the date of the Commissioner's order. A member of a board subject to an order issued by the Commissioner is not required to include, in a financial disclosure statement, financial activity occurring before January 1 of the year following the year in which the order is issued. The Commissioner may renew the requirement if the Commissioner determines that a condition described above continues to exist. *Education Code 11.064*

ELECTRONIC FILING

A financial statement filed with the Ethics Commission must be filed by computer diskette, modem, or other means of electronic transfer, using computer software provided by the commission or computer software that meets commission specifications for a standard file format. *Gov't Code 572.0291*

CONFIDENTIALITY

Electronic report or financial statement data saved in an Ethics Commission temporary storage location for later retrieval and editing before the report or financial statement is filed is confidential

1. Has an employment or other business relationship with the local government officer or a family member of the officer, and the business relationship results in the officer or family member receiving taxable income, other than investment income, that exceeds $2,500 during the 12-month period preceding the date that the officer becomes aware that:
    a. A contract between the district and the vendor has been executed; or
    b. The district is considering entering into a contract with the vendor;

GIFTS

2. Has given to the local government officer or a family member of the officer one or more gifts, and the gift or gifts have an aggregate value of more than $100 in the 12-month period preceding the date the officer becomes aware that:

   a. A contract between the district and the vendor has been executed; or
   b. The district is considering entering into a contract with the vendor; or

FAMILY RELATIONSHIP

3. Has a family relationship with the local government officer.

GIFTS —EXCEPTION

A local government officer is not required to file a conflicts disclosure statement in relation to a gift, as defined by law, accepted by the officer or a family member of the officer if the gift is:

1. A political contribution as defined by Title 15, Election Code; or
2. Food accepted as a guest.

Local Gov't Code 176.003(a)–(a-1)

FILING DATE

A local government officer shall file the conflicts disclosure statement with the records administrator of a district not later than 5:00 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement. *Local Gov't Code 176.003(b)*

VENDOR QUESTIONNAIRE

A person who is both a local government officer and a vendor of a local governmental entity is required to file a vendor questionnaire if the person enters or seeks to enter into a contract with the local governmental entity; or is an agent of a person who enters or seeks to enter into a contract with the local governmental entity. [See CHE] *Local Gov't Code 176.006(e)*

DEFINITIONS

"AGENT"

"Agent" means a third party who undertakes to transact some business or manage some affair for another person by the authority or on account of the other person. The term includes an employee. *Local Gov't Code 176.001(1)*

"BUSINESS RELATIONSHIP"

"Business relationship" means a connection between two or more parties based on commercial activity of one of the parties. The term does not include a connection based on:

1. A transaction that is subject to rate or fee regulation by a federal, state, or local governmental entity or an agency of a federal, state, or local governmental entity;
2. A transaction conducted at a price and subject to terms available to the public; or
3. A purchase or lease of goods or services from a person that is chartered by a state or federal agency and that is subject to regular examination by, and reporting to, that agency. *Local Gov't Code 176.001(a-1)*

"FAMILY MEMBER"

"Family member" means a person related to another person within the first degree by consanguinity or affinity, as described by Government Code Chapter 573, Subchapter B. [See DBE(EXHIBIT)] *Local Gov't Code 176.001(2)*

"FAMILY RELATIONSHIP"

"Family relationship" means a relationship between a person and another person within the third degree by consanguinity or the second degree by affinity, as those terms are defined by Government Code Chapter 573, Subchapter B. [See DBE(EXHIBIT)] *Local Gov't Code 176.001(2-a)*

"GIFT"

"Gift" means a benefit offered by a person, including food, lodging, transportation, and entertainment accepted as a guest. The term does not include a benefit offered on account of kinship or a personal, professional, or business relationship independent of the official status of the recipient. *Local Gov't Code 176.001(2-b)*

"INVESTMENT INCOME"

"Investment income" means dividends, capital gains, or interest income generated from:

1. A personal or business:
    a. Checking or savings account,
    b. Share draft or share account, or
    c. Other similar account;

2. A personal or business investment; or
3. A personal or business loan.

Local Gov't Code 176.001(2-d)

"LOCAL GOVERNMENT OFFICER"

"Local gov

and may not be disclosed. After the report or financial statement is filed with the Ethics Commission, the information disclosed in the filed report or financial statement is public information to the extent provided by the law requiring the filing of the report or financial statement. *Gov't Code 571.0671(d)*

VIOLATIONS

A trustee serving in a school district that has adopted a resolution or that is subject to an order issued by the Commissioner commits an offense if the trustee fails to file the statement required by the resolution or order. An offense under this section is a Class B misdemeanor. *Education Code 11.064(c)*

Note:

A district must disclose in writing any potential conflict of interest to the DOE or TEA in accordance with applicable DOE policy. 2 C.F.R. 200.112

PRIVATE CORPORATION

It is lawful for a local public official to serve as a member of the board of directors of private, nonprofit corporations when such officials receive no compensation or other remuneration from the nonprofit corporation or other nonprofit entity. *Local Gov't Code 171.009*

Adopted November 22, 2019

Attachment 12: Board Members' Résumés and Biographical Affidavits

Houston School of Technology

Sheba K. George, Ed.D., Ph.D.
4603 Enchanted Bay Blvd.
Arlington, Texas 76016

Highlights

Dr. Sheba Kulothungan-George is the founder and superintendent of Newman International Academy Board and School. She presided over the Board that became one of the top scorers among hundreds of applicants in the state of Texas, to receive and start a public charter school in the name of Newman International Academy of Arlington (NIAA) in 2010. This Pre-K to 12th grade Academy started with 300 students and has grown to seven (7) campuses in four (4) cities, and operates under a 30 million dollar budget provided by the state of Texas. NIAA is in its ninth year of operation with student enrollment increasing to over 3200 students and over 400 faculty and staff.

Dr. George has presented more than 80 guest lectures in the US and in other countries including India. She has served as a resource person and led national and international student and faculty workshops. She has been the key note speaker in many academic and social seminars and conferences in the US and other countries. She has been the academic advisor and counseled countless number of university and school students and their parents for better life and success. She has conducted multicultural programs and studies in the US and in other countries including India. Dr. George has been an educational leader as professor of English and Communication Arts in the US and India for over 25 years and as a board member, director and superintendent of charter schools for 17 years. Dr. George believes that the destiny of a nation is shaped in classrooms. She is a leader in the community and serves the community doing social work. She was invited to the White House on behalf of non-profit organizations that have contributed to society.

Education

2007	Ph.D.	Mother Teresa University, India *Major*: English Literature *Dissertation:* "Woman as Icon: A Study of a Face of Feminism in the Selected Novels of Lloyd Douglas"
1998	Ed.D.	Texas A & M University, Commerce, Texas *Major:* College Teaching of English (American Literature) *Dissertation Topic*: "The Soul in the Making: Edward Taylor's Preoccupation with the Word"
1994	M.S.	Texas A & M University, Commerce, Texas

Major: Journalism
Thesis: "Journalistic Narrative and the Communication of Racism: A Comparative Analysis of News Reports from the United States and India"

1985 M.Phil. University of Madras, India
Major: English Literature
Thesis: "Beauty for Ashes: A Study of Self in Taylor Caldwell's The Great Lion of God"

1984 M.A. University of Madras, India
Major: English Literature

Academic (Teaching) Appointments

2006-present Adjunct, Department of English, Dallas Baptist University, Dallas, Texas

1996-2006 Associate Professor of English, Department of Communication Arts, Southwestern Assemblies of God University, Waxahachie, Texas

1991-1994 Teaching Assistant and Lab Instructor, Department of Journalism and Printing, East Texas State University, Commerce, Texas

1992 Instructor, English 101, Department of Literature and Languages, East Texas State University, Commerce, Texas

1991-1992 Tutor, Communication Skills Center (Reading and Writing Lab), East Texas State University, Commerce, Texas
Tutor, Federal Educational Services, East Texas State University, Commerce, Texas

1986-1990 Assistant Professor of English/Journalism, Anna Adarsh College, University of Madras, India

University Instructional Curriculum

English

American Literature I, II
English Literature I, II

Teaching English as Second language
Linguistics
Commonwealth Literature
World Literature
Shakespeare
Composition and Rhetoric I, II

Journalism

Editing and Creative Writing
Principles of Journalism and Mass Communication
Reporting
Press Laws
Advertising

Professional Experience in Journalism

1991-1993 Copy-Editor, "The East Texan," East Texas State University, Commerce, Texas

1988-1990 Part-time audio/video editor and announcer, "Jesus Calls International," India

1983-1988 Guest participant and hostess, "All India Radio," India

Administrative Experience

Superintendent, Newman International Academy of Arlington, Texas 2011-present

Director, Educational Center International Academy, Charter School, Arlington, Texas 2007-2010

Overseas Director, Pandian Matriculation School, CBE, India-2005-present

Adviser, Journalism Certificate Course 1987-1990
Anna Adarsh College, University of Madras, India
Developed curriculum
Recruited teachers

Promoted and marketed institutional services through research

Adviser, Literary Activities 1987-1990
Anna Adarsh College, University of Madras, India
Promoted and marketed institutional services and talents
Promoted development of institution through research
Organized lectures, seminars, conferences, projects, and intercollegiate/institutional contests to promote growth of English Language and Literature
Published journals

Adviser, Cultural Activities 1986-1990
Anna Adarsh College, University of Madras, India
Organized cultural programs
Recruited and trained talents for performances

Academic Committees, Boards and Activities

Vice President, Newman-George Internt'l Education Association 2019 - Present

Founder and President, Newman International Academy Board, 2009 -2011

Official Representative, Newman International Academy Board, 2011- 2016

Secretary, Newman International Academy Board, 2016 - Present

Overseas Doctoral Dissertation Examiner, Mother Teresa University, India (2007- present)

Member, C.S. Lewis and the Inklings Society, Oklahoma (2004-present)

Member, Charter Board of Directors, C.S. Lewis and the Inklings Society, Oklahoma (2004-2006)

Overseas Doctoral Dissertation Examiner, Bharathiar University, India (2002-present)

Member, Board of Directors, ECIA, Charter School, Garland, Texas (2001-2007)

Member, Accreditation Self Assessment Committee, Southwestern Assemblies of God University, Waxahachie, Texas (2002)

Member, Library Committee, Southwestern Assemblies of God University, Waxahachie, Texas (1996 - 1998)

Chairman, Sigma Tau Delta Multicultural Day Committee, East Texas State University, Commerce, Texas (1994)

President, Sigma Tau Delta (Upsilon Beta Chapter), International English Honor Society, East Texas State University, Commerce, Texas (1993-1994)

Member, Search Committee for the Position of the Head of the Department of Journalism, East Texas State University, Commerce, Texas (1992)

Member, Editorial Board of "Adarshvani," the Annual journal of Anna Adarsh College, University of Madras, India (1987-1990)

Positions and Membership in Non-Profit Organizations (A few mentioned here)

Served as Board of Director, National Christian Chamber of Commerce, USA

Served as Vice President, Federation of Indian Christian Churches of North America and Canada

Served as Co-Founder and Vice President, Saint Servers International

Served as Co-Founder and Board of Director, Brooke of Life

Guest Lectures, Conferences and Key Note Speaker, Seminars, Workshops/ Experience as Resource Person, Cultural Exchange Program Leader, Experience as Panel Speaker (A few mentioned here)

Guest Lectures

"Keys to Success," Baylor University, USA, 2008

"Soft Skills for a Strong Career" Stamford College, Malacca, Malaysia 2006

"From East to West" Texas A&M University, USA 2004

Key-Note Speaker

Business Leadership Institute, Dallas, USA, 2011

Nirmala College, Coimbatore, Literary Association, 2006

Youth Retreat, IBC, Houston 2011, 2004

PSGR Krishnammal College, Literary and Debating Association, 1999

Workshop/Resource person

Refresher Course, Faculty and Staff, Stamford College, Mallaca, Malaysia

Spring Womens' Conference, Jackson Missisippi, USA

Crosscurricular Communications, RVS Faculty and Staff Workshop

Seminar

PSGR Krishnammal College, Empowerment of Women in Drama

CS Lewis, Southwest Conference, Oklahoma, USA

CS Lewis Conference, Tyler, Texas, USA

Muticultural Conference, New Mexico, USA

Conference Speaker

Youth Conference, Dallas, USA,

Spring Conference for Women, Jackson, Missisippi, USA

Cultural Exchange Program Leader

Led a team of students from Southwestern Assemblies of God University, USA, for a cultural exchange program in 1999 and in 2005. The team performed in Malaysia, Singapore, and in Coimbatore (PSGR Kroshnammal College), Bangalore, Ooty, Coonoor, Delhi and Hyderabad.

Panel Speaker

National Pastors' Conference, North Carolina, USA

Honors (Academic, Literary, Sports, Arts [visual and theatrical] and Social Honors)

Nominated as the "Poet of the Year 2000" by the International Library of Poetry, Washington D.C.

Selected by the Institution for World Capitalism at Jacksonville University to attend the Second Annual Freedom and the Press National Workshop (1994)

Listed in "Who's Who Among Students in American Universities" (1992-1993)

Invited to East Texas State University Women's Leadership Conference for Contribution as a Woman Leader (1992,1993)

Won the First Place for the essay, "Ocean of Difference" (published in the ETSU Special) in the Texas Press Association contests held for American universities (1992)

Awarded the Mary Bowman Merit Scholarship for doctoral studies at East Texas State University (1991)

Declared as one of the outstanding members of the faculty of Anna Adarsh College, University of Madras, India (1986-1990)

Awarded the National Merit Scholarship for securing a meritorious rank in the Madras University B.A. examinations (1982)

Awarded "The Best Out-going [graduating] Student Gold Medal" for excellence in academic and non-academic fields at Krishnammal College, University of Madras, India (1982)

Awarded the Pankaj Gupta "Best Woman Athlete of India Award" in 1979

Won 17 National Gold Medals as high jumper of India 1974-1982

Won many awards for painting and theatrical performances

Publications

Criticism on Lloyd Douglas accepted for publication 2011

Criticism on Edward Taylor accepted for publication 2011

Co-Author, Lavender Series for Mastering English, 3 Volumes. SBG Publications, Coimbatore.

"The Book of Ruth and the Art of Narration." Technique as Compliment to Theme in European Literature. A publication of Department of English, PSGRK College

"Allegory and Symbolism in C.S. Lewis' Poems: His Definition, His Display, His Dynamism" (Lewis and Puritan Poets Compared). Seventh C.S. Lewis and the Inklings Conference. A publication of C.S Lewis and Inklings Society. Spring 2004.

"Water Lanterns." A poem published in Winged Words, a publication of the International Library of Poetry, 2000.

Journalistic Narrative and the Communication of Racism: A Comparative Analysis of New Stories from India and the United States, East Texas State University, 1994

"From the Melting Pot to the Salad Bowl: Language Problems of International Students." The East Texan 1993.

"The Eye of God: Analogy of the Dollar Bill." Special. Spring 1993.

"Cultural Diversification." Special. Spring 1993.

"Ocean of Difference." Special. Fall 1992.

Paper Presentations/Address/Workshop Presentations

"An 'Invitation to Live' in a Pop Culture: A Study of Lloyd Douglas's Focus on Women." American Pop Culture Association, New Mexico, 2008.

"The Kingdom in the Sinner, Saint and Singer: A Study of Edward Taylor's Poetry." Christianity and Literature Conference, LeTourneau University, Marshall, Texas, 2008.

"Soft Skills for a Strong Career: Communication Strategies." Workshop for Students. Stamford College, Malacca, Malaysia. 2007.

"Modes and Methods of Teaching English." Seminar for Faculty. Stamford College, Malacca, Malaysia, 2007.

"Communication and Success." Symposium for University Faculty. RVS Educational Trust. Sulur, Coimbatore, India. 2007.

"The Empowerment of Women in Drama." Keynote Address. Literary Association, PSGRK College, Bharathiar University, India. 2006.

"The Image of Women in the Selected Poetry of C.S. Lewis." Ninth C.S. Lewis and the Inklings Conference, John Brown University, 2006.

"The Call, the Commitment and the Mission of C.S. Lewis: A Study of C.S. Lewis's Works in Relation to Their Benefit to Parochial Universities." Eighth C.S. Lewis and the Inklings Conference, Oral Roberts University, Tulsa, Oklahoma, 2005.

"Allegory and Symbolism in C.S. Lewis' Poems: Lewis and the Colonial Poets Compared." Seventh C.S. Lewis and the Inklings Conference, LeTourneau University, Marshall, Texas, 2004.

"The Mystic in Lewis: An Analysis of The Great Divorce" (Grasping Lewis's attempts to reclaim for our society its lost legacy). Sixth C.S. Lewis and the Inklings Conference, Oklahoma University, Oklahoma City, Oklahoma, 2003.

"Edward Taylor and His Passion for the Word" (Making the Puritan world relevant to our times—a comparison of modern religious writers with Taylor). Mary-Hardin University, Texas, 2001.

"East Meets West: The Relevance of American Writing to the East" (An analysis of the works of Lloyd Douglas). Mary-Hardin University, 2000.

"Farewell to the Dying: The Robe as Douglas' Claim to Excellence." Interdisciplinary Symposium, East Texas State University, Commerce, Texas, 1993.

"The Church Without Christ: A Symbolic Analysis of Characters in Flannery O'Connor's Wise Blood." Interdisciplinary Symposium, East Texas State University, Commerce, Texas, 1992.

"Peace and Progress." Anna Adarsh College, University of Madras, India, 1988.

Ph. D. Dissertations Evaluated

Topics:

"The Weltanschauung of the Outsider: An Existential Study of the Selected Novels of Richard Wright, Ralph Ellison and James Baldwin with Special Reference to Martin Heidegger and Jean-Paul Sartre" by M.P. Ramarajan. Dissertation Submitted in Partial

Fulfillment of the Requirements for the Award of the Degree of Doctor of Philosophy in English Literature. Bharathiar University, India. March 2010.

"The 'Self' in Evolution – A Study of Margret Atwood's Select Novels" by Rhadika Krishnamoorthy. Dissertation Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Doctor of Philosophy in English Literature. Mother Teresa University, India. October 2007.

"Chinua Achebe: The Novelist as Teacher" by Chitra Sivasubramaniam. Dissertation Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Doctor of Philosophy in English Literature. Bharathiar University, India. May 2002.

"A Stylistic Analysis of the Sellect poems of Hopkins" Dissertation Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Doctor of Philosophy in English Literature. Bharathiar University

"Struggle to Success: A Study of the Select Novels of Willa Cather" Dissertation Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Doctor of Philosophy in English Literature. Bharathiar University

Personal

Birth date: March 31, 1962

Marital Status: Married to Mr. Lazarus Kulothungan George
Two children, Moses and Stephen, ages 26 and 13

Citizenship: USA

Lisa McFarland
P.O. Box 507, Lawrence KS 66044
(785) 330-3604 (785) 330-3569
Warringdove111@gmail.com
www.wardoves.com

HIGHLIGHTS:

Board Member, Newman-George International Education Organization 2019 to Present

EDUCATION:

Indiana University / Purdue University – Columbus, Indiana
Riverside Community College – Riverside, California
Fullerton College – Fullerton, California
Shalom Seminary – Des Moines, Iowa

AWARDS:

National Service Award – 5 years VISTA Corps. (U.S. Branch of Peace Corps.)
Mayoral Recognition for Community Development (Columbus, Indiana)

POSITIONS:

2006 – Present *President*, **Warring Dove International**. Eagle Rock Church, Founder of global impact studies program in the Paloma Institute. Global Missions and Ministry Schools. Preacher, teaching, worship, music, apostle, training ministers, overseeing and starting new works.

2006 – 2009 *Missionary,* **Eddie Garza Ministries**. Evangelizing regions of the Globe through preaching, teaching, worship, and intercession. Speaking at crusades and citywide outreaches.

2003 – 2005 *Director of Education,* **Googols of Fun**. Designed education programs, events, taught classes, trained and managed staff, camps, community promotions, and scouts.

1998 – 2003 *Teacher,* **Integrity Christian School**. Taught United States History, Elementary Literature, and developed SCI-KIDS (a hands-on science program and curriculum for Grades 3 to 6). Managed staff and volunteers.

1999 – 2002 *Outreach Instructor,* **Discovery Science Center**. Taught science programs at schools, community events, summer camps, after-school programs, and stage shows for DSC. Designed curriculum, trained others, STARLAB instructor etc.

1996 – 1998 *Director,* **Noah's Place Home Day-Care**. Designed curriculum; administrative responsibilities [billing, maintaining records, meal coordination, fieldtrips, etc.].

1994 – 1995 *Instructor,* **Pittsburg Children's Museum**. Designed and taught classes in literature, themes, multicultural (crafts, music, culture); Mommy-N-Me classes.

1993 – 1994 *Family Literacy Coordinator,* **Human Services, Incorporated – Headstart**. Acquired donations of cash, books, and equipment for regional centers; designed programs for schools to promote literacy and family involvement.

1987 – 1993 *Resource Development,* **Human Services, Inc. – Southern Indiana Foodbank.** Solicited donations, enlisted volunteers, established food drives and community awareness programs. Promoted the Foodbank extensively in the media.

COMMUNITY SERVICES:

Taught classes for Girl's Club, Girl Scouts, 4-H Club, coordinated children's church, vacation Bible schools and clubs, puppet ministry, resource development mission work to Mexico and youth ministry. Ethnic exhibitor [Native American]. Taught classes at community centers: basket making, crafts, music, family counseling, and personal development skills.

CONFERENCES / WORKSHOPS / AFFIALIALTIONS:

NASA Conference. **Science education enrichment conference**. Denver, CO – 2001
Beckman Science Foundation. **Teacher workshops.** Santa Ana, CA – 2001 – 2002 [plant growth, butterflies, geology].
Fullerton College Oceanography / Marine Laboratory. Fullerton, CA – 2001
Kansas Prayer Mission
Govern From the Heart / Destiny Ministries. Arkansas City, Kansas
Aglow International Ministries. Northeast Kansas
Topeka House of Prayer. Topeka, Kansas
National Day of Prayer Committee, Kansas City, MO
Haskell Inter Faith Council. Haskell Indian Nations University

REFERENCES:

Apostle Jimmy Squires – James Michael Squires Ministries
www.jmsm.org
117 Jennings Court, Radcliff, KY 40160
(270) 351-9990
jmsm@aol.com
Apostle Tim Taylor – Kingdom League International
www.kingdomleague.org
4004 NE 4th St. STE 107-350
Renton, WA 98056
(425) 687-0994
Commander@kingdomleague.org

Evangelist Eddie Garza – Eddie Garza Ministries
www.trinityworshipcenter.net
280 Norma Drive
Mission, TX 78574
(956) 918-2978
edsgarza@hotmail.co

HANDY & MORGAN

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AND A PROFESSIONAL LIMITED LIABILITY COMPANY

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January 14, 2020

James B. Morgan

Resume

James B. Morgan was born and raised in Ft. Worth, Texas. He graduated from North Side High School, Baylor University in 1963 and earned his Juris Doctor degree from Baylor Law School in 1964.

After graduation from law school he started his legal career in the City Attorney's office in Fort Worth. Later he moved to Washington, D.C. where he was an attorney in the Tax Court Litigation Section of the office of Chief Counsel, Internal Revenue Service. He returned to Tarrant County in 1969 and became a partner in the law firm of Handy & Morgan in Hurst, Texas.

Mr. Morgan's practice includes business law, trusts and estate planning, probate, elder law, and school law. He is Board Certified in Estate Planning and Probate Law by the Texas Board of Legal Specialization, and he is a member of the National Academy of Elder Law Attorneys. In addition to estate planning he serves as a business law litigation coordinator for business clients and political subdivisions.

Mr. Morgan served nine years as a trustee on the Hurst-Euless-Bedford school board, and has been a board member of the Education Service Center, Region XI in Ft. Worth since 2002, Newman International Academy Arlington since 2011 and Newman-George International Education Organization since 2019. He is the attorney for several school districts and charter schools. Mr. Morgan has served on the advisory boards of several banks since 1971, currently serving on the Fort Worth board of BBVA Compass Bank.

He has served as president of the Hurst-Euless-Bedford School Board, the HEB-Mid Cities Rotary Club, Northeast YMCA board and the board of New Horizons Ranch and Center, a treatment facility for abused children. He currently is Chairman of the board of the Region XI Education Service Center. He is active in church work and is a member of the First Baptist Church of Hurst. He is married and has two children and six grandchildren.

LaVerne Raine

Resume

2018

Highlights:

Board of Trustees, Newman-George International Education Organization 2019 - Present
Vice President, Board of Trustees, Newman International Academy 2010-Present

Retired as Associate Professor, Department of Curriculum & Instruction,
Texas A&M University-Commerce 1974-2016

PROFESSIONAL INTEREST

Preservice teacher education
Reading methods relating to word analysis skills

EDUCATION

B.A.	University of Arkansas at Little Rock	1966
M.S.	University of Central Arkansas, Conway, Arkansas	1969
Ph.D.	University of Missouri-Columbia	1975

CERTIFICATION/LICENSURE

Professional Teaching Elementary Level and Reading, Arkansas

EXPERIENCE

Educational

1974-2016, Associate Professor (since 1981), Department of Curriculum & Instruction, Texas A&M University-Commerce

1972-74 Graduate Research Assistant, Educational Resources Group, School of Medicine, University of Missouri-Columbia

1969-1972 Reading Specialist-Supervisor, Ozark Regional Inservice Teacher Education, Valley Springs, Arkansas

1968-1969 Elementary School Teacher, North Little Rock ISD, North Little Rock, Arkansas (grade 5 with 25 students)

1965-1968 Elementary School Teacher, Pulaski County ISD, Little Rock, Arkansas. All were self-contained classrooms and I taught all subjects. (1st year combined grades 3 & 4 with 39 students, 2nd year grade 4 with 40 students, 3rd year combined grades 5 & 6 with

25 students.

Undergraduate Courses Taught

RDG 301 Organization and Materials for the Teaching of Reading
RDG 302 Diagnostic Instruction of Reading Comprehension
ELED 302 Corrective Reading
RDG 350 Language Arts & Literacy Learning
RDG 354 Reading in the Elementary and Junior High School
RDG 359 Practicum in Public Schools
RDG 360 Word Analysis Skills
RDG 370 Comprehension Skills
ELED 400 Clinical Practicum in Reading
RDG 420 & 430 Practicum in Classroom Reading Instruction
ELED 422 Internship in Teaching - Field Based
ELED 438 Intg Lrn: Social Studies FB
RDG 442 Content Reading Field Based
ELED 443 Classroom Management in Field Based Settings
RDG 448 Plan/Org Lit Inst through out Curr FB
RDG 449 Practicum in Reading Instruction in Field Based Settings
ELED 452 Student Teaching in Field Based Settings
ELED 454 Student Teaching in the Elementary School
RDG 489 Independent Study: Planning & Instruction in Classroom Reading Instruction

Graduate Courses Taught

RDG 522 Reading in the Elementary School
RDG 550 Language and Literacy Development (Distant Education: Commerce)
ELED 556 Diagnostic and Remedial Reading in the Elementary Grades
RDG 560 Diagnosis and Treatment of Reading Problems
RDG 566 Clinical Practicum in Reading
ELED 576 Prescriptive Reading
RDG 589 IND Clinical Case Study
ELED597 Special Topics: Language and Literary Learning
ELED 644 Advanced Reading Supervision and Curriculum
RDG 689 Independent Study: History of and Practices in Reading Instruction
ELED 697 for ELED 666 Advanced Practicum in Reading Clinic Supervision

TEACHING AWARDS

Presented to LaVerne Raine. Texas A&M University-Commerce, 2009-2010 The Texas A&M University System Teaching Excellence Award.

Presented to LaVerne Raine. Texas A&M University-Commerce, 2008-2009 The Texas A&M University System Teaching Excellence Award.

The Beta Lambda Chapter of Hunt County, Texas State, Delta Kappa Gamma Society

International salutes LaVerne Raine for her Excellence as a Key Woman Educator as recognized by Texas A & M University-Commerce, December 8, 2009

My biography appears in the 6th edition of Who's Who Among America's Teachers 2000. This award was achieved by the nomination of a former Who's Who honor student

PUBLICATIONS

Books

Szabo, S., Morrison, T., Boggs, M., Martin, L., (2010) Building Literacy Communities. (ALER 32nd Yearbook). Commerce, Texas, Association of Literacy Educators & Researchers

Journals (refereed)

Raine, I. L., Szabo, S., & Linek, W. M., Jones, A., & Sampson, M.B. (2006). An Investigation of the Knowledge Base and Usage of Content Instructional Strategies in the Primary Grades by Preservice Teachers. *Multiple Literacies in the 21st Century: The 28th Yearbook of the College Reading Association.*

Linek, W.M., Sampson, M.B,, Raine, I.L., Klakamp, K., & Smith, B. (2006). Development of Literacy Beliefs and Practice of Preservice Teachers with Reading Specializations in a Field-Based Program. *Reading Horizons*, 46(3), 183-213.

Linek, W. M., Fleener, C., Fazio, M., Raine, I. L., & Klakamp, K. (2003). Shifting the educational focus from "How Teachers Teach" to "How Children Learn": The impact of redesigning a teacher education program. *Journal of Educational Research,* 97(2), 78-89.

Raine, I. L., Levingston, C., Linek, W. M., Sampson, M. B., & Linder, P. E. (2003). A View of the Literacy Beliefs and Growth Processes of Undergraduate Preservice Teachers with a Concentration in Reading: Interns, Paraprofessionals, and Interns Serving as Teachers of Record. *Celebrating the Freedom of Literacy*: *The 25th Yearbook of The College Reading Association.*

Raine,I.L., Linek, W.M. & Smith, B. (2002). A Cultural Examination of the Functions of Literacy from a Contextual Setting in Western Ukraine. In P.E. Linder, M.B. Sampson, J.A.R. Dugan & B.Brancato (Eds.) *Celebrating the Faces of Literacy: The 23rd Yearbook of The College Reading Association.*

Smith, B., Sampson, M.B., Linek, W.M. & Raine, I.L. (2001). Examining the Literacy Beliefs and Change Processes of Reading Specialists in a Field-Based Teacher Education Program: Critical Dissonance Factors. In W.M. Linek, E.G. Sturtevant

& J.A.R. Dugan (Eds.) *Celebrating the voices of literacy:The 23rd Yearbook of the College Reading Association.*

Sampson, M.B., Raine, I.L., & Harkins, D.M. (2000). "Field Based or Traditional? Preservice Teachers' Rationale in choosing a Teacher Preparation Program." *The 22nd Yearbook of the College Reading Association.*

Sampson, M.B., Linek, W.M., Raine, I.L. & Westergaard, P. (1997). The Evolution of a Professional Development Center: Collaboration, Reflective Assessment and Refinement. In W.M. Linek & Sturtevant, E.G. (Eds.), Exploring Literacy (19th yearbook of the College Reading Association, pp. 184-206). Commerce, TX: College Reading Association.

White, J.H., Vaughan, J.L., and Rorie, I.L. (1986). "Picture of a classroom where reading is for real," *The Reading Teacher*, Vol. 40 (October 1986) p. 84.

Rorie, I.L. (1978). "Analysis and Validation of the Revised Inventory of Teacher Knowledge of Reading." *Journal of Reading*, Vol.21 (April 1978) pp.606-607.

PRESENTATIONS

International

Linek, W.M., Raine, I.L., Sampson, M.B., & Smith, B. (August, 2002). The Development of Preservice Reading Specialists' Beliefs and Practices in a Field-Based Setting. Research report presented at the World Congress on Reading, Edinburgh, Scotland.

National

National Peer Reviewed Research Presentations

Linek, W. M., Sampson, M. B., Raine, I. L., Khirallah, B., & Szabo, S. (December, 2009). University Coursework and Field Based Teacher Education: The Influence on Primary Preservice Teachers Knowledge and Use of Reading Comprehension Strategies in a Year Long Teacher Education Program. Research report presented at the annual meeting of the National Reading Conference, Albuquerque, NM.

Raine, I. L., Szabo,S., Sampson, M.B.,& Boggs, M. (November, 2009) Then and Now: A comparative study of the Inventory of Teacher Knowledge of Reading. Research report presented at the annual meeting of the Association of Literacy Educators and Researchers, Charlotte, NC.

Raine, I.L., Green,C., Szabo,S., & Sampson, M.B. (November, 2009) Analysis of the

difficulty level of certain linguistic dimensions of English high frequency words for both English and Spanish-speaking beginning readers. Research report presented at the annual meeting of the Association of Literacy Educators and Researchers, Charlotte, NC.

Linek, W. M., Sampson, M. B., Raine, I. L., Khirallah, B., & Szabo, S. (November, 2009). The Influence of Prior Knowledge, University Coursework, and Field Experience on Primary Preservice Teachers Use of Reading Comprehension Strategies in a Year Long Field Based Teacher Education Program. Research report presented at the annual meeting of the Association of Literacy Educators and Researchers, Charlotte, NC.

Raine, Sampson, Linek, & Szabo. (December, 2008) Examining the Awareness, Perceptions, Knowledge and Use of Comprehension Strategies by Primary Preservice Teachers in a Field Based Program. 58th Annual National Reading Conference, Orlando, Florida

Linek, Sampson, Szabo, & Raine. (November, 2008) Reading Comprehension Strategies Employed during a Year Long Field Based Teacher Program. College Reading Association now Association of Literacy Educators & Researchers, Sarasota, Florida

Szabo, Boggs, Sampson, and Raine. (November, 2008) Helping Preservice Teachers Become Sensitive to and Knowledgeable about Vocabulary and Comprehension Strategies. College Reading Association now Association of Literacy Educators & Researchers, Sarasota, Florida

Szabo, Sampson, Sinclair, Linek, & Raine (November 2007) An Investigation of the Knowledge and Frequency Use of Content Reading Strategies by Science and Math Middle-Level Preservice Teachers. National Reading Conference, Austin, TX

Raine, Sampson, Szabo, & Linek (November, 2007) Comprehension Reading Strategies: The Influence of Prior Knowledge of Primary Grade Preservice Teachers Upon the Lessons They Teach. College Reading Association, Salt Lake City, UT

Sampson, Linek, Raine, Szabo. (November, 2006) An Investigation of the Knowledge and Use of Content Reading Strategies by EC-4 Preservice Student Teachers. National Reading Conference.

Raine, Sampson, Szabo, & Linek. (October 2006). A Comparative Investigation of the Awareness and Use of Content Reading Strategies in the Primary Grades by Preservice Teachers. College Reading Association, Pittsburgh, PA

Szabo, Raine, Sampson & Linek. (October, 2006). An Investigarion of the Knowledge and Use of Content Reading Strategies by Middle Level (4-8) Preservice Student Teachers. College Reading Association, Pittsburgh, PA

Sampson, M. B., Linek, W. M., *Thompson, J. A., Raine, I. L., & Linder, P. E. (November, 2005). Examining the Literacy Beliefs and Change Processes of Reading Specialists in a Field-Based Teacher Education Program: 1999-2004. Research report presented at the annual meeting of the College Reading Association, Savannah, GA.

Raine, I. L., Szabo, S., *Jones, A., & Linek, W. M. (November, 2005). An Investigation of the Knowledge and use of Content Reading Strategies in the Primary Grades by Pre-service Teachers. Research report presented at the annual meeting of the College Reading Association, Savannah, GA.

Raine, I. L., Jones, A., & Linek, W. M. (December, 2004). A Study of Cultural and Political Influences on Perceptions of Literacy Learning in Western Ukraine. Research report presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Klakamp, K., Linek, W. M., Raine, I. L., Sampson, M. B., Levingston, C. E., & Torti,C. (December, 2004) Revisiting the Philosophical Orientation to Literacy Learning (POLL) Questionnaire: The Impact of Data Collection on Instrumentation. Research report presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Raine, I. L., Jones, A., & Linek, W. M. (October, 2004). A Comparative Study of Cultural and Political Influences on Perceptions of Literacy Learning. Research report presented at the annual meeting of the College Reading Association, Del Ray Beach, FL.

Klakamp, K., Levingston, C., Raine, I. L., Linder, P. E., Linek, W. M., & Sampson, M. B. (December 2003). Using Cross Case Analysis to Examine the Literacy Beliefs and Change Process of Undergraduate Teacher Preparation Students Specializing in Reading: Describing the Impact of Three Preservice Contexts. Research report presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Raine, I. L., Linek, W. M., Jones, A., & Foote, M. (October 2003). Political and Cultural Influences on Perceptions of Literacy Learning in Western Ukraine. Research report presented at the annual meeting of the College Reading Association, Corpus Christi, TX.

Levingston, C., Klakamp, K., Linder, P. E., Raine, I. L., Sampson, M. B., & Linek, W. M. (October 2003). Examining the Literacy Beliefs and Change Process of Undergraduate Teacher Preparation Students Specializing in Reading: A Cross Case Analysis Describing the Impact of Three Preservice Contexts. Research report presented at the annual meeting of the College Reading Association, Corpus Christi, TX.

Linek, W. M., Sampson, M.B., Raine, I.L., & Klakamp, K. (December, 2002). What Reading Specialists Learn in a Field-Based Teacher Education Program: A Cross Case Analysis Describing the Impact of Field-Based Contests. Research report presented at the annual meeting of the National Reading Conference, Miami, FL.

Sampson, M.B., Raine, I.L., Linder, P.E., Linek, W.M., & Levingston, C. (December, 2002). Examining the Literacy Beliefs and Change Processes of Undergraduate Teacher Preparation Students in Reading: Field-Based Students Serving as Teacher of Record vs. Traditional Field-Based Students. Research report presented at the annual meeting of the National Reading conference, Miami, FL.

Sampson, M.B., Linder, P.E., Raine, I.L., Linek, W.M., & Levingston, C. (November, 2002). Examining the Literacy Beliefs and Change Processes of Undergraduate Teacher Preparation Students in Reading: Field-Based Students Serving as Teacher of Record vs. Traditional Field-Based Students. Research report presented at the annual meeting of the College Reading Association, Philadelphia, PA.

Linek, W.M., Raine, I.L., Sampson, M.B., & Klakamp, K. (November, 2002). What Reading Specialists Learn in a Field-Based Teacher Education Program: A Cross Case Analysis Describing the Impact of Field-Based Contexts. Research report presented at the annual meeting of the College Reading Association, Philadelphia, PA.

Linek, W.M., Sampson, M.B., Raine, I.L., Smith, B., & Klakamp, K. (December, 2001) Development of Literacy Beliefs and Practices of Preservice Reading Specialists in a Field-Based Program. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX

Linek, W.M., Sampson, M.B., Raine, I.L., Smith, B., & Klakamp, K. (November, 2001). Critical Dissonance Factors in the Professional Development of Field-Based Reading Specialists: Phase Two. Paper presented at the annual meeting of the College Reading Association, Orlando, FL.

Raine,I. L., Linek, W.M., & Smith, B. (November, 2001). An Examination of the Functions of Literacy from a Contextual Setting in the Ukraine. Paper presented at the annual meeting of the College Reading Association, Orlando, FL.

Sampson, M. B., Linek, W. M., Raine, I. L., & Smith, B. (November, 2000). "Examining the Literacy Beliefs and Change Processes of Reading Specialists in a Field-Based Teacher Education Program: Critical Dissonance Factors." National Reading Conference, Scottsdale, AZ.

Linek, W. M., Sampson, M. B., Raine, I. L. & Smith, B. (November, 2000). "Critical Dissonance Factors in the Professional Development of Reading Specialists in a

Field-Based Teacher Education Program.: 44th Annual Conference of the College Reading Association, St. Petersburg, FL.

Linek, W.M., Dugan, J.A., Raine, I.L., Williams, N. & Bolton, P. (December, 1998). "Does Field Based Teacher Education Make a Difference in Public School Student Literacy Achievement?" National Reading conference Annual Meeting, Austin, TX.

Sampson, M.B., Boyter, G., Raine, I.L., Linek, W.M., Linder, P. & Dugan, J.A. (December, 1998). "Teaching Via Distance Education or 'What Have I Gotten Myself Into Now?'" National reading Conference Annual Meeting, Austin, TX.

Raine, I.L. & Dugan, J.A. "Vocabulary Strategies that Enhance Learning and Harmonize with the Curriculum." (November, 1998). College Reading Association annual Conference, Myrtle Beach, S.C.

Sampson, M.B., Linek, W.M., Raine, I.L., Linder, P.E., Dugan, J.A. (November, 1998). "Literacy Coursework Via Distance Education: Delights, Dilemmas, and Explorations." College Reading Association Annual Conference, Myrtle Beach, S.C.

Raine, I. L., Harkins, D., & Sampson, M.B. (December, 1997). "Students' Rationale in choosing a Teacher Preparation Program." National Reading Conference Annual Meeting, Scottsdale, AZ.

Linek, W. M., Coker, D. R., Foote, M., Raine, I. L., & Sampson, M. B. (December, 1997). "Making the Literacy Needs of Children and Families the Focus in a Professional Development Partnership." National Reading Conference Annual Meeting, Scottsdale, AZ.

Tyler, S. S., Raine, I. L., Lamb, H. A., & Dugan, J. A. (November, 1997). "When Buzzards Teach Reading: Implications of Teachers' Early Recollections." College Reading Association Annual Conference, Boston, MA.

Linek, W. M., Raine, I. L., Bolton, P., & Williams, N. "Kids: (November, 1997). The First Priority in a Professional Development Center." College Reading Association Annual Conference, Boston, MA.

Sampson, M. B., Walker, C., Dugan, J. A., Westergaard, P., Raine, I. L., & Fleener, C. E. (November, 1997). "Field-Based Teacher Education: Research, Politics, and Survival." College Reading Association Annual Conference, Boston, MA.

Raine, I.L., Harkins, D., Cornell, C., Sampson, M.B. & Linek, W.M. (November, 1996). "Voice andChoice: Elementary Education Field Experience." College Reading Association Annual Conference, Charleston.

Sampson, M.B., Linek, W.M., Raine, I.L., Westergaard, P. (November, 1996). "The Evolution of Literacy Assessment in a Field-Based Teacher Education Program." College Reading Association Annual Conference, Charleston, SC.

Linek, W.M., Sampson, M.B., Raine, I.L., Sampson, M., Cowan, S.Y., Bolton, P.,& Williams, N. ((December, 1996). "Academics 2000: Making Children and Literacy First Priority in a Professional Development Center." National Reading Conference Annual Meeting, Charleston.

Linek, W.M., Cornell, C., Raine, I.L., Sampson, M.B., Bolton, P., & Williams, N. (November, 1996)."Putting Literacy First: Shifting from 'How Teachers Teach' to 'How Children Learn'." College Reading Association Annual Conference, Charleston, SC.

Sampson, M.B., Raine, I.L., Westergaard, P., Anderson, S., Miller, K. & Hathcox, (March, 1996)."Field-Based Teacher Education: The Process of Change and its Impact on the Professional Development of University and Public School Faculty and Administrators." Fourteenth Annual Spring Conference on Teacher Education hosted by The Texas Consortium of State Organizations for Teacher Education, Houston, TX.

Coker, D., Raine, I.L. & Justice, M. (February, 1996). "Field-Based Teacher Education: The Process of Change and its Effect on University Faculty and Literacy Instruction." The Association of Teacher Educators Annual Meeting, St. Louis, MO.

Sampson, M.B. (Chair), Raine, I.L. and others, (December, 1995)."Field-Based Teacher Education: The Process of Change and its Impact on University Faculty and Literacy Instruction in the University and Public School," National Reading Conference, New Orleans, LA.

Sampson, M.B., Coker, D.R., Linek, W.M., Raine, I.L., Barton, L.A., and Justice, M.C. (November, 1995). "Field-Based Teachers Education: The Process of Change and Its Effect on University Faculty and Literacy Instruction," College Reading Association Annual Conference, Clearwater Beach, FL.

Regional Presentations

Raine, I.L. (November, 1994). "Literature; A Natural setting for the Study of High Frequency Phonic/Spelling Patterns." 22nd Southwest IRA Regional Conference, Little Rock, AR.

Raine, I. L. & Barton, L.A. (November, 1993). "Spelling Literacy: The Fine Arts of the Language ArtsProgram." Twenty-first Southwest IRA Regional Conference, Tulsa, OK.

Raine, I.L. (December, 1992). "Spelling Literacy: A Gift of the Language Arts Program." Sixteenth Southwest Regional Conference, New Orleans, LA.

State and Local

Raine, I.L. (October 9, 2009). Life and works of Bill Martin, Jr. and tour of the Bill Martin, Jr. Library, A&M-Commerce, Spouces of Texas A&M University-Commerce Foundations Board

Szabo, S. & Raine, I.L. (May, 2007). *Circle of Questions*. Higher Education Collaborative Meeting, Austin, TX

Raine I.L. (April, 2009,2008 & 2007). Bill Martin, Jr Library tour and talk on the life and works of Bill Martin, Jr. Bill Martin Jr Memorial Symposium, Texas A & M University-Commerce

Szabo, S. & Raine, I.L. (December, 2006). *Reading Strategies Used by Middle Level Student Teachers while they were Teaching in the Classroom.* Higher Education Collaborative Annual Conference, Dallas, TX

Raine, I.L. (April, 1995). "What's New and Old in Read-Aloud Stories." Dallas Association for The Education of Young Children Saturday Special Annual Conference, Dallas Convention Center, Dallas, TX.

Raine, I.L. (April, 1994). "Using Story Telling and Story Theater to Bring Stories to Life." Annual Conference Dallas Association for the Education of Young Children, Dallas, TX.

Raine, I.L. (March, 1994). "Gift of Instruction: Using Children's Literature to Identify Spelling/Phonic Patterns." Texas State Council. Corpus Christi, TX.

Raine, I.L. (April, 1993). "Invented Spelling of Young Children." Annual Conference, Dallas Association for the Education of Young Children, Dallas, TX.

GRANTS

Raine, I.L. University Research Grant for the 2004-2005 academic year. Second year for the funding and the research. Project:: *Comparison of the Perceptions of Educational Experiences of Western Ukrainians Over a Span of Time Periods with Individuals from Other Countries.* The grant funded one half-time doctoral assistant.

Raine, I.L. University Research Grant for the 2003-2004 academic year. The study is Perceptions of Educatonal Experiences of Western Ukrainians over a Span of Time Periods. The grand funded one half-time doctoral assistant.

Raine, I.L. Competitive Travel Grand for World Congress on Reading in Scotland. Approved for $500.00 (March, 2002).

MANUSCRIPT REVIEWS

Invited Manuscript reviewer for the following texts:

Holcomb Hathaway Publishers invited reviewer for a proposed textbook on early childhood content area literacy by Virginia McCormack. April 2006.

Blachowicz, C. & Fisher, P.J. (2002). *Teaching Vocabulary in All Classrooms*, 2nd edition. Columbus, OH: Merrill, Prentice Hall

Fox, B.J. (2000). *Word Identification Strategies*. Columbus, OH: Merrill, Prentice Hall

Invited proposal reviewer for the 1996, 2001 & 2003 National Reading Conference.

Peer Reviewer for the CRA Yearbook, Volume 27

Invited reviewer for the text: *Word Identification Strategies*, 3rd edition by Fox.

Bear, D.R., Templeton, S., Invernizzi, M. & Johnston, F. (1996). *Words Their Way*. Englewood Cliffs, New Jersey: Merrill, Prentice Hall.

Blachowicz, C. & Fisher, P.J.(1996), *Teaching Vocabulary in all Classrooms*. Columbus, OH: Merrill, Prentice Hall.

Eldredge, J.L. (1995). *Teaching Decoding in Holistic Classrooms*. Columbus, OH: Merrill, Prentice Hall

Rinsky, L. A. (1993). *Teaching Word Attack Skills*.Scottsdale, AZ: Gorsuch Scarisbrick.

PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIPS

International Reading Association

Association of Literacy Educators & Researchers, Appointed to the Board of Reviewers as a Peer Reviewer for the College Reading Association Yearbooks, Volumes 31 & 32

Higher Education Collaborative 2006-2009

Delta Kappa Gamma International Honor Society for Women Educators, Beta Lambda

Chapter, Treasurer 2008-present

Delta Kappa Gamma Texas State Organization, Area 17 Workshop,
Treasurer Summer 2010

National Reading Conference

DEPARTMENT, COLLEGE, OR UNIVERSITY COMMITTEE SERVICE

Chi Alpha Ministries, Faculty Sponsor 2007-present
This is a recognized A&M-Commerce student organization

Co-coordinate the Sulphur Springs / Mt. Pleasant intern Seminar. 2004-present

Committee Member

1. University Studies Council 1993-1995
2. Faculty Senate Awards Committee 1993
3. Admission To & Retention in Teacher Education 1990-2004
4. Search Committee for ELED Department Head 1993 & 1997
5. Reading program committee for the Federation of Years North Texas Area Universities Several years
6. Appeals Committee for College of Education 1993
7. Scholarship Committee for ELED Department 1993
8. Renovation of Ed South Planning Committee 1993-1994
9. Annual Alumni Ambassador Forum ELED Faculty Host 1995-2016
10. CPDT Research Committee 1994 – 2016
11. ELED Planning and Evaluation Committee 1993
12. ELED Search Committee for Assistant Professors 1996; 2004-2005
13. Special committee assignment by College of Education Dead to hear a Student Appeal of Grades June, 1997
14. Special committee assignment by College of Education Dean to hear a Student Appeal of Grades Sept., 1997
15. College of Education "Critical Thinking" Discussion Group May 6, 1997
16. University "Teaching via Compressed Video" Discussion Group Oct. 16, 1997
17. Teaching, learning, and Technology Roundtable 1998
18. Departmental Representative at the College of Education planning session for the TEKS Event 1998
19. Hostess for Ed. South Open House Homecoming Event 1998
20. Departmental participant in ExCET Review 1998
21. Initial Certification Committee, ELED Department 2000
22. Committee on Committees 2003-2004
23. International Students 2003-2016

24. Dean's Task Force to align annual evaluations Spring 2005

Committee Chair

1. Appointed by Dr. Jerry Morris, August 15, 1993, to a committee to hear a student's request for certification under the Jamison Bill. 1993
2. ELED Alumni Ambassador selection Committee and Host 1996-Present
3. Ed South Furniture Committee (Selected and directed purchase of all new furniture and selected usable pieces to furnish all classrooms and offices.) 1996-2001
4. ElEd move into Ed. South building 1997
5. Special Committee assigned by College of Education Dean for Student's Appeal of Instructor's Evaluation 1998
6. Departmental Appeals Committee 2004-2005

Doctoral Committees dissertations' defended, Chair:

Delores J. Smith	ELED Dept.	December, 1985
Helen Ruth Hyde Green	ELED Dept.	August, 1984
Amadita Rodriguez Muniz	ELED Dept.	May, 1982
Mary Louise Martinez McCabe	EL:ED Dept.	August, 1978

Doctoral Committees dissertations' defended, Member:

Sara Tyler	SHED Dept.	December, 1996
Lorelei Fetzer	ELED Dept.	December, 1994
Brenda Smith	SHED Dept.	August, 1993
Kenneth Harris	ELED Dept.	May, 1993

COMMUNITY AND CIVIC ACTIVITIES

Louise Drake Garden Club, Commerce, Texas, Chair of Beautification Committee- 2010-2011, & 2009-2010

Served as juror in the Hunt County District Court on March 12 - March 16, 2001

Raine, I.L. (Summer 1975 through Spring 1990). Director and supervisor of the Elementary Education Department Reading Clinic. Children in the area received free tutoring in literacy skills by reading specialization students enrolled in my courses. This responsibility was part of my teaching assignment at the university; however, service to the children and their parents was a strong component that I maintained. I believe there is often an overlapping between teaching and service, and the Reading Clinic was both. This phase of our teacher preparation program changed with our current professional development center.

INTERNATIONAL SERVICE

Raine, I.L. (March, 2005). Puebla, Mexico. We teamed with a group of local Mexicans and an interpreter and did cultural outreach in one area of Puebla that they had selected.

Raine, I.L. (May 2004). Russia. Member of a group of Americans invited by Russian officials to visit many hospitals, nursing homes, schools, and orphanages and street markets to administer physical humanitarian goods and services, and offer spiritual hope.

Raine, I.L. (September, 2003). Humanitarian trip to towns and remote villages in western Ukraine.

Raine, I.L. (May 2002). Humanitarian trip to port cities along the Dnepr River.

Raine, I.L. (May 8-20, 2001). Ukraine. I participated with a group of 60 Americans invited to make a humanitarian service trip to the western part of Ukraine. We stayed in the homes of the local people. In addition to our humanitarian work I used this opportunity to conduct an observational, interview type research of the social uses of literacy and the customs related to the literacy achievements of the people. This work resulted in one national conference presentation and a publication.

Raine, I.L. (May 9-21, 2000). Ukraine. The Ukrainian government invited 200 Americans to make a humanitarian tour and administer aid and supplies to nursing homes, hospitals, schools, and orphanages as well as other sites in nine cities along the Dnepr River and the Black Sea. We were one of the first groups invited into one city that had been closed to all visitors during Soviet Rule. One interpreter told the group that under Communists rule anyone who managed to get into that city was never heard from again.



DAVE ROEVER

Dave Roever grew up in a loving, committed family in South Texas. The last thing on his mind was going to war. At the height of the Vietnam War, he received his draft notice. Having no desire to serve in the infantry, he joined the Navy and served as a river boat gunner in the elite Brown Water Black Beret in Vietnam.

Eight months into his tour of duty in Vietnam, Roever was burned beyond recognition when a phosphorous grenade he was poised to throw exploded in his hand. The ordeal left him hospitalized for fourteen months, where he underwent numerous major surgeries. His survival and life are miraculous.

Today, with his humorous style, Dave Roever is enthusiastically received both nationally and internationally as a public speaker. He is a gifted communicator and speaks in a variety of settings including public schools; military installations; business, men's and youth conventions; and churches. Dave is a frequent guest on national television talk shows. He established compassionate, ongoing missions work in Vietnam and is involved in other nations.

In every setting, Mr. Roever's message is one of hope. Using his life as an example, he addresses issues relevant to his audience and presents concrete solutions to life's problems. Often drawing upon his war experiences of loneliness, peer pressure, disfigurement and pain, as well as life's triumphs, Dave weaves a message of courage, commitment and survival that touches and transforms those who hear him. The foundation of his hope is his faith, supported by wholesome relationships with his family.

Thirty-four years after his injuries, the U. S. Department of the Navy corrected its oversight by awarding Dave his Purple Heart, along with several other service medals. Because of his war-time experience of service, injury and recovery, he is uniquely qualified to speak to the needs of military personnel. He is called upon regularly to address troops on domestic military bases as well as those deployed around the globe, including the war zones.

In May 2005, Dave Roever was awarded an honorary Doctor of Divinity degree in recognition of his remarkable life and service.

In April 2012, he was awarded The Outstanding Civilian Service Medal by the U. S. Department of the Army.

Dave Roever is founder, chairman, and president of the Roever Foundation, Inc. based in Fort Worth, Texas. Dave and his wife Brenda are co-founders of Eagles Summit Ranch Colorado, near Westcliffe, as well as Eagles Summit Ranch Texas, near Junction. Dave's vision never stops. At multiple facilities, Dave Roever and his team help to restore hope and train wounded warriors and promising young leaders in areas of specific focus such as public speaking, and emotional and marital recovery after devastating injury, helping them to fulfill their destinies, through Operation Warrior RECONnect.

FAMILY

Wife:	Brenda Roever
Children:	Matthew Roever, Kimberly Chapin
Grandchildren:	2 grandsons and 2 granddaughters

MILITARY SERVICE

1968 - 1971 U.S. Navy, Special Warfare Division, with a tour of duty in Vietnam; injured in Vietnam in July 1969

MILITARY AWARDS

Purple Heart Medal
Navy Unit Commendation Ribbon
National Defense Service Medal
Vietnam Service Medal with 3 Bronze Stars
Republic of Vietnam Meritorious Unit Citation
(Gallantry Cross Medal Color with Palm)
Republic of Vietnam Meritorious Unit Citation
(Civil Actions Medal, First Class Color with Palm)
Republic of Vietnam Campaign Medal with 1960 device

CIVILIAN AWARDS

The Outstanding Civilian Service Medal, by the U.S Department of the Army (April 2012)
Honorary Doctorate

Roever Foundation, Inc.
P. O. Box 136130 | Fort Worth, Texas 76136 | 817-238-2000 | www.DaveRoever.org

Janet Singleton
806 Laurel Green Rd, Missouri City, TX 77459
832-887-4085

Highlights

Secretary, Newman - George International Education Organization	2019-Present
National Day of Prayer Coordinator; Missouri City, TX	2009-Present

Summary

More than 20 years in administrative, benefits, payroll and customer service experience in Fort Bend ISD, which serves more than 10,000 employees and 74,500 students. Served for at least 20 years in Together We Stand Christian church in various leadership roles in areas of finance, Bible teaching, and children's programs. As the Missouri City National Day of Prayer coordinator, facilitates and plans the annual event with area community leaders and city officials.

Experience

Fort Bend ISD, 1996-Present

Benefits Coordinator, 2019-Present
Conducting presentations and meetings to explain benefits to employees. Liaising with insurance and savings providers on behalf of employees and the company. Managing employee benefits records. Annuities, Bankruptcy, Disability Claims, Medical Leaves, Notary.

Benefits Specialist, 2008-2019
Administer and manage the school district's employee benefits, including COBRA, Child Support, Medical Support, Disability Claims and retirement programs.

Payroll Specialist, 2003-2008
Responsible for processing payroll, tax deductions, tax forms for school district employees.

Payroll Clerk, 1996-2003
Performed accounts payable and payroll clerk duties, and also worked in the transportation department.

Education

University of Phoenix, 2015
Bachelor of Science Management

Belhaven University, 2018
Master of Science Leadership

Betty J. Sims
3815 Drew Lane
Arlington, Texas 76017
817-233-8061
bjsims50@gmail.com

Texas Teacher and Educational Administrator

Highlights:

Board of Trustees, Newman-George International Education Organization 11/22 - Present

Professional Summary

- Experienced elementary and middle school classroom teacher, teaching all subject areas at multiple grade levels.
- Speech and Hearing Therapist
- Teaching of students with dyslexia using the Norton-Gillingham Alphabetic Phonics program.
- Experienced K-12 Assistant Principal and Principal
- Experienced District Administrator

Areas of Expertise

Instructional leadership, mentoring, staff training and development, curriculum planning, campus operations and safety, program development, special populations oversight, school accreditation, classroom management, school discipline, ordering of textbooks, district testing, Title IX, recruitment and retention of faculty/staff, evaluation of faculty/staff, district management.

EDUCATION

Bachelors of Science; Speech and Hearing Pathology
University of Washington, Seattle, Washington

Certifications:

Speech and Hearing Therapy Texas Educator Certification. Valid for life.
Language Therapist Certification through the Dean Learning Center of Dallas, TX
ACSI Administrator Certification

Other Training:

Audiology and Adv. Aural Rehab.
Principal training at Pensacola Christian College, Pensacola, FL
Professional Administration training through the Professional Administrator Credentialing Board of Texas
CPR and First Aid Training

Professional Experience

2011-2012 **Newman International Academy**
Assist. Principal; Part of the administrative team who laid the groundwork for the first year of Newman Academy. Participated in the creation of all programs for the new school. Handled disciplinary issues, assisted staff training and development, offered instructional and classroom Amanagement support to all teachers, contributed to ARD, LPAC, and 504 meetings, participated in recruitment and retention of faculty, managed the ordering of textbooks and STAAR testing, assisted with teacher appraisal system (PDAS)

2012-2014 District Coordinator; Continued as district textbook and testing coordinator, oversaw all special populations, managed the hiring of all faculty/staff, hiring and training of all substitutes, participated in the planning and execution of school expansion, oversaw food services, HR, Peims, secretarial staff, nursing staff, business office, maintenance staff, supervised principals, assisted the Superintendent with various projects.

2014-Present Assist. Superintendent; Oversight of seven campuses including instruction/curriculum, hiring of all faculty/staff, supervise and mentor principals, participate in the appeal process for parents and faculty at the district level, oversight of all district activities and programs, uphold the school culture and school vision/mission, and work closely with the Superintendent in all areas of the school.

2008-2010 **Advantage Academy**

Principal of K-12 Campus; Instructional leader, supervised all faculty/staff, assisted with hiring and retention, planned professional graduation plans, transcripts, dual credit, teacher evaluations, oversight of special populations including ARD, LPAC, 504 meetings, oversight of all areas of the school.

2007-2008 Third Grade Teacher; Self-contained classroom of 23 students. Taught all subjects, maintained excellent classroom management, communicated with parents concerning student progress, maintained gradebook, followed TEKS for preparation of state assessment.

Assist. Principal; Moved from third grade teacher, to Assistant Principal, to assist principal with discipline, ESL program, classroom observations, and became part-time dyslexia teacher.

1999-2007 **Simsco Custom Woodwork, Inc.**

Corp. Officer and Office Manager; Accts. receivable and payable, payroll, TWC reports, monthly 941 taxes, insurance, purchasing, advertising, assisted with hiring, and customer service.

1996-1998 **Lexington Academy, Farmers Branch, TX**

7th/8th Grade Science/Texas History/Reading Teacher; One semester.

5th/6th Grade Teacher-Combination Class; Taught all subjects. Three semesters.

1994-1996 **Arlington Church Day Care, Arlington, TX**

Designee/Overseer; Established the Arlington Church Day Care and functioned as the Designee/Overseer.

1982-1996 **Arlington Christian Center Academy, Arlington, TX**

1st/3rd/4th Grade Teacher; two years
K-8 Campus Principal; 14 years

1973-1977 **Dresser Industries, Dallas, TX**

Executive Secretary to the Manager of Engineering Services

1971-1972 **Child Study Center, Seattle, WA**

Teacher of Deaf Children

SARAH C. **STANLEY**

Richmond, TX · 713-443-0621
sstanley@newmangeorgeintl.org · LinkedIn Profile

HIGHLIGHTS

Board President, Newman-George International Education Organization. 2019 – Present
Ordained by Turning Point Ministries. 2011

SUMMARY

Almost 20 years' experience in non-profit management, youth leadership and program development, content writing and communications. Experience in a software services corporation in the areas of HR, marketing and finances.

EXPERIENCE

APRIL 2016 – CURRENT

CFO & HR MANAGER, GRACESOFT

Sarah Stanley has been with Grace Software, Inc. since its inception in 1999. Over the years, she has gained abundant experience in several departments of the company.

HR Manager

Oversees policies, training, and operational procedures for customer service, technical support and development areas. Also responsible for editing and updating staff procedure documents and employee handbooks for local support and sales staff. Manages recruitment, employee benefits and employee records.

CFO

Maintains risk management, financial operations strategies, and produces required legal/financial reporting.

JANUARY 2002 – 2012, JANUARY 2014 – CURRENT

NON PROFIT DIRECTOR, GRACE RENEWAL MINISTRIES

Event Management

Coordinating youth event program schedule and volunteers. Coordinate teams that serve at every monthly youth event, from a network of 50 churches and organizations; and volunteer roster of 150 individuals. Coordinate with other staff members to create and finalize the program schedule.

Non-Profit Communications

Oversee promotion materials for events, including website, email, social media and phone scripts. Create and edit communications to donors, community leaders and participants.

Program Development

Develop training handbooks and online resources for training middle, high school and college age youth student leaders in faith-based prayer and fellowship groups. Students representing more than 50 schools have completed the training program.

EDUCATION

DECEMBER 1998

MASTER OF DIVINITY LUTHER SEMINARY

Master of Divinity studies included an internship at a church plant in Chicago suburb and in Houston, Texas.

JUNE 1994

BACHELOR OF ARTS, LUTHER COLLEGE

Double major in English/Spanish. Completed study abroad in Monterrey, Mexico. Graduated Magna Cum Laude.

SKILLS

- Good time management, organization & task fulfillment
- Excellent problem-solving skills, can quickly clarify talking and action points from discussions and meetings.
- Editor for 'America's Hour of Destiny' and 'Curing the Cancer of America'
- **Language Skills:** Conversant level of proficiency in Spanish
- **Software Skills**: Wordpress, Hubspot, Facebook, LinkedIn, Microsoft Word 2010, 2013, Publisher, Powerpoint, Jira and Confluence.

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Jonathan Yerby

2724 Canyon Crest Court ◆ Arlington, TX 76006 ◆ (817) 980-3332 ◆ john.yerby@restoration1.com

Highlight:

Board Member, Newman-George Education Organization 2019 – Present

President, Board of Trustees, Newman George International Academy 2010 - Present

Profile

Founder & CEO of 5 Restoration 1 franchises and General Construction company since 2017. Over 22 years of professional management experience in the automotive industry. Proven success for leading teams through change. Creative visionary with exceptional ability to lead and motivate. Proven revenue generator in all market conditions. Record of improving retention, efficiency, productivity, and profitability. Extensive skills and experience in customer service excellence, and exceptional ability in conflict resolution.

Skills Summary

Fixed Operations	Variable Operations	Facility Management
◆ Profit Generation	◆ F&I Producer & Director	◆ Construction Project Mgt
◆ Recruiting	◆ Lender Relations	◆ Inspection of Facilities
◆ Service, Parts, Body Shop Management	◆ Excellent Closer	◆ Annual Audit for Risk Mgt
◆ Expense Control	◆ Sales Professional	◆ OSHA Compliance Officer

Professional Experience

FIXED OPERATIONS-SERVICE, PARTS & BODY SHOP DIRECTOR

- Led a team of 110+ in Fixed Operations of a premier luxury brand including a service, parts, and body shop.
- Built and maintained a client base with 75% service retention.
- Maintained CSI in the top 10% nationally for Lexus, top 20% BMW & MINI
- Negotiated and managed all vendors related to operations of facilities including janitorial, landscaping, pest control, garbage disposal, recycling, paint company, supplies, uniform contracts, and sublet vendors.

VARIABLE OPERATIONS- GENERAL MANAGER, F&I DIRECTOR, AUTOMOTIVE SALES

- Oversaw front-office operations and provided impeccable customer service.
- Implemented strategic shift in lender relations: Maintained an excellent relationship with captives resulting in a much deeper buying strategy.
- Income production utilizing menus. Financial products included multiple revenue stream offerings.
- Factory Certified in sales of Rolls Royce, Bentley, Maseratti, Jaguar, and McLaren, Lexus, BMW, and MINI.

Employment History

RESTORATION 1 SOUTHLAKE; MIDCITIES, ARLINGTON, FORT WORTH, SOUTH DALLAS – Greapevine, TX
Owner, September 2017-Current.

PRINCIPLE AUTOMOTIVE – San Antonio, TX
MINI OF SAN ANTONIO, General Manager, Janurary 2017-June 2017.
BMW/MINI OF SAN ANTONIO, Service Director, 2015-2017.

PARK PLACE DEALERSHIPS – Dallas, TX
Service Director/Sales Consultant, 2010-2012.

SEWELL AUTOMOTIVE COMPANIES – Dallas/Fort Worth, TX
Fixed Operations Director, 2005-2009 & 2015. F&I Director 2003-2005.

FRANK PARRA AUTOPLEX – Irving/Grapevine, TX
F&I Producer/Leasing Manager/ F&I Director 1995-2003.

Education

NEW MEXICO STATE UNIVERSIY – Las Cruces, NM
Bachelor of Science, HTS. Minor in Business Administration. 1992

2724 Canyon Crest Court ◆ Arlington, TX 76006 ◆ (817) 980-3332 ◆ johnyerby7@gmail.com

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Houston School of Technology
Name of Sponsoring Entity:	Newman-George International Education Organization

BACKGROUND

Full Legal Name:	Sheba George
Home Mailing Address:	4603 Enchanted Bay Blvd, Arlington, TX 76016
Phone Number:	214-236-5101
E-mail Address:	shebageorge4603@gmail.com
Business Name:	Newman International Academy
Business Mailing Address:	2011 S Fielder Rd, Arlington, TX 76013
Business Phone Number:	682-207-5175
E-Mail Address:	shebakg@newmacademy.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: Education Ctr Int'l Academy, Brooke of Life, Newman Int'l Academy

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 was asked to partner as a mentor to families and community members in the Houston area who saw the need for a charter school in their region.

I was also motivated to serve on this board as I understand the importance of education and how the minds we influence today (this generation) hold the potential to influence for good or evil tomorrow (next generation). We want to raise students who value their own life and others and to then do their part in creating a better world.

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

To offer the governance for the school including supervising the superintendent, reviewing and approving policy and fiscal budgets, reviewing accountability outcomes; embrace the school's vision and help in achieving the mission.

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.

Founder, board member and superintendent of Newman International Academy Arlington, TX since 2010. Been in education for over 30 years as a college professor, board member and administrator. Served on the board of ECIA, Charter school for five years and as board member of other non-profit organizations like Saint Servers Int'l, Federation of Indian Christian Churches of North America and Canada, Christian Chamber of Commerce and Brooke of Life; Served on the board of LEGGS,

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

Help with fundraising, writing the charter, building and development, governance, improving low performance, addressing special population needs, development of a strong curriculum and instruction, college, career and military readiness, HR management and elementary to college education, grant writing and management.

SCHOOL MISSION AND PROGRAM

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

I believe the mission of HST evolved out of community needs and target student needs. It is genuine and realistic and will see much success in the days to come. This community will meet the needs of children and youth by offering an education in the context of American heritage that makes them successful nationally and globally in college and career by identifying and nurturing their gifts and raising them as a generation of young people who will be leaders of compassion and service and innovators in all fields especially technology and science.

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

I believe that this school will transform students, culture and community. Emphasis in technology and fine arts will plant our students in successful positions as inventors, entrepreneurs and leaders. Emphasis in technology will bolster the STEM curriculum and fine arts will increase student engagement for those students who do not have an aptitude for STEM. Students will be well-rounded. The program will prepare them for college, career and military readiness. Character building is central to this program and is the need of the hour,

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

Student academic achievement, academic progress and post secondary success; results showing surpassing of accountiblity requirements in academic, financial and operational framework; environment of nurture and

safety where creativity and sense of fulfillment is found by both students and faculty; continued focus on the vision to see students attain confidence, courage and success, be people of discipline and character and become leaders, inventors and entrepreneurs, successful in all their endeavors nationally and globally.
An environment that provides nurture, sense of safety, encourages creativity for both student and faculty. Devoted to a vision that encourages students to attain confidence courage and success so they can be the well rounded individuals with discipline and character seeing for themselves the potential of being global leaders, investors and entrepreneurs, successful in whatever their endeavor.

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

When there is academic advancement, when the vision of thc school is fulfillcd in measurable terms through all the accountability data/reporting, student engagement as seen in student attendance rates, staar/test scores, high graduation rates, success in college, career and military, good morale as seen in teacher and staff surveys and employment retention, parent and community involvement as seen in sign in rosters for student activities, and financial stability that allows for growth in educational programs.

GOVERNANCE

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

Governance, supervision of superintendent, mentoring/guidance, support.

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

Student enrollment stability; student, teacher and staff retention; parent/teacher surveys; accountability scores; staar/test scores; A-F report card, academic, financial and operational rating as seen in CSPF and federal report card such as RDA.

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

Academic advancement; vision of the school is fulfilled in measurable terms through all the accountability data/reporting; student engagement as seen in student attendance rates, staar/test scores, preparation for success in college and career; good morale as seen in teacher and staff surveys and retention; parent and community involvement as seen in sign in rosters for activities and parent student collaboration for student progress and athletic booster attendance; meeting of financial goals; staying abreast of the ever increasing changes and demands in education.

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

Attend TEA approved board training; provide governing oversight ensuring adherence to mandated policies, financial regulations and responsibility and development/growth plans; attend board meetings; stay in close communication with the superintendent; attend school activities when appropriate; review accountability scores; evaluate superintendent performance.

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

Bring it to light in a meeting with just board members and the superintendent for appropriate corrective action.

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. Serve(d) with some of them on the board of other non profit organizations.

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.

ChristAm, LLC
ChristAm Enterprises

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.

Founder and Superintendent of Newman International Academy Arlington, 2010 to present
Secretary of the Board Newman International Academy Arlington, 2016 to present
2011 S Fielder Rd, Arlington, TX 76013
Board member, Director of ECIA Arlington (Charter School), 2005-2010

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, Sheba K. George, 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 Sheba K George Date 1-17-2020

State of TEXAS

County of TARRANT

On this day, Sheba K. George (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) Robyne K. McKelley (Seal)

My commission expires 02-21-2022

ROBYNE K. McKELLEY
Notary Public, State of Texas
Comm. Expires 02-21-2022
Notary ID 12145[illegible]97

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

BACKGROUND

Full Legal Name: Lisa Carol McFarland

Home Mailing Address: PO Box 507, Lawrence, KS 66044

Phone Number: 785-330-3604

E-mail Address: warringdove111@gmail.com

Business Name: Warring Dove International

Business Mailing Address: PO Box 507, Lawrence, KS 66044

Business Phone Number: 785-330-3569

E-Mail Address: warringdove111@gmail.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: Warring Dove International

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 believe in the organizations vision and mission. I believe it is important when serving on a board to embrace the same vision so that the organization will have the commitment necessary to progress forward.

No pages 310-399 400

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

I think that a school board member should help the school achieve its goals and provide the oversight to make sure policies and the business of the school are being followed so that the school can be successful.

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 had opportunities as a Vista Corp (Peace Corps) Volunteer for five years, an instructor at Pittsburgh Children's Museum (Pennsylvania) and Discovery Science Center (CA) and Integrity Christian School (CA) to see the powerful impact of good and excellent education. I am the founder and chairman of a non-profit.

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

As an indigenous person and first generation college student, I feel that I will bring a voice to those families who are striving to achieve new and sometimes challenging goals. I'm also the mother of four talented ladies and five grandchildren. I can also help with fundraising and networking.

SCHOOL MISSION AND PROGRAM

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

HST will create an environment for success which is not only academic but a whole person for the whole world approach to build character, healthy relationships, international awareness which will aid in success for a student no matter their life's choice.

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

The school will transform a student and enable the families to have the benefits of a private school environment with a strong STEM curriculum and a focus in technology and science, encouraging every student to prepare for college and career, motivated to improve the quality of life for students and families.

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

The mission and values of an organization are a great road map and a successful school is one where there is unity and commitment amongst staff and families to stay focused on the vision, for they are the ones that really take a student where they are headed.

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

We will see the students overcoming every obstacle, pursuing there own paths and successes in their lives and careers. We will see measured growth in student outcomes through various testing and reporting. Staff too will be attaining desired growth and achieve a sense of satisfaction to their service.

GOVERNANCE

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

First and foremost oversight to the superintendent and all the responsibilities that position holds. The board will be well informed by attending meetings, trainings, all to equip them to fulfill their position with excellence. They need to see themselves as participants of the educational system.

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

The school should be well on its way to operating closely to its vision statement. The school families and staff are very willing to continue with HST for another year. We see growth in any of the reportable areas.

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

Each year there should be annual reviews or evaluations to see if targeted goals are being reached. By the end of a four year period we should see student progress through staar tests, increased enrollment, staff satisfaction.

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

I think that staff recruiting and training are pivotal. The staff must all see the difference and value of a charter school, embrace the vision and work in unison to attain the vision.

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 first attempt friendly discussion to remind these individuals of policies and ethics that are stated in the schools' documents. I would cite issues in an open meeting among the board members.

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. Friend of Dr. Sheba George

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.

Warring Dove International

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.

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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, LISA CAROL McFARLAND, 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 1/13/20

State of TEXAS

County of TARRANT

On this day, LISA MCFARLAND (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 13 day of January, 2020

(Notary Public) Robyne K Jolley (Seal)

My commission expires 02-21-2022

ROBYNE KAYE JOLLEY
Notary Public, State of Texas
Comm. Expires 02-21-2022
Notary ID 131459697

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GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

BACKGROUND

Full Legal Name: James Baker Morgan

Home Mailing Address: 700 E State Hwy 114, Suite 226

Phone Number: 817-366-7855

E-mail Address: jjbmorgan@icloud.com

Business Name: Retired from Handy & Morgan

Business Mailing Address: 1409 Precinct Line Road, Hurst TX 76053

Business Phone Number: 817-284-2262

E-Mail Address: jjbmorgan@icloud.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: Hurst-Euless-Bedford ISD, ESC Region XI, NIAA

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 been serving public education for over 25 years. Charter schools cause the public schools to compete, motivating them to be better and am anxious for the opportunity to continue to serve.

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

To stay informed of the benefits available from charter schools as contrasted with public schools, study proposals and review contracts as asked, offer guidance to the superintendent when issues arise, review and approve the budget. Overall governance for 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.

Served Hurst-Euless-Bedford school board for nine years, been a board member of the Education Service Center, Region XI in Ft. Worth since 2002, Newman International Academy Arlington (NIAA) since 2011. I have served several school districts and charter schools as their attorney.

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

I bring my experience as a seasoned board member to public and charter schools, and with over 50 years as an attorney, I bring my legal counsel experience. I also bring networking, as I know many in the business, legal, political, church and educational arena.

SCHOOL MISSION AND PROGRAM

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

To keep current with the Education Laws and improvements made in the education of STEM with an emphasis in Science and Technology. To offer a well rounded approach of moral education with the focus to continue in either college, career or military.

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

The central focus for Houston School of Technology (HST) is science and technology, and yet remain true to their mission.

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

Good communication between administration, staff and parents and community all for the benefit of a good education. Unity in working to fulfill the vision. Students are challenged to take more than just the required classes.

408

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

Reviewing periodically the progress reports, assessing outcomes inclusive of staar scores, attending board meetings to stay informed, visiting the school and reviewing surveys.

GOVERNANCE

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

Study board agenda, ask questions of the superintendent and administration when needed. Review the proposed budget and financial reports, review records and stay apprised of student progress.

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

By reviewing the grades / test scores and asking questions that a parent would ask. If we retained staff and students.

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

Grades and performance scores continue to improve, enrollment increases, financial stability to allow growth.

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

Attend meetings, board training and seminars

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?

Go straight to the superintendent and converse with the other board members.

409

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 three of them from serving on other Boards

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.

410

5. 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.

I recently retired from my practice Handy & Morgan

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.

Board Member 2017 to Present - Newman International Academy Arlington, 2011 S Fielder Rd, Arlington, TX 76016
Attorney for Newman International Academy Arlington, 2010 - 2019
Board Member 2002 to Present - Education Service Center, Region XI, 1451 S. Cherry Lane, White Settlement, TX 76108

Presently Board Attorney for Responsive Education Solutions, 1301 Waters Ridge Dr, Lewisville, TX 75057

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.

411

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.

412

CERTIFICATION

I, James B Morgan, 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 James B Morgan Date January 16, 2020

State of TARRANT TEXAS

County of TARRANT

On this day, JAMES B. MORGAN (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 16 day of JANUARY, 2020

(Notary Public) Robyne K. Jolley (Seal)

My commission expires 2-21-2022

ROBYNE KAYE JOLLEY
Notary Public, State of Texas
Comm. Expires 02-21-2022
Notary ID 131459697

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Houston School of Technology
Name of Sponsoring Entity:	Newman-George International Education Organization

BACKGROUND

Full Legal Name:	Iva LaVerne Raine
Home Mailing Address:	6455 Country Road 4703, Commerce, TX 75428
Phone Number:	908-886-8585
E-mail Address:	Laverneraine@gmail.com
Business Name:	Retired
Business Mailing Address:	
Business Phone Number:	
E-Mail Address:	

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

(•) Yes

( ) No, does not apply to me

If Yes, state the name of the entity: Newman International Academy Arlington (NIAA)

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 was asked to help in the development and oversight of a new charter for the Houston area and due to my passion and experience in education, I agreed. I also have enjoyed my service to Newman International Academy Arlington and feel I still have much to offer.

4/4

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

Adopt goals and priorities and monitor success; adopt policies and review for effectiveness; hire and evaluate the superintendent; adopt a budget.

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.

Served as a Board of Trustee for Newman International Academy Arlington since its inception in 2010

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

Ph D from the University of Missouri with studies in reading methods education. I taught elementary school and supervised reading programs in ISDs. As a professor at Texas A & M - University Commerce I taught reading methods courses to in-service and pre-service teachers. With over 50 years in the education profession I bring experience in all aspects of education; and governance as a board member.

SCHOOL MISSION AND PROGRAM

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

The mission of the school is to develop the whole child for the whole world through a moral and rigorous education where the next generation of leaders, inventors and entrepreneurs are given the confidence, discipline and character to succeed.

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

A rigorous learning program with a STEM (science, technology, engineering and mathematics) curriculum emphasizing technology and fine arts all for the preparation of college, career and military.

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

A successful school brings community, families and staff together to accomplish the vision/mission; Provides a nurturing environment where students individuality is valued and their strengths identified and cultivated; Fulfills TEA requirements with integrity;

415

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

By the results of student retention; staff and teacher retention; reviewing surveys to determine the value that students, parents, teachers and community place on the school; test scores.

GOVERNANCE

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

Provide oversight and governance to the school; hire the superintendent; supervise the superintendent; Review and approve lease agreements, contracts, policies; approve the budget and make sure the school stays on their budget; make sure the curriculum is one that adheres to a moral education.

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

We will know the success of the first year of operation by how many student(s)/families stay with HST for the following year; teacher surveys need to be reviewed; parent surveys need to be reviewed. Review parent teacher conference documentation; staar scores.

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

By how much the community, families, faculty/staff, students embrace the HST vision and is it evolving to enhance the community, has there been enrollment growth, is there financial growth.

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

Hire a qualified superintendent, attend board training and meetings, approve a budget that keeps the school in good standing, review accountability reports and encourage high marks.

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

Bring it to the attention of the entire board and investigate facts.

416

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. Serve with some on the NIAA board

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.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

None

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

Vice President, Board of Trustee, Newman International Academy Arlington 2010 to Present
2011 S. Fielder Rd. Arlington, TX 76013

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, Iva LaVerne Raine, 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 Iva LaVerne Raine Date 1-15-2020

State of Texas

County of Hunt

On this day, Iva LaVerne Raine (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 15th day of January, 2020.

(Notary Public) Missy Rex

My commission expires 4/22/2022

(Seal) MISSY REX NOTARY PUBLIC ID# 125551758 State of Texas Comm. Exp. 04-22-2022

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Houston School of Technology
Name of Sponsoring Entity:	Newman-George International Education Organization

BACKGROUND

Full Legal Name:	Milton David Roever
Home Mailing Address:	9430 Ten Mile Bridge Road Fort Worth, TX 76135
Phone Number:	817-238-2000
E-mail Address:	info@daveroever.org
Business Name:	Roever Foundation, Inc
Business Mailing Address:	P O Box136130 Fort Worth TX 76136
Business Phone Number:	817-238-2000
E-Mail Address:	Info@daveroever.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?

To stand alongside with visionaries who have a heart for the youth of this world and to help create a positive atmosphere outside of the typical public school.

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

Provide governance for the school in fulfilling their mission, evaluate the superintendent, ratify policies, provide support.

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

I have been privileged to partner with Global University and Southwestern Assembly of God University with our Roever Educational Assistance Programs International. REAP International has provided scholarships for over 3000 Vietnamese students in grades 6-12 and brought the best of the best to American universities to complete a degree program.

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

A history of opening schools in foreign countries (grade K-12) and university studies from undergraduate to graduate level.

SCHOOL MISSION AND PROGRAM

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

To develop students for the future in wisdom, stature and favor - the whole person approach. Provide a moral education.

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

To develop the scientist, engineers and entrepreneurs of tomorrow while providing a well rounded STEAM education.

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

Students who are prepared for continued education in their preferred field of study. With preparation comes endurance...keeping them in training. Reducing school dropout ratios.

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

Through parent, teacher surveys, through state test results. If the parents and students value the school

GOVERNANCE

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

The Board will be the governing entity for the school. Supervise and evaluate the superintendent, attend meetings, attend Board trainings.

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

If there is student growth, teacher retention and good test scores

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

Continued student growth, retention of staff and faculty, test scores and financial stability

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

To help reinforce the vision and mission of the school. Provide governance and financial oversight that encourages compliance and growth. Ensure qualified teachers and administrators are hired and retained.

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 first confront the person personally and if there was no resolution then take it to the Chairmen of the Board to determine a resolution or disciplinary actions by the full board.

DISCLOSURES

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

(x) Yes

( ) No, I/we do not know these individuals

If yes, describe the precise nature of your relationship. social - only Dr. George

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

( ) Yes

(x) 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

(x) 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

(x) 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

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

If yes, describe the precise nature of your relationship.

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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.

Roever Foundation, Inc.
Roever Educational Assistance Programs International
Roever Evangelistic Association

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.

425

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, Milton David Roever, 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 1-15-2020

State of Texas

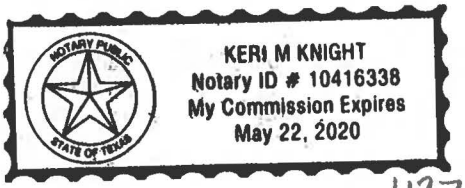
County of Tarrant

On this day, _____ (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 15th day of January, 2020.

(Notary Public) Keri M. Knight (Seal)

My commission expires 5.22.20



GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Houston School of Technology
Name of Sponsoring Entity:	Newman-George International Education Organization

BACKGROUND

Full Legal Name:	Betty Jean Sims
Home Mailing Address:	3815 Drew Lane, Arlington, TX 76017
Phone Number:	817-233-8061
E-mail Address:	bsims@newmanacademy.org
Business Name:	N/A
Business Mailing Address:	
Business Phone Number:	
E-Mail Address:	

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

○ Yes

◉ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

Education has been my life's work for the past 31 years. My desire is to see every child receive a quality education so he/she will reach their potential and become productive and ethical members of society. With my experience n education I am eagerly looking forward to serving on the Board of Houston School of Technology, to assist and guide the growth of the school in any and every way possible.

428

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

A public charter school board member works in unison with the other board members to oversee and plan the strategic vision of the school to fire the school leaders and hold them responsible. To oversee the academic and financial status of the school.

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

I have never served on a school board but I do have experience at multiple k-12 Texas schools participating in administrative decision making processes as an administrator.

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

My experience includes: hiring and supervision of faculty and staff, textbooks and curriculum, state accountability and testing, budgeting, school safety, establishing school culture, classroom management/ discipline, mentoring, professional development, etc.

SCHOOL MISSION AND PROGRAM

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

To melt the needs of all students by offering quality education in the content of American Heritage. To assist students to become successful nationally and globally, by identifying their gifts so they will become leaders of compassion and innovators and inventors in all fields especially technology.

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

The school's emphasis will be on science and technology, however the school will focus on and maintain a strong program in ELAR, math, social studies, fine arts and athletics.

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

The school exists for the students; A strong leader with a strong vision; highly qualified/certified teachers; viable curriculum; strong, consistent, fair, loving discipline program with a positive school culture; parent engagement; a culture of respect.

429

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

Through parent and student feedback (surveys); through student and teacher retention; through state test results; students that are learning and thriving and happy.

GOVERNANCE

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

The Board will be the overseeing supervisory entity for the school. The Board will meet regularly to support and give guidance to the superintendent and administration in regards to the operations of the school.

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

A first year of a school is always challenging since all the students are new and it takes time to determine where they are academically and to create a plan for each one to achieve success. We will look at student growth, achievement test scores, student/teacher retention, finances. Growth moving into your second year is a good indicator of success.

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

If there has been continuous student achievement, school progress and meeting the academic needs of all at risk kids; financial stability, student retention, well supported faculty and staff retention; strong administrative leadership.

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

Ensure all employees embrace the school vision; advertising and outreach to the community; establish student and employee handbooks; hire highly qualified teachers; hire qualified and experienced principal; provide staff development for all employees.

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?

First, I would go to that board member personally to discuss my concerns. The board president should also be made aware if the persons behavior is not corrected. If the behavior involves the President, then all board members should be made aware.

430

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. Do know Dr. Sheba George, some of the others more like acquaintances, not close friendships.

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.

Simsco Custom Woodwork, Inc

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.

Advantago Academy Charter School: Grad Prairie Campus - Aug 2007- April 2010, 3rd grade teacher (4 mos), Assist. Principal k-12 (1 yr), Principal k-12 (1 1/2 years)

Newman International Academy Arlington - 2010 - Present, Asst. Superintendent, 2011 S Fielder Rd, Arlington, TX

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

○ Yes

◉ Does not apply to me.

If yes, state the compensation you expect to receive.

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, Betty Jean Sims, 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 Betty Jean Sims Date 1/14/2020

State of TEXAS

County of TARRANT

On this day, 14th Betty Sims (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) Robyne K. Jolley (Seal)

My commission expires 2-21-2022

ROBYNE KAYE JOLLEY
Notary Public, State of Texas
Comm. Expires 02-21-2022
Notary ID 131459697

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GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

BACKGROUND

Full Legal Name: Janet Singleton

Home Mailing Address: 806 Laurel Green RD, Missouri City, TX 77459

Phone Number: 832-887-4085

E-mail Address: creolegirl@comcast.net

Business Name: Fort Bend ISD

Business Mailing Address: 16431 Lexington Blvd, Sugar Land, TX 77479

Business Phone Number: (281) 634-1000

E-Mail Address: janet.singleton@fortbendisd.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 known Gideon and Sarah Stanley and the service they do among youth for many years. When Sarah Stanley invited me to join the board for the Houston School of Technology, I was honored to have the opportunity to be a part of this school project that will bring good to many students in this community. I believe in the vision and mission of the school to provide exceptional programs in the area of fine arts and technology, and that motivates me. The school is unique in its design and offers high quality education to students at no cost. Many parents desire to have more educational opportunities for their children. Serving on this board will allow us to change the trajectory of children's lives.

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

An effective school board member will help articulate the vision and goals for the charter, adopt policies that will help the school reach its goals and comply with regulations, hire and evaluate the superintendent, adopt and oversee the budget. In addition, a board member will communicate with the public and serve as an advocate for the charter school.

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

I have not served on boards, but I have almost twenty five years of experience working in a public school district, and will be able to apply my expertise in the areas of HR, payroll, accounts and benefits to the charter's employee policies and budget approval and reviews.

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

I also have more than 20 years' experience in a non-profit, serving on a finance committee. In my service with a community non-profit, I have experience as well in funding research and grant writing.

SCHOOL MISSION AND PROGRAM

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

The school's mission is to develop future leaders in the areas of fine arts, technology and the marketplace through rigorous academics and a disciplined, nurturing school environment.

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

This school's educational program will focus on STEM, with an emphasis on fine arts and technology. By integrating character development into its curriculum and programs, this school will not only help students perform academically, but also prepare them for college, career or military.

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

A successful school will be a great partnership between community, staff and parents to fulfill the school's mission to cultivate a love for learning and sense of accomplishment among the students.

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

Success will be evident in academic performance reports, parent satisfaction and participation, as well as student enrollment and retention.

GOVERNANCE

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

The board provides governance to the school, hires and oversees the Superintendent, reviews reports and provides accountability for the staff to the vision, policies and budget are approved by the charter board.

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

Retention of students and teachers going into the second year, enrollment growth and academic progress as measured in academic reports.

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

Should be able to see a trajectory of growth over the period of four years in several areas; academic STAAR ratings, student enrollment, extra-curricular activities and participation.

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

Work as a team by attending scheduled board meetings, hire a qualified Superintendent who will support the school's vision, and be diligent in reviewing budgets, academic reports and attending to any grievances that may occur.

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?

Request a review and investigation of the situation and member by the board.

DISCLOSURES

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

◉ Yes

○ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship. Served together in community events with Sarah Stanley.

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

◉ Yes

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

If yes, describe the precise nature of your relationship. I know many school employees through my work at Fort Bend ISD.

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.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

None.

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

No previous charter school 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, Janet Singleton, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature [signature] Date 01.16.2020

State of Texas

County of Ft Bend

On this day, Janet Singleton (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 16 day of January, 20 20

(Notary Public) [signature] (Seal)

My commission expires 5/25/2022

JAMIE LOPEZ
2264310
NOTARY PUBLIC, STATE OF TEXAS
MY COMMISSION EXPIRES
MAY 25, 2022

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GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

BACKGROUND

Full Legal Name: Sarah Corinne Stanley

Home Mailing Address: 5727 Carta Valley Lane

Phone Number: 713-443-0621

E-mail Address: sstanley@newmangeorgeintl.org

Business Name: Grace Software Inc.

Business Mailing Address: PO Box 518, Stafford, TX 77497

Business Phone Number: 713-981-5300

E-Mail Address: sarahstanley@gracesoft.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: Grace Renewal Ministries, 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?

For almost two decades I have worked with a non profit youth organization, in providing leadership and character training for youth ages 10-22. More than six years ago I observed charter schools in both the Houston and Dallas regions, and saw an opportunity to implement some of the leadership strategies in an academic setting. I began researching the application process for charter schools, and as I gained knowledge through attending training and information sessions, a vision for a charter school in the Houston region began to formulate.
The success of our program in training and empowering hundreds of youth, has been in building strong partnerships with local community churches, schools and organizations. In this network I see a potential for building a school that would provide a wholistic education.

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

To ensure that the school complies with the charter's established policies and goals; and also hold the school accountable for the public funding it receives.

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 bring both management and financial expertise to the board. I have worked for the last six years as CFO of Grace Software, Inc. a software services company serving more than 2500 users worldwide, and have served in non-profit management for almost twenty years. I am familiar with tax regulations for both the profit and non-profit sector and HR management. I have experience in collaborating with more than 50 community organizations, countless volunteers, teachers and students.

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

I have served as President of Grace Renewal Ministries a non-profit youth organization for 18 years. As President and director, I have developed programs in the following areas; youth leadership training, multi-cultural orientation programs for student mission trips, mentoring programs for youth, music classes, youth camps and youth training events.

SCHOOL MISSION AND PROGRAM

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

A school where students will capture a passion for learning, and they are challenged to become better, and equipped to face their future as warriors of knowledge, hope and love. The school will help students prepare themselves for the 21st century marketplace, civilization and wonder in the field of academics, fine arts, technology and sports.

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

The school will bring together the best and most rigorous curricula of the East and West in a college-prep, open-enrollment, public charter school. Education is not an enterprise focused on profits, products or certain academic outcomes. Education is an enterprise of training individuals with an unique design and particular set of abilities and giftings. Whole education, of the whole individual; will address all aspects of growth; intellectual, social, physical and emotional.

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

A school where positive partnering relationships between administrators, teachers, parents and students come together in a constructive way to assist the students in achieving academic, social and emotional growth to their best of their ability.

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

Success will be measured through test scores, enrollment growth, teacher retention, financial stability, the acceptance and fulfillment of the mission and vision, the unity of staff/faculty. Evaluation of these markers of success will be accomplished by regular and consistent review of student achievement, administrative reports and board meetings with the Superintendent. Occasional site visits will also be scheduled, and board members will be invited to scheduled school assemblies.

GOVERNANCE

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

Board will be responsible for adopting and amending the budget, hiring qualified and proven Superintendent. Board will also directly execute the following duties:
To hear or decide employee grievances, citizen complaints or parental concerns
To adopt or amend the budget of the school
To authorize the expenditure or obligation of state funds or the use of public property
To approve audit reports
To direct the disposition or safekeeping of public records
To adopt policies governing school operations, or
Delegate the initial or final authority to select, employee, direct, evaluate, renew, non-renew, terminate or set compensation of a chief executive officer.

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

Board will review and evaluate enrollment process and/or growth, student and teacher retention, and student test scores obtained by the end of the first year. Board will also review financial and other administrative reports with the Superintendent to determined how successful the school was in fulfilling its goals and targets for the first year.

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

Success would be evident by consistent growth in enrollment, improvement in test scores, good retention rate for students and teachers, expansion of course offerings and extra curricular activities that reflect the school's mission. Board will review all of these markers, and evaluate how well each area correlates with the school's growth plan.

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

Through regularly scheduled board meetings, review progress and academic reports with the Superintendent and financial reports and projections with administrative staff. Board members also can contribute as needed in their areas of expertise; such as legal, financial, education , marketplace or technology.

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 the event that a board member displays evidence of acting unethically, I would first request the board to review the situation. I would also seek the charter school attorney 's counsel.

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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.

Several of the board members who are educators (Dr. Sheba George, Betty Sims) mentors to the application process. I have collaborated with Lisa McFarland and Janet Singleton in youth conferences and strategic planning meetings, and also attended training sessions, board meetings and phone conferences with other board members as we work on this project 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.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

None

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

I have not held any position with a charter school, but have attended training sessions hosted by Newman International Academy.

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, Sarah Stanley, 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 Sarah Stanley Date Jan 17, 2020

State of TEXAS

County of TARRANT

On this day, Sarah Stanley (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) Robyne K. Jolley (Seal)

My commission expires 02-21-2022

ROBYNE KAYE JOLLEY
Notary Public, State of Texas
Comm. Expires 02-21-2022
Notary ID 131459697

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Houston School of Technology
Name of Sponsoring Entity:	Newman-George International Education Organization

BACKGROUND

Full Legal Name:	Jonathan Durnell Yerby
Home Mailing Address:	2724 Canyon Crest Court, Arlington 76006
Phone Number:	817-980-3332
E-mail Address:	john.yerby@restoration1.com
Business Name:	11th Hour Laborer, LLC
Business Mailing Address:	P.O. Box 176, Grapevine, TX 76051
Business Phone Number:	817-756-6462
E-Mail Address:	john.yerby@restoration1.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: Newman International Academy Arlington (NIAA)

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

To promote educational opportunities to our community and serve as a safety net to at risk youth.

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

Provide guidance and support in a governance role to the school system.

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.

10 years with Newman International Academy Arlington (NIAA).

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

I can assist in the governance protocol with my experience as a board member of a charter school. I have extensive experience leading teams in business. I own several businesses and understand what it takes to be successful and cast a vision. I can also assist with networking.

SCHOOL MISSION AND PROGRAM

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

To build the entire person, encompassing emotionally, physically, spiritually and academically.

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

STEAM focused with an emphasis in Technology & Science, develop innovators, entrepreneurs for the future, encourage college, career and military readiness.

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

Results oriented, high achievement both academically and in sports, positive growth annually. Children are protected and challenged for their futures.

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

Audit scores, Staar results trending up, fiscal strength.

GOVERNANCE

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

Guide and direct in a governance role. Support the efforts of the district by keeping governance activities on side of the board and educational in the administration's hands.

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

Student and teacher retention, positive growth into 2nd year, by review of exit interviews.

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

By assessing initial deficiencies in Staar - should have positive testing results that show improvement. Growth in enrollment and teacher/staff satisfaction.

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

Teacher recruitment, training, promotion to leadership roles, fiscal accountability, budget adherence.

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?

Would probably address with school attorney first to get an opinion on my suspicion. Follow his lead on next steps.

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. Some of them I serve with on another board

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.

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5. 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.

11th Hour Laborer, LLC
DFW Contents, LLC
Restore N. TX, LLC
Y Holdings, 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.

NIAA since inception - 2010, I held the position as Board Secretary and currently Board President.

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, Jonathan Yerby, 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 1/14/20

State of Texas

County of Tarrant

On this day, Jonathan Yerby (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 14 day of January, 2020.

(Notary Public) _____ (Seal)

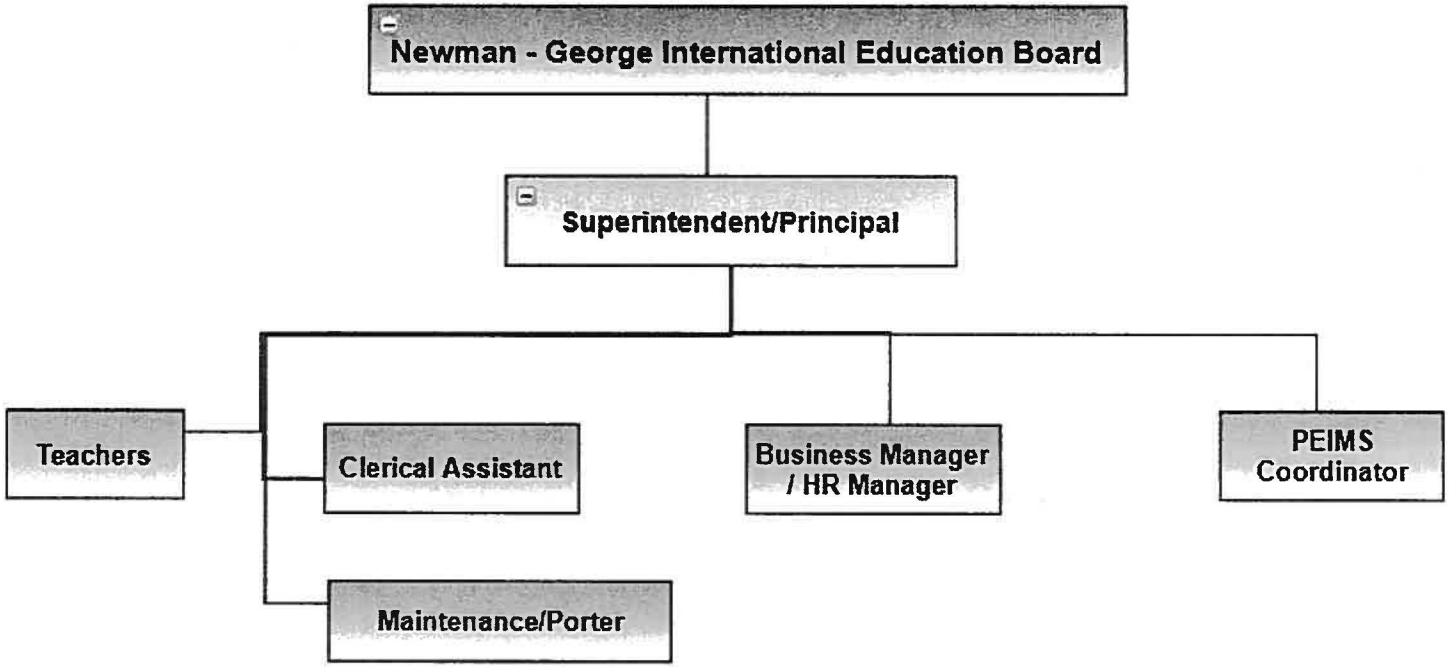
My commission expires 6/21/2021

ADRON YOUNG
NOTARY PUBLIC - STATE OF TEXAS
ID # 13118255-7
COMM. EXP. 06-21-2021

Attachment 13: Organizational Charts for Year 1 and Full Capacity

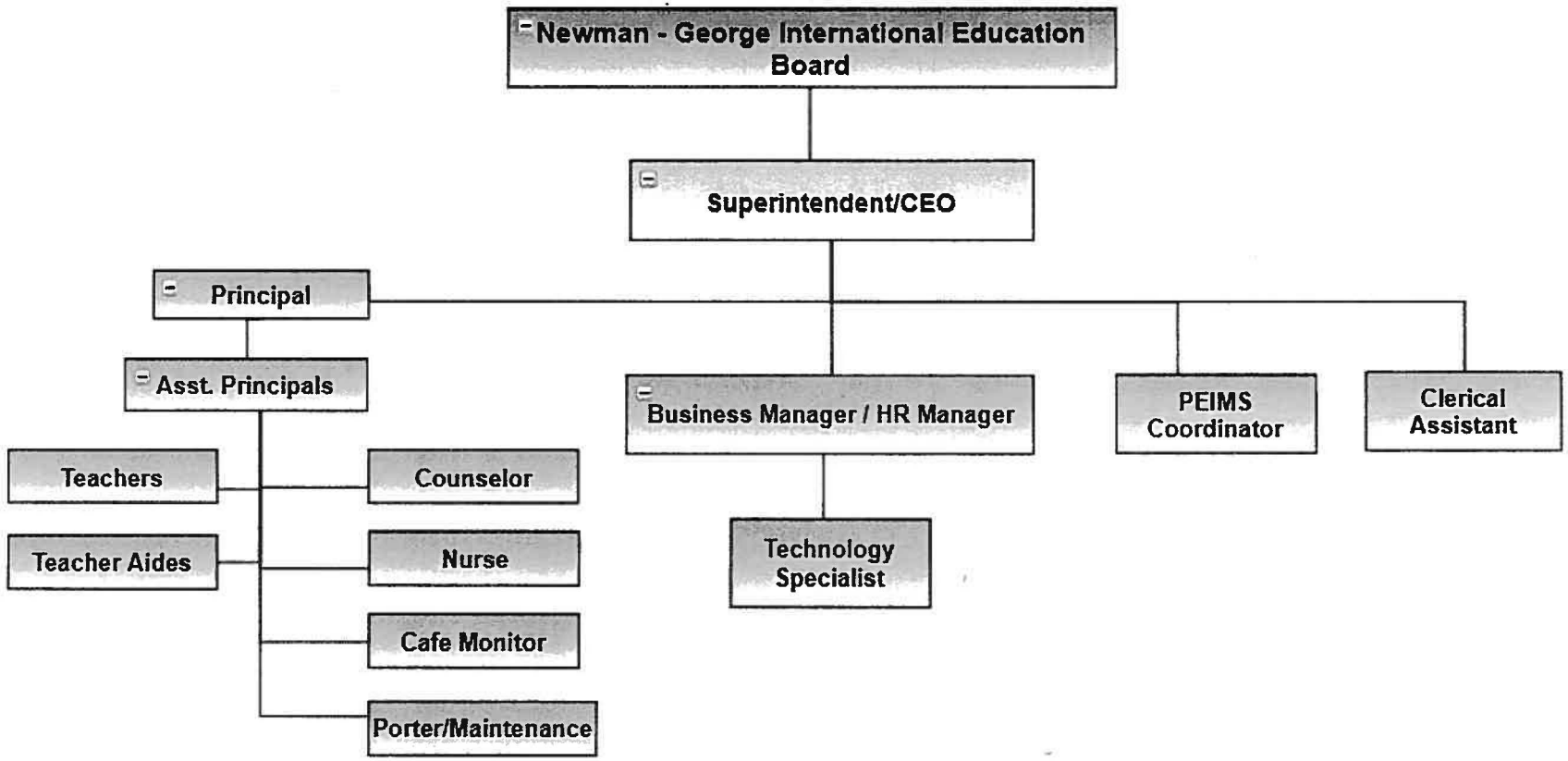
Houston School of Technology

First Year Organizational Chart (2021 – 2022)



LGH

Full Capacity Organization Chart (2026 – 2027)



Attachment 14: Superintendent Evaluation Tool(s)

Houston School of Technology

HST SUPERINTEDENT EVALUATION FORM

Name: **Campus:** **Email:** **Phone Number:** **Date:**		
Criteria	**Points**	**Comments**
Governance and Board Relations Ability: (1) timely and efficient reporting to the board, (2) carrying out board actions and policies, (3) communication with stakeholders, (3) upholding of federal, state and local laws and regulations, (4) maintenance of records according to law, (5) supervision of scheduled federal and state reporting and also PEIMS identify board policies, (6) formulation and maintenance of school policies, (7) maintenance of safety and security of students and employees, and (8) embracing and advancement of the culture and vision of the School. **Maximum Points: 20**		
Advancing and strengthening the culture, vision and mission of Houston School of Technology **Maximum Points: 16**		
Academic Performance Ability: Able to (1) advance students' love for learning and student engagement at HST, (2) advance students' involvement in regional/state/national science and technology competitions for inventions and discoveries (3) administer formative/summative assessments, do data disaggregation, and produce results to show learning competence and improvement of students' learning, (4) improve learning of students including those who are low performing, (5) ensure the well - being of special education students/El students, (6) cater to the needs of the high performing and at-risk students, (9) improve student achievement, student progress and student post- secondary success **Maximum Points: 15**		

Instructional Leadership Ability : (1) recruitment of qualified and competent staff, (2) providing of educational leadership for a quality curriculum and instruction, (3) fair and timely evaluation of leaders (involving appropriate feedback), (4) facilitation of a fair and timely evaluation of teachers (involving productive feedback), (5) bridging the gap between the haves and the have nots especially in a Title I school, (6) and facilitation of instructional needs, supplies, materials, (7) embracing and advancement of the culture and vision of the School **Maximum Points:15**		
Finance and Operations Ability: (1) development and implementation of a healthy budget, (2) effective and timely internal and external financial and operational audits, (3) leadership to obtain state and federal grants including ESSA, E-Rate, Security, Perkins, etc., (4) timely and efficient reporting in TREx, and (5) timely and accurate reporting in PEIMS **Maximum Points: 12**		
Staff management Ability: Ability for (1) efficient management of instructional and non- instructional resources including human resource, business, food services, security, maintenance, development and building, fundraising and marketing departments, (2) fair treatment of employees, (3) efficient, timely and fair dealing of grievances, (4) fair and appropriate compensations and terms, (5) effective communication of Board actions and implementation of Board policies in the district while informing the Board of staff communications. **Maximum Points: 12**		
Capacity for Community Relations: Gain and advance (1) community partnership in fundraising, building and academic support (2) support of universities and other educational institutions' like schools and Education Service Center, (3) support of community leaders like pastors and organizations like churches, Rotary Club, etc. **Maximum Points: 10**		

Attachment 15: Résumé and Qualifications for Proposed Superintendent

Houston School of Technology

N/A

Attachment 16: Job Description or Qualifications for Superintendent

Houston School of Technology

The Superintendent will be responsible to follow both the qualifications and definitions listed in the body of this charter application as well as fulfill the qualifications, experience, an job duties listed in the form in Attachment 23. Please see both sections attached.

JOB DESCRIPTION OF SUPERINTENDENT

Governance and Board Relations Ability: (1) timely and efficient reporting to the board, (2) carrying out board actions and policies, (3) communication with stakeholders, (3) upholding of federal, state and local laws and regulations, (4) maintenance of records according to law, (5) supervision of scheduled federal and state reporting and also PEIMS identify board policies, (6) formulation and maintenance of school policies, (7) maintenance of safety and security of students and employees, and (8) embracing and advancement of the culture and vision of the School.

Advancing and strengthening the culture, vision and mission of Houston School of Technology

Academic Performance Ability: Able to (1) advance students' love for learning and student engagement at HST, (2) advance students' involvement in regional/state/national science and technology competitions for inventions and discoveries (3) administer formative/summative assessments, do data disaggregation, and produce results to show learning competence and improvement of students' learning, (4) improve learning of students including those who are low performing, (5) ensure the well - being of special education students/El students, (6) cater to the needs of the high performing and at-risk students, (9) improve student achievement, student progress and student post- secondary success

Instructional Leadership Ability : (1) recruitment of qualified and competent staff, (2) providing of educational leadership for a quality curriculum and instruction, (3) fair and timely evaluation of leaders (involving appropriate feedback), (4) facilitation of a fair and timely evaluation of teachers (involving productive feedback), (5) bridging the gap between the haves and the have nots especially in a Title I school, (6) and facilitation of instructional needs, supplies, materials, (7) embracing and advancement of the culture and vision of the School

Finance and Operations Ability: (1) development and implementation of a healthy budget, (2) effective and timely internal and external financial and operational audits, (3) leadership to obtain state and federal grants including ESSA, E-Rate, Security, Perkins, etc., (4) timely and efficient reporting in TREx, and (5) timely and accurate reporting in PEIMS

Staff management Ability: Ability for (1) efficient management of instructional and non- instructional resources including human resource, business, food services, security, maintenance, development and building, fundraising and marketing departments, (2) fair treatment of employees, (3) efficient, timely and fair dealing of grievances, (4) fair and appropriate compensations and terms, (5) effective communication of Board actions and implementation of Board policies in the district while informing the Board of staff communications.

Capacity for Community Relations: Gain and advance (1) community partnership in fundraising, building and academic support (2) support of universities and other educational institutions' like schools and Education Service Center, (3) support of community leaders like pastors and organizations like churches,Rotary,Club,etc.

Job Title:	Superintendent/CEO	**Wage/Hour Status:**	Exempt
Reports To:	Charter Holder Board of Directors	**Pay Grade:**	Salary
Dept. /School:	District Office	**Date Revised:**	January 2020

Primary Purpose:

Provide leadership for the district and report regularly to board on student progress.

Qualifications:

Education/Certification:

Bachelor's degree required.
Master's or Doctorate degree preferred.
Texas Principal and/or Superintendent certification preferred.

Special Knowledge/Skills:

Strong organizational, communication, and interpersonal skills

Experience:

Experience as administrator in organization focused on children's welfare/ education required
Experience in elementary, middle school, high school, or college administration preferred
Experience in charter school administration preferred

Major Responsibilities and Duties:

1. Serve as role model; uphold school vision of nurture, character, discipline, and academic excellence.
2. Report regularly to the Board and oversee the development and continual improvement planning process in the DIP.
3. Recruit qualified and competent staff; ensure accurate and timely evaluations for continual professional improvement.
4. Supervise all employees and provide leadership through the development of policies and procedures.
5. Manage the district budget and provide leadership to obtain state, federal, and private grants.
6. Provide educational leadership through planning quality curriculum and instruction along with regular assessments and evaluation of educational progress.
7. Address the needs of special population students (SPED, ESL, at-risk, low economic, foster, migrant, etc.)
8. Ensure all reports are filed accurately and on time (state, federal, PEIMS, FSP, etc.). Uphold all regulatory guidelines and district policies.
9. Supervise building facilities, food services, and transportation.
10. Conduct regular evaluations and improve processes to enable district to receive the highest state and federal district and campus ratings.

Supervisory Responsibilities:

Supervise all employees and report to Board.

Working Conditions:

Maintain emotional control under stress..

NOTE: The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, or skills that may be required.

Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team

Houston School of Technology

N/A

Attachment 18: Job Descriptions or Qualifications for Instructional Leadership Team

Houston School of Technology

Please see Attachment 23 for job descriptions for Principal and Assistant Principal. These positions will be held to the performance expectations as listed in the T-PESS rubric, which includes:

Standard 1: Instructional Leadership – responsibility for ensuring every student receives high-quality instruction.

Standard 2: Human Capital – responsibility for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Standard 3: Executive Leadership – model personal responsibility and a relentless focus on improving student outcomes.

Standard 4: School Culture – responsibility for establishing and implementing a shared vision and culture of high expectation for all staff and students.

Standard 5: Strategic Operations – responsibility for implementing systems that align with the school's vision and mission and improve the quality of instruction.

Attachment 19: Leadership Evaluation Tool(s)

Provide any leadership evaluation tool(s) that have been developed.

See attached the T-PESS leader evaluation rubric that will be adopted by Houston School of Technology.

Texas Principal Evaluation & Support System

Texas Education Agency

The principal evaluation rubric was developed by a Steering Committee of educators from the state of Texas that included school-level and district-level leaders, university leadership development program directors, staff of the Texas Comprehensive Center at SEDL, and representatives from the Texas Education Agency in collaboration with McREL International field consultants and researchers.

Appraisal Forms
2015-2016

Texas Education Agency

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Texas Principal Evaluation & Support System

Principal Evaluation Rubric for the Mid-year Progress Meeting and the End-of-year Performance Discussion

Name:	**Date:**
TEA ID#:	**District E-mail:**
School:	**School Year:**
Position:	**Assignment:**
Appraiser:	**Appraiser Title(s):**

Appraisers will use this rubric to complete their assessment of the principals' performance during the year. Likewise, the principal and appraiser will use this rubric as a guide for performance discussions and as a tool to determine the final evaluation rating for the principal. To complete this form, begin in the *Developing* column. If the practices listed in the *Developing* column describes the principal's performance throughout the year, mark the box beside the practice. Continue to work down the column of *Developing* practices. Continue this process through the *Proficient*, *Accomplished*, and *Distinguished* categories for each indicator within the principal evaluation rubric. If no practices can be checked at this time, make a comment in the *Not Demonstrated / Needs Improvement* column. If practices in the *Distinguished* column are marked, provide an explanatory comment.

Standard 1 – *Instructional Leadership*: The principal is responsible for ensuring every student receives high-quality instruction.

Indicator 1A: The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards	☐ Monitors the fidelity of curriculum implementation ☐ Collaborates with building leadership team to strengthen implementation of the approved curriculum and the alignment with state standards through accurate analysis of data sources	☐ Plans with clearly defined detail for implementation of the district's approved curriculum ☐ Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum	☐ Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards	Comment Required:
☐ Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based assessments (both formative and summative) that support the approved curriculum and improve student learning outcomes	☐ Ensures the approved curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students across all grades and content areas	☐ Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement	☐ Understands and is knowledgeable about assessment (formative & summative) practices and issues and their effect on student learning	
	. . . and	. . . and	. . . and	

Appraiser Comments:

Indicator 1B: The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning community	☐ Analyzes instructional implementation data and provides staff with on-going opportunities (e.g. vicarious experience, action research) to master the use of effective instructional strategies	☐ Provides guidance on the implementation and effective use of research-based instructional strategies in every classroom ☐ Implements a system(s) for monitoring the implementation and effective use of research-based instructional strategies in every classroom	☐ Understands and articulates the adopted model of instructional planning and delivery	Comment Required:
☐ Leverages professional development and research-based strategies to increase the collective efficacy of teachers and staff	☐ Analyzes and synthesizes teacher performance data to determine school-wide goals for instructional improvement ☐ Develops and executes a specific and targeted plan for instructional professional development informed by teacher evaluation, student achievement, and other applicable data sources . . . and	☐ Utilizes instructional performance data to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery ☐ Utilizes existing structures within the school to provide and actively participate with teachers in meaningful professional development that incorporates self-reflection and addresses findings from multiple data sources . . . and	☐ Demonstrates knowledge about research on effective instructional practices and their impact on student achievement . . . and	

Appraiser Comments:

Indicator 1C: The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Empowers, challenges, and supports staff to execute approved programs and research-based school and classroom practices with the fidelity needed to ensure the learning, achievement, and complete educational development of all students	☐ Requires and monitors fidelity and consistency in the implementation of research-based practices and monitors their impact on student learning and achievement	☐ Works collaboratively with teachers and staff to assess the impact of programs and interventions on student learning and achievement	☐ Understands and articulates the impact of school-level practices on student learning and achievement	Comment Required:
	☐ Actively utilizes leadership teams to analyze data relevant to the fidelity and consistency of implementing research-based school and classroom practices and the impact of those practices on the learning and achievement of all students . . . and	☐ Utilizes a variety of district-approved student achievement data sources to strategically and intentionally implement effective research-based programs and interventions that improve the achievement of all students . . . and	☐ Understands and articulates the importance of using multiple data sources to inform program decisions that improve the achievement of all students . . . and	
Appraiser Comments:				

Indicator 1D: The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Develops relationships with parents/guardians and the community to improve good will and trust in the school's ability to close achievement gaps	☐ Utilizes leadership teams to analyze relevant data and optimize work processes, programs, and services that result in closing achievement gaps	☐ Collaboratively develops clear expectations for teachers and staff that emphasize practices consistent with the meaning of equity and result in closing achievement gaps	☐ Understands and articulates a clear meaning of equity within the school community	Comment Required:
☐ Makes significant and consistent progress towards eliminating achievement gaps while maximizing individual student achievement	☐ Analyzes relevant achievement data to inform and prioritize program and instructional improvement efforts that make measureable progress towards eliminating the achievement gaps while maximizing individual student achievement	☐ Continually and systematically assesses the progress towards eliminating achievement gaps among identified sub-groups of students	☐ Models and promotes high expectations for all students, student sub-groups, and staff	
	☐ Actively identifies and secures the additional resources necessary to eliminate achievement gaps among student groups . . . and	☐ Analyzes relevant data and ensures that available resources are appropriated and aligned with school improvement priorities to maximize achievement growth for all students . . . and	☐ Understands and articulates the learning and social-emotional needs of student groups within the school community . . . and	
Appraiser Comments:				

STANDARD 1: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Student achievement and testing data
- Leadership teams
- Use of research-based school and classroom practices
- Campus master schedule
- Formative and summative assessments
- Education plans for identified sub-populations
- Stakeholder surveys
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Standard 2 – *Human Capital*: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Indicator 2A: The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Capitalizes on the tangible and intangible assets of staff members to optimize student academic growth and development	☐ Utilizes leadership teams to analyze appropriate data sources and strategically develop processes for recruiting, hiring, supporting, and retaining staff to strengthen the school's vision and mission	☐ Plans with concise details and implements processes for recruiting, hiring, supporting, and retaining staff who implement school improvement priorities and support student achievement goals	☐ Understands and articulates the importance of effective recruiting, hiring, supporting, and retaining teachers and staff members	Comment Required:
	☐ Establishes a culture of high performance that supports teacher retention	☐ Uses approved district processes to screen, interview, and hire a diverse staff that is representative of the vision of the school and meets students' needs ☐ Implements and manages district personnel policies in a fair and equitable manner	☐ Understands and articulates the importance of clear expectations, structures, and procedures for managing human resources	
		☐ Utilizes organizational resources to effectively manage human capital	☐ Identifies organizational resources and understands the necessity of managing human capital	
	. . . and	. . . and	. . . and	

Appraiser Comments:

Indicator 2B: The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Leverages observational and hands-on experiences for teachers that meet staff development needs and ensures expected performance improvement outcomes are met	☐ Uses performance and goal setting data to encourage and challenge staff to reflect on and define the knowledge, skills, and concepts that are essential to the complete educational development of all students	☐ Routinely works collaboratively with teachers and staff to assess the impact of research-based programs and interventions on student learning and achievement	☐ Understands and can articulate the professional development needs of teachers and staff as those needs relate to educating a diverse student population	Comment Required:
☐ Maintains and models a school-wide culture of professional learning and improvement that supports frequent professional feedback for teachers and staff	☐ Supports and encourages systematic feedback among teachers and staff ☐ Utilizes leadership teams to accurately analyze teacher performance data to adapt professional development based on the changing needs of the school . . . and	☐ Regularly provides teachers and staff with individual performance feedback and organizes targeted professional development opportunities . . . and	☐ Involves campus committees and/or leadership teams in identifying needs for campus professional development . . . and	

Appraiser Comments:

Indicator 2C: The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Supports teachers and staff to accept leadership responsibilities outside of the school building	☐ Incorporates teachers and staff into leadership and decision-making roles in the school in ways that foster their career development	☐ Defines a process for supporting and modeling leadership development and decision-making activities for teachers and staff members ☐ Facilitates ongoing support for teachers and staff who are taking on new or additional leadership and decision-making roles . . . and	☐ Understands and articulates the importance of providing opportunities for teachers to assume leadership and decision making roles within the school … and	Comment Required:
Appraiser Comments:				

Indicator 2D: The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Maintains a culture where teacher performance evaluations align with student academic growth and development	☐ Holistically analyzes formative and summative teacher and staff evaluations to strategically plan for professional development to improve school wide instructional practice . . . and	☐ Creates or adopts protocols to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve ☐ Implements evaluation of teachers and staff according to district policy and state stature ensuring fairness and consistency ☐ Accurately analyzes multiple sources of teacher performance data and makes fair and accurate decisions concerning teacher contract and performance improvement . . . and	☐ Understands and communicates clear expectations of performance and professional behavior for all staff ☐ Understands district policy and state statute governing teacher and staff evaluation . . . and	Comment Required:
Appraiser Comments:				

STANDARD 2: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Student achievement and testing data
- Teacher retention data
- Teacher professional growth plans
- Site professional development plan
- National Board Certified Teachers
- Stakeholder surveys
-
-
-

Standard 3 – *Executive Leadership*: The principal models personal responsibility and a relentless focus on improving student outcomes.

Indicator 3A: The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Maintains a culture in which teachers and staff encourage and support each other during challenging times	☐ Analyzes relevant school productivity and student achievement data to consider new and innovative ways to lead improvement initiatives	☐ Empowers the school staff to take ownership of the continuous improvement process	☐ Understands and articulates the necessity for establishing and maintaining a culture of continuous improvement	Comment Required:
☐ Systematically challenges the status quo by leading change initiatives with potentially beneficial outcomes	☐ Implements collaborative processes to collect, analyze, and act on relevant data about the school's progress toward accomplishing goals	☐ Inspires teachers by including them in the development of a strategic goal setting process ☐ Encourages teachers and staff to accomplish school goals	☐ Understands and articulates a personal vision for improving the school's ability to serve the needs of all students and the necessity for strategic goal setting	
☐ Serve as the driving force behind improvement initiatives that strengthen the collective ability of the school community to adapt to conditions	☐ Creates and uses a transition team during times of change to assist individuals with new ways of doing things	☐ Adapts his/her leadership style to the needs of individual teachers and staff struggling with change	☐ Understands and articulates how change initiatives can be perceived differently by different stakeholders	
	. . . and	. . . and	. . . and	

Appraiser Comments:

Indicator 3B: The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, changes practice in ways that improves student outcomes.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Develops and refines structures to gather feedback and data from educational stakeholders	☐ Utilizes performance feedback and synthesizes relevant data to adapt professional practice and leadership behaviors that ensure students receive high-quality instruction	☐ Incorporates performance feedback from supervisors, attends district-mandated professional development, and makes changes to practices	☐ Understands the importance of performance feedback from supervisors in the context of personal and school improvement	Comment Required:
☐ Serves as a role model for continuous improvement in professional practice among colleagues	☐ Actively seeks out individual growth and professional development opportunities			
	. . . and	. . . and	. . . and	
Appraiser Comments:				

Indicator 3C: The principal communicates with all audiences and develops productive relationships.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Leverages communication among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the school or district	☐ Monitors the effectiveness of systems and protocols to enable internal and external stakeholder groups to effectively communicate with each other and with the principal and makes adjustments to optimize communication	☐ Implements and utilizes a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community ☐ Designs and utilizes a system of open communication so that members of diverse interest groups feel welcomed and/or heard within the school community	☐ Understands and articulates the importance of open and honest communication with stakeholder groups about school priorities, initiatives, and improvement activities	Comment Required:
	☐ Monitors to improve systems designed to encourage and build community relationships in a manner that fosters respect, outreach, and community engagement . . . and	☐ Develops relationships by providing opportunities for the appropriate participation of stakeholder groups in the decision-making process of the school . . . and	☐ Understands and can articulate the importance of developing positive relationships with school and community stakeholder groups ☐ Keeps accessible to all stakeholder groups . . . and	
Appraiser Comments:				

Indicator 3D: The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Actively leads in the development of district goals and initiatives for improving achievement of all students	☐ Models ethical behavior by educating the larger community	☐ Develops and implements staff trainings on policies and procedures related to ethical behavior ☐ Ensures compliance of federal, state, and local mandates and policies by all faculty and staff	☐ Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators ☐ Understands and can articulate federal, state, and district mandates and policy regarding the educational services entitled to all students	Comment Required:
	☐ Develops a systematic approach for the selection of staff members to lead initiatives designed to mitigate differences among student groups and close achievement gaps	☐ Models cultural awareness and responsiveness to student differences and provides training to faculty and staff	☐ Understands that cultural awareness and student differences (e.g. race, gender, language, SES) influences student achievement	
	☐ Collaborates with leadership teams to develop strategies that demonstrate an ethical responsibility for student opportunity and access to the full span of the curriculum . . . and	☐ Educates school personnel on the ethical responsibility to respond to all students' academic, social-emotional, cultural, and physical needs . . . and	☐ Understands the ethical responsibility for responding to the academic, social-emotional, cultural, and physical needs of all students . . . and	
Appraiser Comments:				

STANDARD 3: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Campus leadership teams
- Stakeholder surveys
- Visioning documents
- Staff professional development plan
- Teacher retention data
-
-
-

Standard 4 – *School Culture*: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Indicator 4A: The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Leverages personal skills and abilities to be a leader of leaders across the district, in the community, and in the field impacting student learning and achievement ☐ Promotes a unified purpose and shared vision for the school to ensure equity of high expectations for all learners ☐ Engages school community and stakeholders to promote and internalize the Campus Improvement Plan (CIP) as the baseline for how to do business	☐ Serves as the driving force behind a campus-wide belief that teachers and staff can impact student learning and achievement ☐ Maintains a culture of continuous improvement in the school which guides the interventions/enrichment/ outcomes for every student and staff member ☐ Empowers SBDM* to collectively lead and monitor the implementation of the Campus Improvement Plan (CIP) . . . and	☐ Demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement ☐ Leads the development of clear, concise, and agreed-upon processes to empower routine and systematic decisions, activities, and initiatives for school improvement ☐ Regularly uses and applies the Campus Improvement Plan (CIP) to inform and lead campus decisions . . . and	☐ Understands and articulates how unity of purpose, teamwork, and commitment to teaching and learning are interrelated and support the work of the school ☐ Maintains a Campus Improvement Plan (CIP) with a unified purpose and a shared vision for the school . . . and	Comment Required:

*SBDM: Site-based Decision Making

Appraiser Comments:

Indicator 4B: The principal establishes, reinforces, and monitors clear expectations for adult, staff, and student conduct, including social and emotional supports.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Engages stakeholders to regularly assess the capacity and need for changes in expectations, structures, rules, procedures, routines, and interventions to advocate for positive impact in the school community	☐ Collaborates with campus leadership to systematically monitor the effectiveness of systems intended to support high levels of student and staff performance ☐ Collaborates with campus leadership to improve systems to support high levels of student and staff performance . . . and	☐ Communicates the expectations for high levels of performance for students and staff ☐ Implements systems to improve the efficacy of students and staff to improve performance . . . and	☐ Understands and can explain the importance of establishing high performance expectations for students and staff . . . and	Comment Required:
	☐ Collaborates with campus leadership to improve the operating procedures and rules to maximize opportunities for all students to learn and teachers to teach . . . and	☐ Implements and fairly reinforces the operating procedures and rules to guide student and staff behavior ☐ Collects and accurately analyzes data to monitor the effectiveness of the operating procedures and rules . . . and	☐ Understands and can explain the importance of a standard set of operating procedures and rules for students and staff to follow . . . and	

Appraiser Comments:

Indicator 4C: The principal purposefully engages families and community members in meaningful student learning experiences.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Develops and utilizes relationships with parents/guardians and the community to develop good will and garner fiscal, intellectual, and human resources in support of the school's improvement agenda	☐ Implements processes that empower parents/guardians and all community stakeholders to contribute to decisions that positively influence student learning experiences	☐ Creates systems and processes that engage parents/guardians and all community stakeholders in a shared responsibility for student and school success	☐ Understands and can explain that parents/guardians and community members have a critical role in developing community engagement, support, and ownership of the school	Comment Required:
☐ Leverages the influence and synergy of the school and community stakeholders to work together to support high levels of student achievement	☐ Utilizes the culturally responsive needs and positive traditions of the school and community to drive student achievement to higher levels . . . and	☐ Identifies the culturally responsive needs and positive, traditions of the school and community . . . and	☐ Understands and can explain the importance of cultural perspective in the school and community . . . and	
Appraiser Comments:				

Indicator 4D: The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Encourages and actively involves community members to participate in and advocate for a safe and orderly school environment	☐ Systematically shares and accurately reports school safety data to teachers and community members ☐ Collaborates with building leadership to actively involve teachers and staff to lead and manage components of the school safety plan …and	☐ Systematically reviews and analyzes school safety data ☐ Implements school safety initiatives based on data to ensure an environment to maximize teaching and learning …and	☐ Understands and implements district policies and procedures regarding school safety …and	Comment Required:
	☐ Collaborates with campus leadership to develop systems to ensure students, staff, and community voice is heard ☐ Utilizes feedback from students, staff, and community to improve the social and emotional safety of students and staff . . . and	☐ Implements procedures and practices to maintain an orderly and supportive campus ☐ Collects and accurately analyzes data to monitor the effectiveness of the operating procedures and rules . . . and	☐ Understands the importance of establishing systems and routines that ensure an orderly and supportive campus environment . . . and	
Appraiser Comments:				

Indicator 4E: The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Leverages campus and district student support systems, including parents/guardians, to sustain and strengthen the confidence in the school's ability to minimize student discipline issues in order to best serve the educational needs of all students	☐ Provides a comprehensive analysis of school discipline data and engages learning teams to sustain systems that routinely and conscientiously protect instructional time from interruptions in classrooms and across the campus …and ☐ Collect and analyze data concerning student behavior and academic performance to accurately address campus-wide behavioral and academic issues ☐ Collaborates with campus leadership and intervention specialist to develop and implement school wide intervention programs that proactively address the behavioral and academic needs of groups of students …and	☐ Fairly and consistently implements the Student Code of Conduct to ensure an optimal learning environment for all students …and ☐ Routinely works with support specialist (*counselors, special education, school psychologist, etc.*) to analyze student behavior and academic performance data ☐ Collaborates with support specialist to develop individualized performance improvement plans for students struggling behaviorally and academically …and	☐ Understands and implements district policies and procedures regarding student discipline …and ☐ Understands how behavioral issues with students effect academic performance …and	Comment Required:
Appraiser Comments:				

STANDARD 4: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Student discipline data
- Teacher turnover data
- School safety plan
- Stakeholder surveys
- Community partnerships
- Stakeholder engagement activities
-
-
-

Standard 5 – *Strategic Operations:* The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.

Indicator 5A: Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Leverages high-level, concrete goals in order to sustain a high performing school culture that creates demand for innovation and improvement	☐ Systematically monitors, evaluates, and refines goals, targets, and strategies through data analysis	☐ Implements change initiatives that are aligned with the school's goals, targets, and improvement strategies	☐ Uses a variety of classroom and school data to challenge the status quo and identify necessary change initiatives	Comment Required:
	☐ Systematically and clearly communicates the progress toward achieving goals to all members of the school community	☐ Maintains a consistent focus on the school and classroom influences that affect student learning and systematically communicates successes and shortcomings toward achieving goals and targets within the school	☐ Understands and can explain the importance of open, effective communication in the operation of the school and the progress toward improving student achievement	
	. . . and	. . . and	. . . and	

Appraiser Comments:

Indicator 5B: Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Ensures ongoing student engagement through instructional programs that provide opportunities for personalized learning	☐ Systematically monitors the effect of the master schedule on teacher planning and student achievement	☐ Establishes systems that minimize or eliminate interruptions and distractions to classroom instruction	☐ Designs school schedules and calendars that address the learning needs of diverse student populations	Comment Required:
☐ Proactively reviews and adjusts schedules and plans to respond to changes in instructional needs	☐ Analyzes school and classroom data to guide the implementation of policies, practices, and procedures that maximize the use of instructional time …and	☐ Strategically plans an annual professional development schedule that aligns to school and classroom instructional needs …and	☐ Ensures adherence to all legal and policy requirements for teacher planning and professional development …and	
Appraiser Comments:				

Indicator 5C: Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Designs structures and processes that enable shared responsibility by leadership teams that result in the recommendations and decisions for the allocation of resources that ensure equitable outcomes for all students	☐ Implements processes and procedures that ensure the long-term viability of effective programs and practices	☐ Analyzes relevant data and incorporates feedback in the decisions to allocate resources for professional development needs of faculty and staff	☐ Understands and can explain the importance to assess and allocate school resources to support the professional development needs of faculty and staff	Comment Required:
	☐ Analyzes school improvement data to strategically plan for the allocation of human, fiscal and technological resources to maximize outcomes for all students . . . and	☐ Seeks human, fiscal, and technological resources necessary for faculty and staff to perform their duties and maximize outcomes for all students . . . and	☐ Knows about the school budget and accounting procedures . . . and	

Appraiser Comments:

Indicator 5D: Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Plays an active role in the development of district/regional/state/national goals and initiatives directed at improving student achievement	☐ Analyzes relevant school data in order to actively collaborate with school leadership teams to plan and execute strategies of the CIP that are aligned with the district initiatives for improving student achievement	☐ Implements district initiatives directed at improving student achievement	☐ Understands and can explain district goals and initiatives directed at improving student achievement	Comment Required:
		☐ Collaborates with administrative colleagues to share best practices related to district goals and initiatives ☐ Seeks internal and external opportunities to secure resources in support of the school's academic program	☐ Openly and effectively communicates between and within school and district administration ☐ Advocates strongly for the school and the school academic program with school district, parents/guardians, and the school community	
	…and	…and	…and	

Appraiser Comments:

STANDARD 5: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- School financial information
- Master school schedule with instructional times
- Visioning documents
- Staff professional development plan
-
-
-
-
-

Principal Signature:	**Date:**
Appraiser Signature:	**Date:**
Principal Comment Attached: Yes ☐ No ☐ If comments are attached: Appraiser Signature:	Date:

The principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according to the state and local policy for the evaluation process.

Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team

Houston School of Technology

HST has not yet identified which candidate will lead the Financial Team, therefore, please see Attachment 23 for the complete job description and qualifications for the **CFO/Business/HR Manager**. As the school grows, this position will eventually oversee a team of clerical assistants/accounting assistants.

Attachment 21

Houston School of Technology

All applicable information for the following members of the operations team from year one to capacity is included in Attachment 23:

PEIMS Coordinator, p. 513

Clerical Assistant, p. 529

Porter/Maintenance Staff, p. 532

Technology Specialist, p. 535

Nurse, p. 538

Café Monitor, p.541

Attachment 22: Staffing Chart

Houston School of Technology

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 chief financial officer and the chief operating officer
- 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						
Superintendent/CEO	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Chief Operating Officer	x	x	x	x	x	x
Other Central Office staff	1	2	2	4	4	4
Total central office FTEs	**3**	**4**	**4**	**6**	**6**	**6**

Positions	Staffing Chart					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
Elementary School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)	1	1	1	2	3	3
Teachers (*create a separate row for each grade or core subject*)	8	16.5	28.5	51.5	63.5	63.5
Teachers (specials, e.g., art)	2	3	6	10	12	12
Teachers, ESL/Bilingual	1	1	2	3	4	4
Teachers, Special Education	1	2	3	4	5	5
Student support staff (e.g., paraprofessionals, counselors)	x	2.5	6.5	10.5	14.5	14.5
Campus operations (e.g., PEIMS coordinator, clerk)	1.5	3	10	15	16	16
Total elementary FTEs	**14.5**	**29**	**57**	**96**	**118**	**118**
Middle School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)	x	x	1	1	1	1
Teachers (separate line for each grade or core subject)	x	x	2	4	8	8
Teacher (specials, e.g., art)	x	x	2.5	3.5	4	4
Teacher, ESL/Bilingual	x	x	1	1	1	1
Teacher, Special Education	x	x	1	2	3	3
Student support staff (e.g., paraprofessionals, counselors)	x	x	x	1	3	3

Positions	Staffing Chart					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
Campus operations (e.g., PEIMS coordinator, clerk)	x	x	1	3	4	4
Total middle school FTEs	**x**	**x**	**8.5**	**15.5**	**24**	**24**
High School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)	x	x	x	x	1	1
Teachers (separate line for each grade or core subject)	x	x	x	x	4	4
Teacher (specials, e.g., art)	x	x	x	x	4	4
Teacher, ESL/Bilingual	x	x	x	x	1	1
Teacher, Special Education	x	x	x	x	1	1
Student support staff (e.g., paraprofessionals, counselors)	x	x	x	x	1	1
Campus operations (e.g., PEIMS coordinator, clerk)	x	x	x	x	1	1
Total high school FTEs	**x**	**x**	**x**	**x**	**13**	**13**
Total charter school staff	**17.5**	**33**	**69.5**	**117.5**	**161**	**161**
Teacher-student ratio	1:19	1:19	1:20	1:20	1:20	1:20

Attachment 23: Supplemental Human Resources Information Forms
Houston School of Technology

Attachments are listed in the following order:

- Superintendent
- CFO/Business/HR Manager
- Principal
- Assistant Principal
- PEIMS Coordinator
- Counselor
- Teacher
- Special Education Teacher
- ESL Teacher
- Teacher Aide
- Clerical Assistant
- Maintenance/Porter
- Technology Specialist
- Nurse
- Café Monitor

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: 57,000-63,000

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): Richmond, TX in Fort Bend county

Number of Students anticipated in year one: 150 In year five: 1,500

Minimum Qualifications Required:

Education Required: Bachelor's degree required.
Master's or Doctorate degree preferred.

Experience Required: Experience as administrator in organization focused on children's welfare/ education required
Experience in elementary, middle school, high school, or college administration preferred
Experience in charter school administration preferred

Certification Required: Texas Principal and/or Superintendent certification preferred.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Abbott ISD	109901	Abbott, TX	277	85,000
Baird ISD	030903	Baird, TX	283	97,000
Celeste ISD	116902	Celeste, TX	507	104,030

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

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. Serve as role model; uphold school vision of nurture, character, discipline, and academic excellence.
2. Report regularly to the Board and oversee the development and continual improvement planning process in the DIP.
3. Recruit qualified and competent staff; ensure accurate and timely evaluations for continual professional improvement.
4. Supervise all employees and provide leadership through the development of policies and procedures.
5. Manage the district budget and provide leadership to obtain state, federal, and private grants.
6. Provide educational leadership through planning quality curriculum and instruction along with regular assessments and evaluation of educational progress.
7. Address the needs of special population students (SPED, ESL, at-risk, low economic, foster, migrant, etc.)
8. Ensure all reports are filed accurately and on time (state, federal, PEIMS, FSP, etc.). Uphold all regulatory guidelines and district policies.
9. Supervise building facilities, food services, and transportation.
10. Conduct regular evaluations and improve processes to enable district to receive the highest state and federal district and campus ratings.

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: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: CFO/Business/HR Manager

Reports to: Superintendent

Salary Range: 43,000-49,000

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): Richmond, TX in Fort Bend county

Number of Students anticipated in year one: 150 In year five: 1,500

Minimum Qualifications Required:

Education Required: High school diploma
Associates Degree and/or Bachelor in Business, Accounting or related field preferred

Experience Required: Accounting/ budgeting experience preferred
School/ charter school finance experience preferred

Certification Required: CPA certification preferred

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Abbott ISD	109901	Abbott, TX	277	68,846
Baird ISD	030903	Baird, TX	283	70,357
Celeste ISD	116902	Celeste, TX	507	72,309

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: CFO/Business/HR Manager

Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Oversee district business functions (coding PO's, managing accounts payable, accounts receivable, vendor contracts, Form 990, inventory records, etc.).
2. Assist in planning, preparing, and administering the annual budget.
3. Make recommendations to improve effective, strategic use of resources.
4. Oversee HR functions (payroll, new hire processing, benefits, W-2 tax forms, etc.).
5. Oversee all TEA reporting requirements (FSP, grants, all HR and financial PEIMS reports).
6. Ensure the accuracy of all financial records (invoices, PO's, vendor 1099's) and manage the annual independent audit.
7. Reconcile all bank accounts, accounts receivable, and accounts payable monthly.
8. Maintain all paper and electronic records per federal and state regulations and district policies.
9. Maintain professional communication with administration, faculty, staff, students, parents, and vendors.
10. Prepare short & long-term financial goals, comparative financial statements, & cash flow projections 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

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Principal

Reports to: Superintendent

Salary Range: 52,000-58,000

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): Richmond, TX in Fort Bend county

Number of Students anticipated in year one: 150 In year five: 1,500

Minimum Qualifications Required:

Education Required: Bachelor's degree from accredited university
Master's Degree preferred

Experience Required: 3 years experience as classroom teacher preferred
School/ charter school administration preferred

Certification Required: Texas principal certificate preferred
Certified Texas Teacher Evaluation and Support System (T-TESS) appraiser preferred

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Abbott ISD	109901	Abbott, TX	277	77,500
Baird ISD	030903	Baird, TX	283	83,677
Celeste ISD	116902	Celeste, TX	507	87,847

508

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Principal

Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Be a role model. Uphold school vision of nurture, character, discipline, and academic excellence.
2. Plan and implement a campus improvement plan that addresses student achievement, curriculum, and professional development needs.
3. Interview and make hiring recommendations for campus-level positions. Supervise and evaluate teachers (T-TESS), teacher aides, and clerical support staff.
4. Oversee overall curricular instruction, assessment, and student progress in coordination with Special Education (Student Support), ESL, GT and other program staff on campus.
5. Oversee daily school activities, including class schedules and teacher assignments; supervise campus facility and services. Schedule campus activities calendar.
6. Assist in the preparation of the campus budget by actively tracking campus needs and enrollment.
7. Provide two-way communication with district, faculty, staff, parents, and community.
8. Maintain all paper and electronic records per federal and state regulations and district policies.
9. Maintain all certifications and meet professional development requirements for Governance report.
10. Work for student advancement in curriculum and co-curricular areas through professional development, data disaggregation, support of all staff (especially new teachers), and scheduling.

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: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Assistant Principal

Reports to: Superintendent

Salary Range: 47,000-53,000

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): Richmond, TX in Fort Bend county

Number of Students anticipated in year one: 150 In year five: 1,500

Minimum Qualifications Required:

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

Experience Required: 3 years classroom teaching preferred

Certification Required: Valid Texas Teacher Certification and/or school administrator license preferred

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Abbott ISD	109901	Abbott, TX	277	63,658
Baird ISD	030903	Baird, TX	283	64,423
Celeste ISD	116902	Celeste, TX	507	74,975

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Assistant Principal

Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Be a role model. Uphold school vision of nurture, character, discipline, and academic excellence.
2. Respond to disciplinary issues. Meet with parents to discuss student behavioral or learning problems.
3. Follow federal, state, and district policies and maintain required documentation.
4. Oversee and maintain school safety procedures. Oversee drop-off and pick-up procedures and traffic.
5. Serve as the textbook and testing coordinator as assigned.
6. Coordinate use of school facilities for day-to-day activities and special events as assigned.
7. Walk the hallways and check in on teachers and classrooms. Assist Principal with T-TESS Evaluations.
8. Respond to emails and calls from teachers, parents, and community members.
9. Assist with student and staff interviews as assigned.
10. Attend staff meetings and complete professional development for Governance report. Other 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

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: PEIMS Coordinator

Reports to: Superintendent

Salary Range: 42,000-48,000

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): Richmond, TX in Fort Bend county

Number of Students anticipated in year one: 150 In year five: 1,500

Minimum Qualifications Required:

Education Required:
High school diploma
Associate or Bachelor's degree preferred

Experience Required:
Experience in maintaining accurate and auditable records & developing spreadsheets & report
Proficient skills in database, word processing, keyboarding, and file maintenance
2 years experience in PEIMS reporting preferred

Certification Required: None

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Abbott ISD	109901	Abbott, TX	277	48,371
Baird ISD	030903	Baird, TX	283	48,690
Celeste, TX	116902	Celeste, TX	507	51,344

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: PEIMS Coordinator

Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Be a role model. Uphold school vision of nurture, character, discipline, and academic excellence. Maintain professional communication.
2. Ensure all PEIMS data (attendance, registration, withdrawal, etc.) is entered correctly; run various reports as instructed.
3. Coordinate collection, integration/formatting of all data required for PEIMS submission according to PEIMS Data standards.
4. Run the edits, reports, and verification checks on data to ensure accuracy of data.
5. Distribute the edits and reports to appropriate staff for analysis, verification, and correction.
6. Keep principals and/or administrators informed of any changes in PEIMS requirements.
7. Attend workshops and training in regards to PEIMS.
8. Submit 6-week attendance reports to TEA via the FSP system.
9. Submit reports to TEA in the prescribed format and to the ESC for processing in prescribed timelines.
10. Other 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

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Counselor

Reports to: Principal

Salary Range: 35,500-41,500

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): Richmond, TX in Fort Bend county

Number of Students anticipated in year one: 150 In year five: 1,500

Minimum Qualifications Required:

Education Required: Bachelor's degree, Master's degree preferred.
Counseling certificate preferred (TX Counselor or Licensed Professional Counselor)

Experience Required: Experience working with children/students
Teaching experience preferred
Counselor internship and/or experience preferred

Certification Required: None

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Abbott ISD	109901	Abbott, TX	277	45,510
Baird ISD	030903	Baird, TX	283	45,483
Celeste ISD	116902	Celeste, TX	507	48,913

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Counselor

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Be a role model. Uphold school vision of nurture, character, discipline, and academic excellence.
2. Guide individuals and groups of students through the development of educational, personal, or career plans.
3. Counsel individuals and small groups of students who are in at-risk situations.
4. Consult with faculty regarding effective placement of students; attend ARD meetings as needed.
5. Consult with teachers, parents, and staff regarding meeting developmental needs of students.
6. Coordinate, conduct, or participate in activities that contribute to the effective operation of the school.
7. Maintain professional communication with students, faculty, staff, parents, and community members.
8. Attend all staff meetings and complete all recommended training.
9. Follow federal, state, and district policies and maintain confidentiality.
10. Other 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

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Teacher

Reports to: Principal

Salary Range: 35,500-41,500

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): Richmond, TX in Fort Bend county

Number of Students anticipated in year one: 150 In year five: 1,500

Minimum Qualifications Required:

Education Required: Bachelor's degree, Master's degree preferred.
Valid Texas teaching certificate for subject/grade OR alt cert in progress preferred

Experience Required: At least one year teaching or approved internship preferred

Certification Required: None for core subject or specials (PE, Art, LOTE, Music, Tech, CTE, electives)
PreK, SPED, and ESL require 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
Abbott ISD	109901	Abbott, TX	277	40,924
Baird ISD	030903	Baird, TX	283	42,057
Celeste ISD	116902	Celeste, TX	507	44,893

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Teacher

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Be a role model. Uphold school vision of nurture, character, discipline, and academic excellence.
2. Develop and implement written lesson plans that fulfill the requirements of the district and TEA.
3. Prepare lessons that reflect accommodations for differences in student learning styles and needs.
4. Work cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP).
5. Conduct ongoing assessment of student achievement and through formal and informal testing; support students through enrichment and co-curricular instruction.
6. Manage student behavior in accordance with Student Code of Conduct and student handbook.
7. Establish and maintain open lines of communication by conducting conferences with parents, students, principals, and teachers.
8. Participate in staff development activities to improve job-related skills. 15 hours per year required.
9. Follow federal, state, and district policies and maintain confidentiality.
10. Compile, maintain, and file all physical and electronic records (attendance, grades, etc.) as required. Other 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

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Special Education Teacher

Reports to: Principal

Salary Range: 35,500-41,500

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): Richmond, TX in Fort Bend county

Number of Students anticipated in year one: 150 In year five: 1,500

Minimum Qualifications Required:

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

Experience Required: At least one year teaching or approved internship preferred

Certification Required: Valid Texas Special Education Teacher certificate
Valid Texas teacher certificate for assigned subject and grade level if teaching content

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
Abbott ISD	109901	Abbott, TX	277	50,547
Baird ISD	030903	Baird, TX	283	52,480
Celeste ISD	116902	Celeste, TX	507	54,982

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Special Education Teacher

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Be a role model. Uphold school vision of nurture, character, discipline, and academic excellence.
2. Implement an instructional or skill development program for assigned students and show written evidence of preparation as required.
3. Work cooperatively with classroom teachers to modify regular curriculum as needed and assist special education students in regular classes with assignments
4. Collaborate with students, parents, and other members of staff to develop IEPs for each student assigned. Participate in ARD Committee meetings on a regular basis.
5. Provide or supervise personal care, medical care, and feeding of students as stated in IEP.
6. Manage student behavior and administer discipline according to IEP and district policy.
7. Participate in staff development activities to improve job-related skills. 15 hours per year required.
8. Attend all staff meetings and participate in recommended training to improve job-related skills.
9. Follow federal, state, and district policies and maintain confidentiality.
10. Compile, maintain, and file all physical and electronic reports, records, and other documents required. Other 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

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: ESL Teacher

Reports to: Principal

Salary Range: 35,500-41,500

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): Richmond, TX in Fort Bend county

Number of Students anticipated in year one: 150 In year five: 1,500

Minimum Qualifications Required:

Education Required: Bachelor's degree, Master's degree preferred.

Experience Required: At least one year teaching or approved internship preferred

Certification Required: Valid Texas teaching certificate for general ed or ELAR and grade level assigned with ESL endorsement

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
Abbott ISD	109901	Abbott, TX	277	40,924
Baird ISD	030903	Baird, TX	283	42,057
Celeste ISD	116902	Celeste, TX	507	44,893

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: ESL Teacher

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Be a role model. Uphold school vision of nurture, character, discipline, and academic excellence.
2. Develop and implement written lesson plans that fulfill the requirements of the district and TEA.
3. Work cooperatively with general education teachers to support ESL students. Train teachers as needed.
4. Maintain records regarding language acquisition and linguistics accommodations. Provide pull-out instruction as required.
5. Manage student behavior in accordance with Student Code of Conduct and student handbook.
6. Establish and maintain open lines of communication by conducting conferences with parents, students, principals, and teachers.
7. Participate in staff development activities to improve job-related skills. 15 hours per year required.
8. Conduct assessment of student learning styles and use results to plan instructional activities.
9. Follow federal, state, and district policies and maintain confidentiality.
10. Compile, maintain, and file all physical and electronic records (attendance, grades, etc.) as required. Other 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

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Teacher Aide

Reports to: Principal

Salary Range: 20,000-26,000

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): Richmond, TX in Fort Bend county

Number of Students anticipated in year one: 150 In year five: 1,500

Minimum Qualifications Required:

Education Required: High school diploma

Experience Required: Experience working with children and/or in school preferred

Certification Required: CPR and First Aid certification preferred

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Abbott ISD	109901	Abbott, TX	277	20,597
Baird ISD	030903	Baird, TX	283	21,544
Celeste ISD	116902	Celeste, TX	507	23,802

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Teacher Aide

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Be a role model. Uphold school vision of nurture, character, discipline, and academic excellence.
2. Assist teacher in the implementation of the daily program.
3. Assist in planning and preparation for daily activities; aid teacher instruction.
4. Supervise the classroom when the teacher is out of the room. May sub in teacher's absence.
5. Supervise students during lunch; assist the teacher in any other appropriate ways.
6. Maintain professional communication with students, faculty, staff, and parents.
7. Attend all staff meetings and complete all recommended training.
8. Present subject matter to students under the guidance of the teacher; lead classroom activities.
9. Follow federal, state, and district policies and maintain confidentiality.
10. Follow directions given by head teacher or immediate supervisor. Other 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

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Clerical Assistant

Reports to: Principal or Department Head

Salary Range: 27,000-33,000

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): Richmond, TX in Fort Bend county

Number of Students anticipated in year one: 150 In year five: 1,500

Minimum Qualifications Required:

Education Required: High school diploma

Experience Required: Experience with Microsoft Office required (Word, Excel, Outlook)
Clerical/ administrative assistant/ secretarial experience preferred

Certification Required: None

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Abbott ISD	109901	Abbott, TX	277	34,420
Baird ISD	030903	Baird, TX	283	36,484
Celeste ISD	116902	Celeste, TX	507	38,490

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Clerical Assistant

Reports to: Principal or Department Head

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Be a role model. Uphold school vision of nurture, character, discipline, and academic excellence.
2. Maintain professional communication. Answer telephones and transfer to appropriate staff. Greet and check in visitors.
3. Update and maintain records (attendance, PEIMS, student records, food service, financial records, etc.) as assigned. Use Microsoft office and other software as needed.
4. Maintain hard copy and electronic filing system per federal, state, and district policies.
5. Distribute mail as assigned. Prepare PO's as assigned.
6. Set up and coordinate meetings and supervisor's schedule as assigned.
7. Provide office orientation for new employees. Support staff in assigned project-based work.
8. Compose correspondence and complete reports as assigned.
9. Communicate with parents, students, faculty, staff, and community members per supervisor's instructions.
10. Follow federal, state, and district policies and maintain confidentiality. Other 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

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Maintenance/Porter

Reports to: Principal

Salary Range: 21,000-27,000

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): Richmond, TX in Fort Bend county

Number of Students anticipated in year one: 150 In year five: 1,500

Minimum Qualifications Required:

Education Required: High school diploma or GED

Experience Required: Maintenance and/or janitorial experience preferred

Certification Required: None

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Abbott ISD	109901	Abbott, TX	277	29,533
Baird ISD	030903	Baird, TX	283	33,040
Celeste ISD	116902	Celeste, TX	507	35,152

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Maintenance/Porter

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Be a role model; uphold school vision of nurture, character, discipline, and academic excellence.
2. Take out trash, restock and clean bathrooms, vacuum rooms, and other cleaning duties as assigned.
3. Assist with traffic duty as assigned.
4. Set up and take down tables and chairs, move equipment and supplies, and deliver packages as assigned.
5. Complete minor facility repairs.
6. Grounds maintenance as assigned.
7. Track janitorial and maintenance supplies and follow supply order process as assigned.
8. Be proactive in maintaining facilities to ensure student and staff safety. Report security concerns to administrators immediately.
9. Follow district procedures and attend all staff meetings as assigned.
10. Other 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

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Technology Specialist

Reports to: Principal

Salary Range: 27,000-33,000

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): Richmond, TX in Fort Bend county

Number of Students anticipated in year one: 150 In year five: 1,500

Minimum Qualifications Required:

Education Required: High school diploma
Associate, technical, or Bachelor's degree in computer science or related field preferred

Experience Required: 1 year hardware support experience preferred
Experience working in a school preferred

Certification Required: None

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Abbott ISD	109901	Abbott, TX	277	32,800
Baird ISD	030903	Baird, TX	283	33,700
Celeste ISD	116902	Celeste, TX	507	35,010

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Technology Specialist

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Proactively respond to IT service request tickets.
2. Effectively and efficiently use available technology resources to install, configure, diagnose, and repair all supported hardware and software.
3. Set up technology for school meetings and events as assigned.
4. Seek out, accept, and act on comments from administrators, department heads, and other school personnel to improve services provided.
5. Assist with technology PO's as assigned.
6. Maintain accurate records and inventory of technology resources.
7. Train faculty and staff in technology as assigned. Complete professional development as assigned.
8. Maintain professional communication with faculty, staff, and campus visitors.
9. Act as liaison with vendors employed for contract equipment repair.
10. Other 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

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Nurse

Reports to: Principal

Salary Range: 35,500-41,500

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): Richmond, TX in Fort Bend county

Number of Students anticipated in year one: 150 In year five: 1,500

Minimum Qualifications Required:

Education Required: Bachelor of Science in Nursing OR
Valid Registered Nurse license (TX State Board of Nurse Examiners)

Experience Required: At least one year nursing experience
Experience in school/community health preferred

Certification Required: Certified by Texas Department of Health to conduct vision and hearing screening.
CPR/First Aid Healthcare Provider Certification
CPR Instructor 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
Abbott ISD	109901	Abbott, TX	277	45,379
Baird ISD	030903	Baird, TX	283	50,950
Celeste ISD	116902	Celeste, TX	507	55,236

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Nurse

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Provide direct care utilizing professional assessment skills and established school health protocols.
2. Serve as health advocate for students. Report potential health and safety hazards to principal.
3. Notify parents of accident or illness and secure medical care for students in emergency cases (if parents cannot be reached).
4. Coordinate medication administration according to district policy and procedures.
5. Implement mandatory screening programs and make referrals as necessary. Review and evaluate immunization records.
6. Participate in Admission, Review, and Dismissal (ARD) Committee and Heath/Safety Committee as required.
7. Communicate regularly with principal, school counselor, teachers, parents, food services, and other staff regarding health issues.
8. Maintain paper and electronic records and maintain confidentiality per federal, state, and district guidelines.
9. Maintain certification in CPR, vision and hearing screening, as a health screener and CPR Instructor.
10. Participate in assessment and reporting of suspected child abuse. Other 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

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Cafe Monitor

Reports to: Principal or Department Head

Salary Range: $10-12/hr

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): Richmond, TX in Fort Bend county

Number of Students anticipated in year one: 150 In year five: 1,500

Minimum Qualifications Required:

Education Required: High school diploma or GED

Experience Required: Experience with food service preferred
Experience supervising children preferred

Certification Required: None

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Abbott ISD	109901	Abbott, TX	277	10.30/hr
Baird ISD	030903	Baird, TX	283	10.98/hr
Celeste ISD	116902	Celeste, TX	507	10.00/hr

Name of Proposed Charter School: Houston School of Technology

Name of Sponsoring Entity: Newman-George International Education Organization

Position Title: Cafe Monitor

Reports to: Principal or Department Head

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Be a role model. Uphold school vision of nurture, character, discipline, and academic excellence.
2. Manage student behavior and refer problems to appropriate teacher or principal according to school guidelines.
3. Maintain positive and professional communication with students, faculty and staff.
4. Circulate through café and assigned areas and assist students who need assistance.
5. Encourage good table manners.
6. Assist with the cleanliness of the café.
7. Dismiss classes in an orderly manner at the scheduled time.
8. Participate in training sessions, staff meetings, and scheduled cleaning days as assigned.
9. Follow federal and state regulations and district policies.
10. Other 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.

Attachment 24: Teacher Evaluation Tool(s)

Provide any teacher evaluation tool(s) that have been developed.

See attached the T-TESS teacher evaluation rubric that will be adopted by Houston School of Technology.

T-TESS RUBRIC

PLANNING DIMENSION 1.1
Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.
Standards Basis: 1A, 1B, 3A, 3B, 3C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
Instructional Planning Includes: • All rigorous and measurable goals aligned to state content standards. • All activities, materials and assessments that: ◦ are logically sequenced ◦ are relevant to students' prior understanding and real-world applications ◦ integrate and reinforce concepts from other disciplines ◦ provide appropriate time for student work, student reflection, lesson and lesson closure ◦ deepen understanding of broader unit and course objectives ◦ are vertically aligned to state standards ◦ are appropriate for diverse learners • Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson • Integration of technology to enhance mastery of goal(s).	**Instructional Planning Includes:** • All measurable goals aligned to state content standards. • All activities, materials and assessments that: ◦ are sequenced ◦ are relevant to students' prior understanding ◦ integrate other disciplines ◦ provide appropriate time for student work, lesson and lesson closure ◦ reinforce broader unit and course objectives ◦ are vertically aligned to state standards ◦ are appropriate for diverse learners • All objectives aligned and logically sequenced to the lesson's goal. • Integration of technology to enhance mastery of goal(s).	**Instructional Planning Includes:** • All goals aligned to state content standards. • All activities, materials and assessments that: ◦ are relevant to students ◦ provide appropriate time for lesson and lesson closure ◦ fit into the broader unit and course objectives ◦ are appropriate for diverse ◦ learners. • All objectives aligned to the lesson's goal. • Integration of technology when applicable.	**Instructional Planning Includes:** • Most goals aligned to state content standards. • Most activities, materials and assessments that: ◦ are sequenced ◦ sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal.	**Instructional Planning Includes:** • Few goals aligned to state content standards. • Few activities, materials and assessments that: ◦ are sequenced ◦ rarely provide time for lesson and lesson closure • Lessons where few objectives are aligned and sequenced to the lesson's goal.

T-TESS

[redacted]

Possible Sources of Evidence:
- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes

T-TESS
Texas Teacher Evaluation & Support System

PLANNING DIMENSION 1.1
Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.
Standards Basis: 1A, 1B, 3A, 3B, 3C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS

Distinguished

Instructional Planning Includes:

- All rigorous and measurable goals aligned to state content standards.
- All activities, materials and assessments that:
  - are logically sequenced
  - are relevant to students' prior understanding and real-world applications
  - integrate and reinforce concepts from other disciplines
  - provide appropriate time for student work, student reflection, lesson and lesson closure
  - deepen understanding of broader unit and course objectives
  - are vertically aligned to state standards
  - are appropriate for diverse learners
- Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson.
- Integration of technology to enhance mastery of goal(s).

Accomplished

Instructional Planning Includes:

- All measurable goals aligned to state content standards.
- All activities, materials and assessments that:
  - are sequenced
  - are relevant to students' prior understanding
  - integrate other disciplines
  - provide appropriate time for student work, lesson and lesson closure
  - reinforce broader unit and course objectives
  - are vertically aligned to state standards
  - are appropriate for diverse learners
- All objectives aligned and logically sequenced to the lesson's goal.
- Integration of technology to enhance mastery of goal(s).

Proficient

Instructional Planning Includes:

- All goals aligned to state content standards.
- All activities, materials and assessments that:
  - are relevant to students
  - provide appropriate time for lesson and lesson closure
  - fit into the broader unit and course objectives
  - are appropriate for diverse learners
- All objectives aligned to the lesson's goal.
- Integration of technology when applicable.

Developing

Instructional Planning Includes:

- Most goals aligned to state content standards.
- Most activities, materials and assessments that:
  - are sequenced
  - sometimes provide appropriate time for lesson and lesson closure
- Lessons where most objectives are aligned and sequenced to the lesson's goal.

Improvement Needed

Instructional Planning Includes:

- Few goals aligned to state content standards.
- Few activities, materials and assessments that:
  - are sequenced
  - rarely provide time for lesson and lesson closure
- Lessons where few objectives are aligned and sequenced to the lesson's goal.

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes

PLANNING DIMENSION 1.2
Data and Assessment

The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS

Distinguished

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress.
- Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentially.
- Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

Accomplished

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans.
- Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality.
- Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

Proficient

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students.
- Consistent feedback to students, families and other school personnel while maintaining confidentiality.
- Analysis of student data connected to specific instructional strategies.

Developing

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of most students.
- Timely feedback to students and families.
- Utilization of multiple sources of student data.

Improvement Needed

Instructional Planning Includes:

- Few formal and informal assessments to monitor student progress.
- Few opportunities for timely feedback to students or families.
- Utilization of few sources of student data.

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

PLANNING DIMENSION 1.3
Knowledge of Students

Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.

Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
Instructional Planning Includes: • All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. • Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.	**Instructional Planning Includes:** • All lessons that connect to students' prior knowledge, experiences and future learning expectations. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. • Opportunities for students to utilize their individual learning patterns, habits and needs.	**Instructional Planning Includes:** • All lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.	**Instructional Planning Includes:** • Most lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.	**Instructional Planning Includes:** • Few lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

PLANNING DIMENSION 1.4

Activities

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

Standards Basis: 1B, 1C, 1D, 1E

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS

Distinguished

Instructional Planning Includes:

- Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application.
- Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability.
- The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups.
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.

Accomplished

Instructional Planning Includes:

- Questions that encourage all students to engage in complex, higher-order thinking and problem solving.
- Instructional groups based on the needs of all students and maintains both group and individual accountability.
- All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities.
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.

Proficient

Instructional Planning Includes:

- Questions that encourage all students to engage in complex, higher-order thinking.
- Instructional groups based on the needs of all students.
- All students understanding their individual roles within instructional groups.
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes.

Developing

Instructional Planning Includes:

- Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking.
- Instructional groups based on the needs of most students.
- Most students understanding their individual roles within instructional groups.
- Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.

Improvement Needed

Instructional Planning Includes:

- Encourages little to no complex, higher-order thinking.
- Instructional groups based on the needs of a few students.
- Lack of student understanding of their individual roles within instructional groups.
- Activities, resources, technology and/or instructional materials misaligned to instructional purposes.

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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INSTRUCTION DIMENSION 2.1

Achieving Expectations

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B

Distinguished	Accomplished	Proficient	Developing	Improvement Needed

STUDENT-CENTERED ACTIONS ← TEACHER-CENTERED ACTIONS

Distinguished

The Teacher

- Provides opportunities for students to establish high academic and social-emotional expectations for themselves.
- Persists with the lesson until there is evidence that all students demonstrate mastery of the objective.
- Provides opportunities for students to self-monitor and self-correct mistakes.
- Systematically enables students to set goals for themselves and monitor their progress over time.

Accomplished

The Teacher

- Provides opportunities for students to establish high academic and social-emotional expectations for themselves.
- Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.
- Anticipates student mistakes and encourages students to avoid common learning pitfalls.
- Establishes systems where students take initiative of their own learning and self-monitor.

Proficient

The Teacher

- Sets academic expectations that challenge all students.
- Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.
- Addresses student mistakes and follows through to ensure student mastery.
- Provides students opportunities to take initiative of their own learning.

Developing

The Teacher

- Sets academic expectations that challenge most students.
- Persists with the lesson until there is evidence that some students demonstrate mastery of the objective.
- Sometimes addresses student mistakes.
- Sometimes provides opportunities for students to take initiative of their own learning.

Improvement Needed

The Teacher

- Sets expectations that challenge few students.
- Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective.
- Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort.
- Rarely provides opportunities for students to take initiative of their own learning.

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Student Growth Processes
- Analysis of Student Data

INSTRUCTION DIMENSION 2.2
Content Knowledge and Expertise

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
The Teacher • Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. • Integrates learning objectives with other disciplines, content areas and real-world experience. • Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.	**The Teacher** • Conveys a depth of content knowledge that allows for differentiated explanations. • Integrates learning objectives with other disciplines and real-world experiences. • Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.	**The Teacher** • Conveys accurate content knowledge in multiple contexts. • Integrates learning objectives with other disciplines. • Anticipates possible student misunderstandings. • Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Accurately reflects how the lesson fits within the structure of the discipline and the state standards.	**The Teacher** • Conveys accurate content knowledge. • Sometimes integrates learning objectives with other disciplines. • Sometimes anticipates possible student misunderstandings. • Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	**The Teacher** • Conveys inaccurate content knowledge that leads to student confusion. • Rarely integrates learning objectives with other disciplines. • Does not anticipate possible student misunderstandings. • Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Student Growth Processes
- Analysis of Student Data

INSTRUCTION DIMENSION 2.3
Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

Standards Basis: 1D, 1E, 2A, 3A, 4D

Distinguished | **Accomplished** | **Proficient** | **Developing** | **Improvement Needed**

STUDENT-CENTERED ACTIONS ← → TEACHER-CENTERED ACTIONS

Distinguished

The Teacher

- Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers.
- Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.
- Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.
- Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.
- Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning.
- Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.

Accomplished

The Teacher

- Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers.
- Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning.
- Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.
- Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.
- Skillfully uses probing questions to clarify, elaborate and extend learning.
- Provides wait time when questioning students.

Proficient

The Teacher

- Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.
- Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts.
- Provides explanations that are clear and uses verbal and written communication that is clear and correct.
- Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.
- Uses probing questions to clarify and elaborate learning.

[redacted]

Developing

The Teacher

- Leads lessons with some opportunity for dialogue, clarification or elaboration.
- Recognizes student misunderstandings but has a limited ability to respond.
- Uses verbal and written communication that is generally clear with minor errors of grammar.
- Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.

Improvement Needed

The Teacher

- Directs lessons with little opportunity for dialogue, clarification or elaboration.
- Is sometimes unaware of or unresponsive to student misunderstandings.
- Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.
- Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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INSTRUCTION DIMENSION 2.4
Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
The Teacher • Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. • Consistently monitors the quality of student participation and performance. • Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Consistently prevents student confusion or disengagement by addressing learning and/or social/ emotional needs of all students.	**The Teacher** • Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Regularly provides differentiated instructional methods and content to ensure students ave the opportunity to master what is being taught. • Proactively minimizes student confusion or disengagement by addressing learning and/or social/ emotional needs of all students.	**The Teacher** • Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Recognizes when students become confused or disengaged and responds to student learning or social emotional needs.	**The Teacher** • Adapts lessons to address some student needs. • Sometimes monitors the quality of student participation and performance. • Sometimes provides differentiated instructional methods and content. • Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.	**The Teacher** • Provides one-size-fits-all lessons without meaningful differentiation. • Rarely monitors the quality of student participation and performance. • Rarely provides differentiated nstructional methods and content. • Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/ emotional needs.

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

INSTRUCTION DIMENSION 2.5
Monitor and Adjust

The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
The Teacher • Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Uses discreet and explicit checks for understanding through questioning and academic feedback.	**The Teacher** • Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Continually checks for understanding through purposeful questioning and academic feedback.	**The Teacher** • Consistently invites input from students in order to monitor and adjust instruction and activities. • Adjusts instruction and activities to maintain student engagement. • Monitors student behavior and responses for engagement and understanding.	**The Teacher** • Sometimes utilizes input from students in order to monitor and adjust instruction and activities. • Adjusts some instruction within a limited range. • Sees student behavior but misses some signs of disengagement. • Is aware of most student responses but misses some clues of misunderstanding.	**The Teacher** • Rarely utilizes input from students in order to monitor and adjust instruction and activities. • Persists with instruction or activities that do not engage students. • Generally does not link student behavior and responses with student engagement and understanding. • Makes no attempts to engage students who appear disengaged or disinterested.

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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LEARNING ENVIRONMENT DIMENSION 3.1

Classroom Environment, Routines and Procedures

The teacher organizes a safe, accessible and efficient classroom.
Standards Basis: 1D, 4A, 4B, 4C,4D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. • Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. • The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.	• Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. • Students take some responsibility for managing student groups, supplies and/or equipment. • The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.	• All procedures, routines and transitions are clear and efficient. • Students actively participate in groups, manage supplies and equipment with very limited teacher direction. • The classroom is safe and organized to support learning objectives and is accessible to most students.	• Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. • Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. • The classroom is safe and accessible to most students, but is disorganized and cluttered.	• Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. • Students often do not understand what is expected of them. • The classroom is unsafe, disorganized and uncomfortable. • Some students are not able to access materials.

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

LEARNING ENVIRONMENT DIMENSION 3.2

Managing Student Behavior

The teacher establishes, communicates and maintains clear expectations for student behavior.

Standards Basis: 4A, 4B, 4C, 4D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. • Students and the teacher create, adopt and maintain classroom behavior standards.	• Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. • Most students know, understand and respect classroom behavior standards.	• Consistently implements the campus and/or classroom behavior system proficiently. • Most students meet expected classroom behavior standards.	• Inconsistently implements the campus and/or classroom behavior system. • Student failure to meet expected classroom behavior standards interrupts learning.	• Rarely or unfairly enforces campus or classroom behavior standards. • Student behavior impedes learning in the classroom.

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

LEARNING ENVIRONMENT DIMENSION 3.3

Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Standards Basis:
1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students. • Students collaborate positively and encourage each other's efforts and achievements.	• Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. • Students collaborate positively with each other and the teacher.	• Engages all students in relevant, meaningful learning. • Students work respectfully individually and in groups.	• Establishes a learning environment where most students are engaged in the curriculum. • Students are sometimes disrespectful of each other.	• Establishes a learning environment where few students are engaged in the curriculum. • Students are disrespectful of each other and of the teacher.

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1

Professional Demeanor and Ethics

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

Standards Basis: 6B, 6C, 6D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students. • Advocates for the needs of all students in the classroom and campus.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom. • Advocates for the needs of all students in the classroom.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets all professional standards (e.g., attendance, professional appearance and behaviors). • Advocates for the needs of students in the classroom.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets most professional standards (e.g., attendance, professional appearance and behaviors).	• Fails to meet the Code of Ethics and Standard Practices for Texas Educators. • Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data
- Daily Interaction with Others

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2

Goal Setting

The teacher reflects on his/her practice.

Standards Basis: 5D, 6A, 6B

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Implements substantial changes in practice resulting in significant improvement in student performance.	• Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Meets all professional goals resulting in improvement in practice and student performance.	• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. • Meets all professional goals resulting in improvement in practice and student performance.	• Sets short-term goals based on self-assessment. • Meets most professional goals resulting in some visible changes in practice.	• Sets low or ambiguous goals unrelated to student needs or self-assessment. • Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.

[redacted]

Possible Sources of Evidence:

- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Analysis of Student Data

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PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3

Professional Development

The teacher enhances the professional community.

Standards Basis: 3A, 6A, 6B, 6C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection. • Seeks resources and collaboratively fosters faculty knowledge and skills. • Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the campus.	• Leads colleagues collaboratively on campus to identify professional development needs through self-reflection. • Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus.	• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.	• Engages in most scheduled activities, professional learning communities, committee, grade- or subject-level team meetings as directed.	• Engages in few professional development activities, professional learning communities or committees to improve professional practice.

[redacted]

Possible Sources of Evidence:

- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Analysis of Student Data
- Daily Interaction with Others

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PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.4

School Community Involvement

The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

Standards Basis:
2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Systematically contacts parents/ guardians regarding students' academic and social/emotional growth through various methods. • Initiates collaborative efforts that enhance student learning and growth. • Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school.	• Systematically contacts parents/ guardians regarding students' academic and social/emotional growth through various methods. • Joins colleagues in collaborative efforts that enhance student learning and welfare. • Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.	• Contacts parents/guardians regularly regarding students' academic and social/emotional growth. • Actively participates in all school outreach activities • Communicates the mission, vision and goals of the school to students, colleagues, parents and families.	• Contacts parents/guardians in accordance with campus policy. • Attends most required school outreach activities. • Communicates school goals to students, parents and families.	• Contacts parents generally about disciplinary matters. • Attends few required school outreach activities.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Classroom Artifacts
- Student Data
- Daily Interaction with Others

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with example qualifiers that are interchangeably used:

DIMENSION EXAMPLE:	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
	STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
LEARNING ENVIRONMENT CLASSROOM CULTURE	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT MANAGING STUDENT BEHAVIOR	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION ACHIEVING EXPECTATIONS	ALL	MOST	MOST	SOME	FEW
INSTRUCTION CONTENT KNOWLEDGE AND EXPERTISE	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION DIFFERENTIATION	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)

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.

See attached 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.

Attachment 25: Proposed School Calendar (Annual)

2021-2022
Houston School of Technology
District Calendar

August 2021

S	M	T	W	TH	F	S
1	SD	SD	SD	SD	SD	7
8	SD	SD	SD	({12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SD: 22 Ed: 14

September 2021

S	M	T	W	TH	F	S
			1	P	3	4
5	H	7	8	9	10	11
12	13	14	15	16	PC	18
19	20	21	22	P	24	25
26	27	28	29	30		

SD: 21 Ed: 20

October 2021

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	ED)	9
10	H	SD	(13	R	15	16
17	18	19	21	21	22	23
24	25	26	27	28	29	30
31						

SD: 20 Ed: 19

November 2021

S	M	T	W	TH	F	S
	1	2	3	P	5	6
7	8	9	10	11	12	13
14	15	16	17	18	ED	20
21	H	H	H	H	H	27
28	29	30				

SD: 17 Ed: 17

December 2021

S	M	T	W	TH	F	S
			1	P	3	4
5	6	7	8	9	10	11
12	13	14	15	16	ED])	18
19	H	H	H	H	H	25
26	H	H	H	H	H	

SD: 13 Ed: 13

January 2022

S	M	T	W	TH	F	S
						1
2	SD	SD	({5	R	7	8
9	10	11	12	13	14	15
16	H	18	19	20	21	22
23	24	25	26	P	28	29
30	31					

SD: 20 Ed: 18

February 2022

S	M	T	W	TH	F	S
		1	2	3	PC	5
6	7	8	9	10	11	12
13	H	15	16	P	18	19
20	21	22	23	24	25	26
27	28					

SD: 19 Ed: 18

March 2022

S	M	T	W	TH	F	S
		1	2	3	ED)	5
6	H	H	H	H	H	12
13	SD	15	16	R	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SD: 18 Ed: 17

April 2022

S	M	T	W	TH	F	S
					1	2
3	4	***5***	***6***	***P***	***8***	9
10	11	12	13	14	H	16
17	H	19	20	21	22	23
24	25	26	27	28	29	30

SD: 19 Ed: 19

May 2022

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	***10***	***11***	***P***	***13***	14
15	16	17	18	19	20	21
22	23	24	ED])	SD	SD	28
29	H	31				

SD: 20 Ed: 18

June 2022

S	M	T	W	TH	F	S
			1	2	H	4
5	6	7	8	9	H	11
12	13	14	15	16	H	18
19	20	21	22	23	H	25
26	H	H	H	H		

July 2022

S	M	T	W	TH	F	S
					H	2
3	H	H	H	H	H	9
10	11	12	13	14	H	16
17	18	19	20	21	H	23
24	25	26	27	28	H	30
31						

School Year

First Day	August 12
Last Day	May 25

Staff Development/ No School

August 2-11
October 12
January 3-4
March 14
May 26-27

Parent Conference/ No School

September 17
February 4

District Holidays

September 6	Labor Day
October 11	Columbus Day
Nov. 22-26	Thanksgiving
Dec 20 -Jan 5	Christmas Break
January 17	MLK Day
February 14	President's Day
March 7-11	Spring Break
April 15-18	Spring Holiday
May 30	Memorial Day

Early Dismissal

October 8
November 19
December 17
March 4
May 25

Progress Reports

September 24
September 23
November 4
December 2
January 27
February 17
April 7
May 12

Report Cards

October 14
January 6
March 17
June 2

Bold/Italics - STAAR Testing

H *Campuses Closed*

( ) Beginning/End of Grading Period
[ ] Beginning/End of Semester

Board Approval Date:

Attachment 25: Proposed School Calendar (Annual)

Teacher Days Required:	187
Actual	189
Ed Minutes Req:	75600
Total Instructional Days	173
Actual Op. Min.*	78810
Extra Op. Min	3210
Extra Days	7.64

*Assuming 4 ED & 4 Staff Days
PC counted as teacher days
but no SD waiver

Reasoning:
189 staff days so no BW needed

Only get instr. Minutes (420)
for each SD during start/end school
i.e. Oct 13, Jan 4-5, etc.

Attachment 26: Proposed School Schedules

Provide teacher and student versions of proposed school schedules for a sample day and a sample week.

See proposed school schedules for a sample day and a sample week.

Attachment 26: Proposed School Schedules

Houston School of Technology

Math/Science 3rd Grade Teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8	Pledges/Moment of Silence/DEAR	DEAR	Pledges/Moment of Silence/DEAR	Pledges/Moment of Silence/DEAR	Pledges/Moment of Silence/DEAR
8:00-8:30	Math	POWWOW	Math	Math	Math
8:30-9:30		Math			
9:30-10:15	Science	Science	Science	Science	Science
10:15	Attendance	Attendance	Attendance	Attendance	Attendance
10:15-10:45	Switch classes/recess	Switch classes/recess	Switch classes/recess	Switch classes/recess	Switch classes/recess
10:45-11:30	Science	Science	Science	Science	Science
11:30-12:00	lunch	lunch	lunch	lunch	lunch
12:00-12:45	Math	Math	Math	Math	Math
12:45-1:30	Conference Time	PLC with 3rd grade Team	Conference Time	Conference Time	Conference Time
1:30-2:30	Math	Math	Math	Math	Math
2:30-3:15	Music/Art/Co-Curr	Music/Art/Co-Curr	Music/Art/Co-Curr	Music/Art/Co-Curr	Music/Art/Co-Curr
3:15-3:30	Pick-Up Duty	Pick-Up Duty	Pick-Up Duty	Pick-Up Duty	Pick-Up Duty
3:30-3:45	Teacher Meeting (4:00)	Tutorial/ Teacher organization	Tutorial/ Teacher organization	Tutorial/ Teacher organization	Tutorial/ Teacher organization

Attachment 26: Proposed School Schedules, continued

Houston School of Technology

3rd Grade Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8	Pledges/Moment of Silence/DEAR	DEAR	Pledges/Moment of Silence/DEAR	Pledges/Moment of Silence/DEAR	Pledges/Moment of Silence/DEAR
8:00-8:30	Math	POWWOW	Math	Math	Math
8:30-9:30		Math			
9:30-10:15	Science	Science	Science	Science	Science
10:15-10:45	Switch classes/recess	Switch classes/recess	Switch classes/recess	Switch classes/recess	Switch classes/recess
10:45-11:30	Reading	Reading	Reading	Reading	Reading
11:30-12:00	lunch	lunch	lunch	lunch	lunch
12:00-12:45	Cursive Writing	Cursive Writing	Cursive Writing	Cursive Writing	Cursive Writing
12:45-1:30	PE	Technology	PE	Technology	PE
1:30-2:30	Writing Block/ Social Studies	Writing Block/ Social Studies	Writing Block/ Social Studies	Writing Block/ Social Studies	Writing Block/ Social Studies
2:30-3:15	Music/Art/ Co-Curr	Music/Art/ Co-Curr	Music/Art/ Co-Curr	Music/Art/ Co-Curr	Music/Art/ Co-Curr

Attachment 27: Proposed Admissions and Enrollment Policy

Houston School of Technology

Attachment 27: Proposed Admissions and Enrollment Policy
Houston School of Technology

Non-Discrimination Policy

HST admits students of any race, color, nationality, and ethnic origin to all rights, privileges, programs, and activities, generally accorded, or made available to students at the school. It does not discriminate on the basis of gender, race, color, national or ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, or other school-administered programs. Students may be denied admission or re-admission upon documented behavior problems.

Enrollment Process

At HST, intent-to-return forms for current students will be received from **January 1-31**. On the **first Monday of February**, open enrollment will begin, and all students will be able to apply. Enrollment will officially close the **first Monday of April**; however, if space still remains, students will be allowed to continue the application and enrollment process until classes are filled. Applications can be delivered to the school by mail, hand-delivered in person, or if HST offers online registration, an online application can be submitted electronically. Applicants will be contacted in the order applications are received for in-person interviews to review school guidelines and expectations and be certain the school is a good fit for the student. Students with documented history of criminal offenses, a juvenile court adjudication, or a discipline problem described in Subchapter A, Chapter 37 will not be eligible to attend.

After the interview, an enrollment form will be given that must be filled out completely along with required attachments. (HST will not prohibit students from enrolling pending receipt of transcripts from prior school based on 19 TAC 74.26 (a)(1); however, transcripts and school records are a high priority in order to ensure proper placement and that correct credit is awarded.) Completed enrollment forms will be processed in the order they are received.

In the event a class fills and a wait list is created, staff students and then siblings of enrolled students will be given priority, and then all other students will be enrolled in the order the enrollment form is received. There are currently no-preadmission activities for students or parents (other than requirements to complete immunizations and purchase school uniforms from HST-approved vendors); however, homeschool students or students from non-public schools may be requested to take a placement test to ensure placement in the appropriate grade level. HST will not use a lottery system in the event of oversubscribed enrollment.

Withdrawals

If a student must withdraw for any reason from HST, the student's legal parent/guardian must notify the school office at least three business days prior to the student's withdrawal date. At the time of notice, the student's parent/guardian must submit an official withdrawal form obtained from the school office, and complete the required exit interview with the campus principal.

Re-Enrollment

Students who withdraw for non-disciplinary reasons will be able to apply and enroll the same as any other students. Students who are expelled may request an evaluation by a Re-Admission Committee. The Re-Admission Committee will be comprised of the Principal or Assistant Principal, the counselor, and—where applicable—a teacher of the grade level to which the student would be admitted. The Re-Admission Committee may request current teacher recommendations for the student, relevant commentary from any counselor with whom the student may have worked while absent from HST, all documentation required for initial admission, as well as any additional documentation the committee may deem appropriate to be

considered for re-admission. The decision of the Re-Admission Committee regarding the return of the student is final. Any student who is dismissed from HST and is allowed to return will do so on a 120-day probation.

Transfers

Students will be allowed to transfer at any time as long as application and enrollment procedures are followed and there is space available.

Attachment 28: Certificate of Occupancy for Facility

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

The facility has not yet been secured. Newman-George International Education Organization assures that the facility will be secured and Certificate of Occupancy will be obtained before classes begin at Houston School of Technology.

Attachment 29: Evidence that Facility has been Secured

Houston School of Technology

N/A

Attachment 30: Detailed Start-up Plan

Houston School of Technology

Start-up Plan

Enter narrative response to the prompts in this section of the application. *Reference **Attachment 30** in the response.*

1. Describe the costs anticipated during the start-up year. Include: a. Personnel; b. Contracted services; c. School operations; and d. Facility acquisition, operation, and maintenance. HST is a new school. As such, the school plans to grow gradually from 150 students the first year to 1,500 students by the 5th year. The budget incorporates the following assumptions in mind:

- By January 31, 2021, the board will look to source and negotiate leased space at a church in the Richmond area of Houston. Shared space partners such as churches are efficient charter school partners as the need for space is complimentary. The plan is, as with the board's experience with other churches in Texas, to negotiate a zero-net lease where the church covers expenses such as maintenance, janitorial and utilities. In return, the school will look to pay up to 15% of their average collected state revenue as rent

  Occupancy Ratio = Occupancy Expenses / Total State Revenues
  - *Measures amount of total percentage of facility costs as a function of revenues*
  - *For charter schools, a ratio of 10% to 15% is preferable. 20% is the absolute maximum*

- **The board will hire a Superintendent and Business Manager by the start of March 2021. As such, the startup year will include one half year salary for these two key positions**
  - Superintendent - $60,000 plus benefits for ½ year zero (startup)
  - Business Manager - $46,000 plus benefits for ½ year zero (startup)
- By the start of May 2021, the Superintendent will hire two lead teachers to assist in the preparation of the school launch
  - Lead Teacher - $39,900 (average) plus a lead stipend
  - The remaining instructional staff for the first year of operations will be hired with an intent to start August 2021

The Superintendent and business manager purchase the capital equipment needed to launch the school including any capital needed to ready the facility

Furniture for 8 classrooms and 15 staff (begin March)

Furniture		Unit Price	Count	Price
Staff desks		$280	18	$5,040
Staff chairs		$80	18	$1,440
Student tables	Seminar (72" x 18")	$80	75	$6,000
Student chairs	Stackable	$40	150	$6,000
Whiteboards	Wheel-mounted	$200	15	$3,000

Furniture		Unit Price	Count	Price
Café tables	Mobile, folding tables w/ 16 stools each	$1,300	10	$13,000
Filing cabinets		$220	5	$1,100
Total				**$35,580**

- Contract with IT vendor to configure a network for new school and assure building has the infrastructure needed to support the planned number of staff/students for first year

IT Equipment		Unit Price	Count	Price
Network infrastructure	Includes equipment, cabling and installation	$36,975	1	$36,975
Staff laptops		$650	18	$11,700
Student laptops	2-in-1 Chromebooks	$350	80	$28,000
Projectors		$360	15	$5,400
Tech carts		$160	15	$2,400
Total				**$84,475**
Filing cabinets		$220	5	$1,100
Total				**$35,580**

- Contract with vendors needed to ready the facility for operations
  - The facility has yet to be identified but a plug of $100,000 to ready the building has been allotted. This will include security/safety modifications
- Negotiate contracts with vendors needed to support 150 students and 15.5 staff
  - Secure a copier lease (T-minus 1 month) - $600/mth
  - Initiate contract with Region 4 to manage payroll and accounting services (Business manager by T-minus 1 month) - $5,000 setup
  - Initiate contract with TEA for Texas Student Data System (TSDS) (Business Manager by T-minus 3 month) - $5,000 setup
- Secure general liability insurance (Business Manager by T-minus 4 months) - $5,000 first 6 months/$25,000 first full year with students in attendance
  - Purchase supplies needed for school startup (Business Manager by T-minus 1 month) - $20,000 setup
  - Contract vendor services need to build school network in support of operations
    - Google G Suite for Education (T-minus 1 month) - $2,400 setup
    - eRate consultant (T-minus 1 month) – based on commission
    - Raptor (access safety application) will be operational by the first year - $2,000 startup

2. Describe how the board will monitor the implementation of the start-up plan and associated budget: The board will work closely with the Superintendent and the Business

Manager through the start-up period approving/monitoring all costs and assuring all critical milestones are achieved in time to assure launch. Meetings during the startup period will be weekly.

3. Explain which staff will work on a full-time or nearly full-time basis to lead development of the school during the start-up year and the plan to compensate these individuals.

- The board will hire a Superintendent and Business Manager by the start of March 2021. As such, the startup year will include one half year salary for these two key positions
- Superintendent - $60,000 plus benefits for ½ year zero (startup)
- Business Manager - $46,000 plus benefits for ½ year zero (startup)
- By the start of May 2021, the Superintendent will hire two lead teachers to assist in the preparation of the school launch
- Lead Teacher - $39,900 (average) plus a lead stipend
- The remaining instructional staff for the first year of operations will be hired with an intent to start August 2021. The pay scale is as below.

HOUSTON SCHOOL OF TECHNOLOGY
TEACHER, COUNSELOR, LIBRARIAN AND NURSE
SALARY SCHEDULE
EFFECTIVE SCHOOL YEAR 2021-2022
(Sample salary scale to be used as a guideline to align with HB3 standards)

YEARS EXP	CERTIFIED WITH BACHELORS ***	CERTIFIED WITH MASTERS ***	CERTIFIED WITH DOCTORATE ***
0	$ 38,500.00	$ 39,500.00	$ 40,500.00
1	$ 38,850.00	$ 39,850.00	$ 40,850.00
2	$ 39,200.00	$ 40,200.00	$ 41,200.00
3	$ 39,550.00	$ 40,550.00	$ 41,550.00
4	$ 39,900.00	$ 40,900.00	$ 41,900.00
5	$ 40,250.00	$ 41,250.00	$ 42,250.00
6	$ 41,350.00	$ 42,350.00	$ 43,350.00
7	$ 42,450.00	$ 43,450.00	$ 44,450.00
8	$ 43,550.00	$ 44,550.00	$ 45,550.00
9	$ 44,650.00	$ 45,650.00	$ 46,650.00
10	$ 45,750.00	$ 46,750.00	$ 47,750.00
11	$ 46,850.00	$ 47,850.00	$ 48,850.00
12	$ 47,950.00	$ 48,950.00	$ 49,950.00
13	$ 49,050.00	$ 50,050.00	$ 51,050.00
14	$ 50,150.00	$ 51,150.00	$ 52,150.00

YEARS EXP	CERTIFIED WITH BACHELORS ***	CERTIFIED WITH MASTERS ***	CERTIFIED WITH DOCTORATE ***
17	$ 52,750.00	$ 53,750.00	$ 54,750.00
18	$ 53,500.00	$ 54,500.00	$ 55,500.00
19	$ 54,250.00	$ 55,250.00	$ 56,250.00
20	$ 55,000.00	$ 56,000.00	$ 57,000.00
21	$ 55,250.00	$ 56,250.00	$ 57,250.00
22	$ 55,500.00	$ 56,500.00	$ 57,500.00
23	$ 55,750.00	$ 56,750.00	$ 57,750.00
24	$ 56,000.00	$ 57,000.00	$ 58,000.00
25	$ 56,250.00	$ 57,250.00	$ 58,250.00

****** *Staff w/service beyond 25 years wil receive $250.00 added to previous salary per year*

***** *Non-Certified teachers will pay $1,000.00 less*

**** *Not included: Extra-Curricular stipends and separate extra duty stipends*

4. Provide a detailed start-up plan for the school as Attachment 30 for the year between charter approval (September 2020) and school opening (August 2021) estimated. Attachments 30: Detailed Start-Up Plan The start-up plan of the Houston School of Technology will be called **"The Launch",** and it will be divided into three phases. If the charter is granted, the phases of The Launch will involve the following timeline and operations:

Phase I: September 1, 2020 to January 31, 2021 - TAKE OFF

- The Board President and start - up committee will identify the facility for leasing, sign contract (September to November), and start preparing the facility for school operations. (Will work on obtaining certificate of occupancy by April of 2021).
- The Board President and start – up committee will interview candidates and hire a superintendent. (The Board is currently reviewing resumes).
- The Board president and start - committee will post Business Manager opening and call for interviews.
- The Board President and start – up committee will market and advertise the school through word of mouth, social media and mailers.
- The Board President and start- up committee will create school web site.
- The Board President and start – up committee will post application on web site and explain admission process. (Families will be informed that applications will be received starting in the first week of February. Admissions will be based on a first come first served basis).

Phase II: February 1, 2021 to April 30, 2021) - TRAVEL

- The Board will appoint the superintendent (who will start work as superintendent and principal the first two years of operation).
- The Board and the superintendent will appoint the Business Manager.
- The Board and superintendent will invite parent and community volunteers to help with the start - up work
- The superintendent/principal will accept applications and begin with the admission process. The Business manager and parent volunteers will help with the admissions process
- The Business Manager will work with Region IV to prepare Business Manual.
- The superintendent/principal will post teacher and staff openings, review resumes and hire them
- The superintendent/principal will call for security bids/quotations
- The superintendent/principal and Board will select the security vendor
- The superintendent/principal will review curriculum with the Board and suggest changes
- The Board will adopt changes as deemed necessary
- The superintendent/principal will order curriculum material and text books
- The superintendent/principal will order furniture, technology and supplies
- The superintendent/principal will prepare Employee/Student Handbook
- The Board, superintendent/principal, parents and community volunteers will continue with the marketing and advertising

Phase III: May 1, 2021 to August 11, 2021 - LAUNCH

- Superintendent/principal will begin with lead teacher and staff training.
- Superintendent/principal will hold summer parent orientation.
- Superintendent/principal and lead teachers will post school supply, teachers of classes on the web site.
- Superintendent/principal will hold curriculum meetings with lead teachers.
- Staff development will begin on August 2, 2021
- Superintendent/principal and teachers will prepare for arrival of students
- Parent and Student School Kick off day and Parent Orientation Night will be held the week before school begins.

Classes will begin on August 12, 2021! The board will work closely with the Superintendent and the Business Manager through the start-up period approving/monitoring all costs and assuring all critical milestones are achieved in time to assure launch. Contingencies will be developed as the plan progresses. Donations have been accumulated in excess of the required startup capital needed and will be held in reserve to manage through the contingencies. The school will also actively pursue other funding sources such as federal startup funds and grants such as the Walton Family Fund that to be used or supplement startup operations or assist as contingency funds.

The board also maintains ongoing relationships with their donors such that should more resources be needed; they have indicated their willingness to assist as needed. The board also maintains ongoing relationships with their donors such that should more resources be needed; they have indicated their willingness to assist as needed.

Attachment 31

Houston School of Technology

Financial Plan Workbook

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.

580

- 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.

Houston School of Technology

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	Sarah Stanley	
Contact Email:	s.stanley@newmangeorgeintl.org	
Contact Phone:	713.443.0621	
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:	August 31	*Select date*
Total School Year Minutes:	75,600	*Enter the number of minutes (e.g., 75,600)*

582

1/21/2020 10:02

Houston School of Technology
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)		13.00	76.00	150.00	209.00
Kindergarten	30.00	60.00	80.00	160.00	180.00
1st Grade	40.00	60.00	80.00	160.00	180.00
2nd Grade	40.00	60.00	80.00	160.00	180.00
3rd Grade	40.00	40.00	60.00	100.00	160.00
4th Grade		40.00	60.00	100.00	120.00
5th Grade		20.00	60.00	80.00	120.00
6th Grade		20.00	60.00	100.00	120.00
7th Grade			40.00	80.00	100.00
8th Grade				40.00	80.00
9th Grade					40.00
10th Grade					
11th Grade					
12th Grade					
Total Number of All Students Enrolled (Average Membership)	150.00	313.00	596.00	1,130.00	1,489.00
Total Number of High School Students Enrolled	-	-	-	-	40.00
Average Daily Attendance (ADA) %	92%	93%	93%	94%	94%
Average Daily Attendance (ADA)	138.00	291.09	554.28	1,062.20	1,399.66
Percent change YOY		111%	90%	92%	32%

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	-	-	1.00	-	1.00	-	1.00	-	1.00	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	1.00	-	1.00	-	1.00	-	2.00	-	2.00	-
Number Enrolled in Resource Room	2.00	-	4.00	-	8.00	-	14.00	-	19.00	-
Number Enrolled in Self-Contained Mild/Mod/Sev	1.00	-	2.00	-	4.00	-	8.00	-	10.00	-
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	4.00		8.00		14.00		27.00		36.00	
Special Education Student Count (SPED)	8.00	-	16.00	-	28.00	-	52.00	-	68.00	-
Special Education Student Count %	5.33%		5.11%		4.70%		4.60%		4.57%	
Percent change YOY			100%	0%	75%	0%	86%	0%	31%	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	7.00	16.00	30.00	57.00	75.00
% of Gifted and Talented Students Enrolled	**4.67%**	**5.11%**	**5.03%**	**5.04%**	**5.04%**
Number of Pregnancy Related Students					
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual/ESL	20.00	42.00	80.00	151.00	200.00
% of Students Enrolled in Bilinguel/ESL	**13.33%**	**13.42%**	**13.42%**	**13.36%**	**13.43%**

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment	65.00	136.00	258.00	488.00	645.00

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%

1/21/2020 10 02

Houston School of Technology
PERSONNEL

Position Description	Position Category (Categories align with the categories on the Five Year Budget)	Year Count	Number of FTEs: Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes	Total of Salaries: 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%	1.0000%	1.0000%	1.0000%	1.0000%
Superintendent	Executive Management	$ 60,000	0.5	1.0	1.0	1.0	1.0	1.0	Superintendent/Principal yrs 1-	$ 30,000	$ 60,000	$ 60,600	$ 61,206	$ 61,818	$ 62,436
CFO/Business/HR Manager	CFO / Director of Finance	$ 46,000	0.5	1.0	1.0	1.0	1.0	1.0	Includes HR responsibilities	$ 23,000	$ 46,000	$ 46,460	$ 46,925	$ 47,394	$ 47,868
PEIMS Coordinator	Administrative Staff	$ 45,000		1.0	1.0	1.0	1.0	1.0		$ -	$ 45,000	$ 45,450	$ 45,905	$ 46,364	$ 46,827
Clerical Assistants (District)	Administrative Staff	$ 30,000			1.0	1.0	3.0	3.0		$ -	$ -	$ 30,300	$ 30,603	$ 92,727	$ 93,654
Principal (Elem)	Administrative Staff	$ 55,000				1.0	1.0	1.0		$ -	$ -	$ -	$ 56,106	$ 56,667	$ 57,233
Assistant Principal (Elem)	Administrative Staff	$ 50,000						1.0		$ -	$ -	$ -	$ -	$ -	$ 52,030
Teachers (Pre-K)	Teachers - Regular	$ 39,900			1.5	4.5	7.5	10.5		$ -	$ -	$ 60,449	$ 183,159	$ 308,318	$ 435,961
Teachers (K)	Teachers - Regular	$ 39,900		2.0	3.0	4.0	8.0	9.0		$ -	$ 79,800	$ 120,897	$ 162,808	$ 328,872	$ 373,681
Teachers (1)	Teachers - Regular	$ 39,900		2.0	3.0	4.0	8.0	9.0		$ -	$ 79,800	$ 120,897	$ 162,808	$ 328,872	$ 373,681
Teachers (2)	Teachers - Regular	$ 39,900		2.0	3.0	4.0	8.0	9.0		$ -	$ 79,800	$ 120,897	$ 162,808	$ 328,872	$ 373,681
Teachers (3&4-ELA-SS)	Teachers - Regular	$ 39,900	0.3	1.0	1.0	2.0	2.0	4.0		$ 9,975	$ 39,900	$ 40,299	$ 81,404	$ 82,218	$ 166,080
Teachers (3&4-Math-Science)	Teachers - Regular	$ 39,900	0.3	1.0	1.0	1.0	3.0	4.0		$ 9,975	$ 39,900	$ 40,299	$ 40,702	$ 123,327	$ 166,080
Teachers (3&4-ELA-SS)	Teachers - Regular	$ 39,900			1.0	1.0	3.0	3.0		$ -	$ -	$ 40,299	$ 40,702	$ 123,327	$ 124,560
Teachers (3&4-Math-Science)	Teachers - Regular	$ 39,900			1.0	2.0	2.0	3.0		$ -	$ -	$ 40,299	$ 81,404	$ 82,218	$ 124,560
Teachers (5&6-ELA-SS)	Teachers - Regular	$ 39,900			1.0	1.0	2.0	3.0		$ -	$ -	$ 40,299	$ 40,702	$ 82,218	$ 124,560
Teachers (5&6-Math-Science)	Teachers - Regular	$ 39,900				2.0	2.0	3.0		$ -	$ -	$ -	$ 81,404	$ 82,218	$ 124,560
Teachers (5&6-ELA-SS)	Teachers - Regular	$ 39,900				2.0	3.0	3.0		$ -	$ -	$ -	$ 81,404	$ 123,327	$ 124,560
Teachers (5&6-Math-Science)	Teachers - Regular	$ 39,900			1.0	1.0	3.0	3.0		$ -	$ -	$ 40,299	$ 40,702	$ 123,327	$ 124,560
Teacher (Elem-PE)	Specialty Teachers	$ 39,900		1.0	1.0	2.0	3.0	4.0		$ -	$ 39,900	$ 40,299	$ 81,404	$ 123,327	$ 166,080
Teacher (Elem-Tech)	Specialty Teachers	$ 39,900		1.0	1.0	2.0	3.0	4.0		$ -	$ 39,900	$ 40,299	$ 81,404	$ 123,327	$ 166,080
Teacher (Elem-ESL)	Specialty Teachers	$ 39,900		1.0	1.0	2.0	3.0	4.0		$ -	$ 39,900	$ 40,299	$ 81,404	$ 123,327	$ 166,080
Teacher (Elem-Art)	Specialty Teachers	$ 39,900				1.0	2.0	2.0		$ -	$ -	$ -	$ 40,702	$ 82,218	$ 83,040
Teacher (Elem-Music)	Specialty Teachers	$ 39,900			1.0	1.0	2.0	2.0		$ -	$ -	$ 40,299	$ 40,702	$ 82,218	$ 83,040
Assistant Principal (MS)	Administrative Staff	$ 50,000				0.0	1.0	1.0		$ -	$ -	$ -	$ -	$ 51,515	$ 52,030
Teachers (7 & 8-ELAR/SS)	Teachers - Regular	$ 39,900				1.0	1.0	2.0		$ -	$ -	$ -	$ 40,702	$ 41,109	$ 83,040
Teachers (7 & 8-Math/Science)	Teachers - Regular	$ 39,900				1.0	1.0	2.0		$ -	$ -	$ -	$ 40,702	$ 41,109	$ 83,040
Teachers (7 & 8-Science)	Teachers - Regular	$ 39,900					1.0	2.0		$ -	$ -	$ -	$ -	$ 41,109	$ 83,040
Teachers (7 & 8-SS)	Teachers - Regular	$ 39,900					1.0	2.0		$ -	$ -	$ -	$ -	$ 41,109	$ 83,040
Teachers (7 & 8-PE)	Specialty Teachers	$ 39,900				1.0	1.0	1.0		$ -	$ -	$ -	$ 40,702	$ 41,109	$ 41,520
Teachers (7 & 8-Tech)	Specialty Teachers	$ 39,900				1.0	1.0	1.0		$ -	$ -	$ -	$ 40,702	$ 41,109	$ 41,520
Teachers (7 & 8-ESL)	Specialty Teachers	$ 39,900				1.0	1.0	1.0		$ -	$ -	$ -	$ 40,702	$ 41,109	$ 41,520
Teachers (7 & 8-Music	Specialty Teachers	$ 39,900				0.5	1.0	1.0		$ -	$ -	$ -	$ 20,351	$ 41,109	$ 41,520
Teachers (7 & 8-Art)	Specialty Teachers	$ 39,900					0.5	1.0		$ -	$ -	$ -	$ -	$ 20,555	$ 41,520
Principal (HS)	Administrative Staff	$ 55,000						0.0		$ -	$ -	$ -	$ -	$ -	$ -
Teachers (9-ELAR)	Teachers - Regular	$ 39,900						1.0		$ -	$ -	$ -	$ -	$ -	$ 41,520
Teachers (9-Math)	Teachers - Regular	$ 39,900						1.0		$ -	$ -	$ -	$ -	$ -	$ 41,520
Teachers (9-Science)	Teachers - Regular	$ 39,900						1.0		$ -	$ -	$ -	$ -	$ -	$ 41,520
Teachers (9-SoSt)	Teachers - Regular	$ 39,900						1.0		$ -	$ -	$ -	$ -	$ -	$ 41,520
Teachers (7,8 & 9-PE)	Specialty Teachers	$ 39,900						1.0		$ -	$ -	$ -	$ -	$ -	$ 41,520
Teachers (7,8 & 9-Tech)	Specialty Teachers	$ 39,900						1.0		$ -	$ -	$ -	$ -	$ -	$ 41,520
Teachers (7,8 & 9-ESL)	Specialty Teachers	$ 39,900						1.0		$ -	$ -	$ -	$ -	$ -	$ 41,520
Teachers (9-Music)	Specialty Teachers	$ 39,900						1.0		$ -	$ -	$ -	$ -	$ -	$ 41,520
Teachers (9-Art)	Teachers - Regular	$ 39,900						1.0		$ -	$ -	$ -	$ -	$ -	$ 41,520
Nurse	Nurse	$ 39,900				1.0	1.0	1.0		$ -	$ -	$ -	$ 40,702	$ 41,109	$ 41,520
SPED Teachers	Teachers - SPED	$ 39,900		1.0	2.0	4.0	6.0	9.0		$ -	$ 39,900	$ 80,598	$ 162,808	$ 246,654	$ 373,681
Teacher's Aides	Aides	$ 23,000			1.5	4.5	7.5	10.5		$ -	$ -	$ 34,845	$ 105,580	$ 177,727	$ 251,306
Clerical Assistants	Administrative Staff	$ 30,000		1.0	2.0	4.0	4.0	5.0		$ -	$ 30,000	$ 60,600	$ 122,412	$ 123,636	$ 156,091
Counselors	Other - Administrative	$ 39,900					1.0	2.0		$ -	$ -	$ -	$ -	$ 41,109	$ 83,040
Lunch Monitors	Other - Non-Instructional	$ 10,000				5.0	10.0	12.0		$ -	$ -	$ -	$ 51,005	$ 103,030	$ 124,872
Maintenance/Porters	Other - Non-Instructional	$ 24,000		0.5	1.0	1.0	2.0	3.0		$ -	$ 12,000	$ 24,240	$ 24,482	$ 49,454	$ 74,923
IT Specialist	Other - Administrative	$ 45,000				0.0	1.0	1.0		$ -	$ -	$ -	$ -	$ 46,364	$ 46,827
Teacher Aide (Sub)	Substitute Teachers	$ 23,000			1.0	2.0	3.0	5.0		$ -	$ -	$ 23,230	$ 46,925	$ 71,091	$ 119,669
										$ -	$ -	$ -	$ -	$ -	$ -
										$ -	$ -	$ -	$ -	$ -	$ -
										$ -	$ -	$ -	$ -	$ -	$ -
										$ -	$ -	$ -	$ -	$ -	$ -
										$ -	$ -	$ -	$ -	$ -	$ -
										$ -	$ -	$ -	$ -	$ -	$ -
Total		$ 2,062,200	1.5	16.5	32.0	68.5	116.5	159.0		$ 72,950	$ 671,800	$ 1,232,453	$ 2,504,141	$ 4,257,616	$ 5,898,300

Houston School of Technology
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		1,202,125			105.33%	81.82%	88.84%	31.44%		
TOTAL FEDERAL REVENUES					0.00%	0.00%	0.00%	0.00%		
TOTAL LOCAL & OTHER REVENUES					0.00%	0.00%	0.00%	0.00%		
TOTAL REVENUE	$ -	$ 1,202,125								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	30,000	60,000								
Instructional Management	-	-								
Deans, Directors & Coordinators	-	-								
CFO / Director of Finance	23,000	46,000								
Operation / Business Manager	-	-								
Administrative Staff	-	75,000								
Other - Administrative	-	-								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ 53,000	$ 181,000								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	19,950	319,200								
Teachers - SPED	-	39,900								
Substitute Teachers	-	-								
Teaching Assistants	-	-								
Specialty Teachers	-	119,700								
Aides	-	-								
Therapists & Counselors	-	-								
Other - Instructional	-	-								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ 19,950	$ 478,800								
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-								
Librarian	-	-								
Custodian	-	-								
Security	-	-								
Other - Non-Instructional	-	12,000								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ -	$ 12,000								
TOTAL PERSONNEL EXPENSES	$ 72,950	$ 671,800								
			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	1,058	9,741	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%		
State Unemployment	730	6,718	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%		
Worker's Compensation Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
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	3,648	33,590	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%		
Dental Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
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	2,189	20,154	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%		
Custom Fringe #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Fringe #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL PAYROLL TAXES AND BENEFITS	$ 7,623	$ 70,203								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ 80,573	$ 742,003								
			Enter the % change below for which the amount entered in column F should change each year.							
CONTRACTED SERVICES										
Accounting / Audit	-	22,000			10.00%	10.00%	35.00%	35.00%	Audit and Region 4 services. Both expenses move in step increments of org size (assumed steps of 500 enrollment)	
Legal	10,000	30,000			0.00%	50.00%	50.00%	50.00%	Legal expenses move in step increments of org size (assumed steps of 500 enrollment)	
Management Company Fee	-	-			0.00%	0.00%	0.00%	0.00%		
Nurse Services	-	-			0.00%	0.00%	0.00%	0.00%		
Food Service / School Lunch	-	1,000			10229.00%	90.42%	89.60%	31.77%	No food service the first yr. Begins yr 2 and grows with enrollment	
Payroll Services	-	-			0.00%	0.00%	0.00%	0.00%		
Special Ed Services	-	34,000			108.67%	90.42%	89.60%	31.77%	Speech pathologist, behavior specialist, Occupational therapist, etc. Grows with enrollment	
Titlement Services (i.e. Title I)	-	-			0.00%	0.00%	0.00%	0.00%		
Tech Services	-	10,000			108.67%	90.42%	89.60%	31.77%	Network built out first yr as part of facility preparation (capitalized + depreciation). Ongoing tech support is contracted here. Grows with enrollment and FTE	
Custom Contracted Services #2	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Contracted Services #3	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL	$ 10,000	$ 97,000								
SCHOOL OPERATIONS										
Board Expenses	1,800	1,800			0.00%	0.00%	0.00%	0.00%	Board size fixed over 5 yrs. Grows w/ inflation (no revenue inflation included in model so assumes all expenses are before inflation)	
Classroom / Teaching Supplies & Materials	20,000	15,000			108.67%	90.42%	89.60%	31.77%	Grows w/ enrollment	
Special Ed Supplies & Materials	-	1,000			108.67%	90.42%	89.60%	31.77%	Grows w/ enrollment (assumes SPED same as a % of enrollment)	
Textbooks / Workbooks	32,815	44,615			71.98%	75.52%	23.94%	20.00%	Textbooks/material that last multiple yrs are CapX and this included as depreciation. Consumable items (1 yr life) such as workbooks or software licenses are expensed here	
Supplies & Materials other	-	4,600			105.33%	81.82%	88.84%	31.44%		
Equipment / Furniture		1,000			0.00%	0.00%	0.00%	0.00%	FF&E is considered CapX and thus is included as depreciation. Smaller items (under $1,000) are typically expensed. Grows w/ inflation (no revenue inflation included in model so assumes all expenses are before inflation)	

Houston School of Technology
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		
Telephone		3,536			0.00%	0.00%	0.00%	0.00%	Hardware/software has a multi-yr life and is capitalized (CapX). This line is for the one required analog line service. Grows w/ inflation (no revenue inflation included in model so assumes all expenses are before inflation)	
Technology		5,000			0.00%	0.00%	0.00%	0.00%	Hardware and initial network set-up is CapX (included as depreciation). Ongoing Tech support is contracted (ref. contracted service) & internal. This line is ongoing non-capital expenditures	
Student Testing & Assessment	-	775			108.67%	90.42%	89.60%	31.77%	Grows w/ enrollment	
Field Trips	-	-			0.00%	0.00%	0.00%	0.00%	Students pay for field trips	
Transportation (student)	-	1,650			108.67%	90.42%	89.60%	31.77%	Sporting events and school sponsered field trips	
Student Services - other	-				0.00%	0.00%	0.00%	0.00%	Contracted student services	
Office Expense	10,000	10,000			2.50%	2.50%	2.50%	2.50%	Non-capitilized office materials (i.e. < $1,000/item). Grows with inflation	
Staff Development	-	5,000			93.94%	128.13%	61.64%	35.59%	Grows w/ FTE	
Staff Recruitment	5,000	5,000			0.00%	0.00%	0.00%	0.00%	Investment each yr for following academic yr	
Student Recruitment / Marketing	6,800	6,800			5.00%	5.00%	5.00%		Investment each yr for following academic yr	
School Meals / Lunch	-	-			0.00%	0.00%	0.00%	0.00%	Student funded	
Travel (Staff)	-	1,020			93.94%	128.13%	61.64%	35.59%	Grows as FTE grows	
Fundraising	-	-			0.00%	0.00%	0.00%	0.00%		
After School Program	-	-			0.00%	0.00%	0.00%	0.00%		
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	$ 76,415	$ 106,796								
FACILITY OPERATION & MAINTENANCE										
Insurance	5,000	24,985			25.00%	25.00%	25.00%	25.00%		
Janitorial Services	-	-			0.00%	0.00%	0.00%	0.00%	Covered by landlord	
Building and Land Rent / Lease	-	152,549			100.36%	82.25%	87.84%	31.48%		
Repairs & Maintenance	-	5,000			2.00%	2.00%	100.00%	2.00%		
Security Services	-	20,000			2.50%	2.50%	80.00%	20.00%	Grows in steps with enrollment (600 unit steps)	
Utilities	-	-			0.00%	0.00%	0.00%	0.00%		
Internet	-	11,800			0.00%	50.00%	0.00%	50.00%		
Custom Facilities Operations #1	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Facilities Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL FACILITY OPERATION & MAINTENANCE	$ 5,000	$ 214,334								
RESERVES / CONTIGENCIES	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL EXPENSES	$ 171,988	$ 1,160,133								
NET OPERATING INCOME (before Depreciation)	$ (171,988)	$ 41,992								
DEPRECIATION & AMORTIZATION	-	136,055			-14.00%	68.75%	43.32%	-34.11%		
NET OPERATING INCOME (including Depreciation)	$ (171,988)	$ (94,063)								

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Houston School of Technology
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	-	1,202,125	2,468,363	4,487,934	8,474,982	11,139,692
Total Expenses	171,988	1,160,133	2,154,851	4,134,975	7,087,555	9,631,278
Net Operating Income (before Depreciation)	(171,988)	41,992	313,512	352,958	1,387,427	1,508,415
Revenue Per Pupil		8,014.17	7,886.15	7,530.09	7,499.98	7,481.32
Expenses Per Pupil		7,734.22	6,884.51	6,937.88	6,272.17	6,468.29
REVENUE						
TOTAL STATE REVENUES		1,202,125	2,468,363	4,487,934	8,474,982	11,139,692
TOTAL FEDERAL REVENUES		-	-	-	-	-
TOTAL LOCAL & OTHER REVENUES	$ -	-	-	-	-	-
TOTAL REVENUE	$ -	$ 1,202,125	$ 2,468,363	$ 4,487,934	$ 8,474,982	$ 11,139,692
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	30,000	60,000	60,600	61,206	61,818	62,436
Instructional Management	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	23,000	46,000	46,460	46,925	47,394	47,868
Operation / Business Manager	-	-	-	-	-	-
Administrative Staff	-	75,000	136,350	255,025	370,908	457,866
Other - Administrative	-	-	-	-	87,473	129,867
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ 53,000	$ 181,000	$ 243,410	$ 363,156	$ 567,593	$ 698,037
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	19,950	319,200	664,934	1,241,411	2,281,550	3,176,288
Teachers - SPED	-	39,900	80,598	162,808	246,654	373,681
Substitute Teachers	-	-	23,230	46,925	71,091	119,669
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	119,700	161,196	468,073	719,408	1,038,002
Aides	-	-	34,845	105,580	177,727	251,306
Therapists & Counselors	-	-	-	-	-	-
Other - Instructional	-	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ 19,950	$ 478,800	$ 964,803	$ 2,024,796	$ 3,496,429	$ 4,958,946
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	40,702	41,109	41,520
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other - Non-Instructional	-	12,000	24,240	75,487	152,485	199,796
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ -	$ 12,000	$ 24,240	$ 116,189	$ 193,594	$ 241,316
TOTAL PERSONNEL EXPENSES	$ 72,950	$ 671,800	$ 1,232,453	$ 2,504,141	$ 4,257,616	$ 5,898,300
PAYROLL TAXES AND BENEFITS						
Social Security	-	-	-	-	-	-
Medicare	1,058	9,741	17,871	36,310	61,735	85,525
State Unemployment	730	6,718	12,325	25,041	42,576	58,983
Worker's Compensation Insurance	-	-	-	-	-	-
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	3,648	33,590	61,623	125,207	212,881	294,915
Dental Insurance	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-
Retirement Contribution	2,189	20,154	36,974	75,124	127,728	176,949
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	$ 7,623	$ 70,203	$ 128,791	$ 261,683	$ 444,921	$ 616,372
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ 80,573	$ 742,003	$ 1,361,244	$ 2,765,824	$ 4,702,537	$ 6,514,672
CONTRACTED SERVICES						

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	Start-Up Year 0 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
Accounting / Audit	-	22,000	24,200	26,620	35,937	48,515
Legal	10,000	30,000	30,000	45,000	67,500	101,250
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	1,000	103,290	196,680	372,900	491,370
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	34,000	70,947	135,093	256,133	337,507
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Tech Services	-	10,000	20,867	39,733	75,333	99,267
Custom Contracted Services #2	-	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-	-
TOTAL	$ 10,000	$ 97,000	$ 249,303	$ 443,127	$ 807,804	$ 1,077,908
SCHOOL OPERATIONS						
Board Expenses	1,800	1,800	1,800	1,800	1,800	1,800
Classroom / Teaching Supplies & Materials	20,000	15,000	31,300	59,600	113,000	148,900
Special Ed Supplies & Materials	-	1,000	2,087	3,973	7,533	9,927
Textbooks / Workbooks	32,815	44,615	76,730	134,680	166,920	200,304
Supplies & Materials other	-	4,600	9,445	17,173	32,430	42,627
Equipment / Furniture	-	1,000	1,000	1,000	1,000	1,000
Telephone	-	3,536	3,536	3,536	3,536	3,536
Technology	-	5,000	5,000	5,000	5,000	5,000
Student Testing & Assessment	-	775	1,617	3,079	5,838	7,693
Field Trips	-	-	-	-	-	-
Transportation (student)	-	1,650	3,443	6,556	12,430	16,379
Student Services - other	-	-	-	-	-	-
Office Expense	10,000	10,000	10,250	10,506	10,769	11,038
Staff Development	-	5,000	9,697	22,121	35,758	48,485
Staff Recruitment	5,000	5,000	5,000	5,000	5,000	5,000
Student Recruitment / Marketing	6,800	6,800	7,140	7,497	7,872	7,872
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	1,020	1,978	4,513	7,295	9,891
Fundraising	-	-	-	-	-	-
After School Program	-	-	-	-	-	-
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	$ 76,415	$ 106,796	$ 170,023	$ 286,035	$ 416,181	$ 519,451
FACILITY OPERATION & MAINTENANCE						
Insurance	5,000	24,985	31,231	39,039	48,799	60,999
Janitorial Services	-	-	-	-	-	-
Building and Land Rent / Lease	-	152,549	305,649	557,035	1,046,309	1,375,699
Repairs & Maintenance	-	5,000	5,100	5,202	10,404	10,612
Security Services	-	20,000	20,500	21,013	37,823	45,387
Utilities	-	-	-	-	-	-
Internet	-	11,800	11,800	17,700	17,700	26,550
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	$ 5,000	$ 214,334	$ 374,281	$ 639,989	$ 1,161,034	$ 1,519,246
RESERVES / CONTIGENCIES	-	-	-	-	-	-
TOTAL EXPENSES	$ 171,988	$ 1,160,133	$ 2,154,851	$ 4,134,975	$ 7,087,555	$ 9,631,278
NET OPERATING INCOME (before Depreciation)	$ (171,988)	$ 41,992	$ 313,512	$ 352,958	$ 1,387,427	$ 1,508,415
DEPRECIATION & AMORTIZATION	-	136,055	117,003	197,446	282,982	186,467
NET OPERATING INCOME (including Depreciation)	$ (171,988)	$ (94,063)	$ 196,509	$ 155,512	$ 1,104,445	$ 1,321,947

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Houston School of Technology
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		$ 1,202,125	$ 2,468,363	$ 4,487,934	$ 8,474,982	$ 11,139,692
Total Federal Revenue		$ -	$ -	$ -	$ -	$ -
Total Local and Other Revenue	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL REVENUE	**$ -**	**$ 1,202,125**	**$ 2,468,363**	**$ 4,487,934**	**$ 8,474,982**	**$ 11,139,692**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 53,000	$ 181,000	$ 243,410	$ 363,156	$ 567,593	$ 698,037
Total Instructional Personnel Costs	$ 19,950	$ 478,800	$ 964,803	$ 2,024,796	$ 3,496,429	$ 4,958,946
Total Non-Instructional Personnel Costs	$ -	$ 12,000	$ 24,240	$ 116,189	$ 193,594	$ 241,316
Total Payroll Taxes and Benefits	$ 7,623	$ 70,203	$ 128,791	$ 261,683	$ 444,921	$ 616,372
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 80,573**	**$ 742,003**	**$ 1,361,244**	**$ 2,765,824**	**$ 4,702,537**	**$ 6,514,672**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 10,000	$ 97,000	$ 249,303	$ 443,127	$ 807,804	$ 1,077,908
Total School Operations	$ 76,415	$ 106,796	$ 170,023	$ 286,035	$ 416,181	$ 519,451
Total Facilities Operations and Maintenance	$ 5,000	$ 214,334	$ 374,281	$ 639,989	$ 1,161,034	$ 1,519,246
Reserves / Contingencies	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 91,415**	**$ 418,130**	**$ 793,607**	**$ 1,369,151**	**$ 2,385,018**	**$ 3,116,606**
TOTAL EXPENSES	**$ 171,988**	**$ 1,160,133**	**$ 2,154,851**	**$ 4,134,975**	**$ 7,087,555**	**$ 9,631,278**
NET OPERATING INCOME (before depreciation)	**$ (171,988)**	**$ 41,992**	**$ 313,512**	**$ 352,958**	**$ 1,387,427**	**$ 1,508,415**
STUDENT ENROLLMENT						
Projected Student Enrollment		150	313	596	1,130	1,489
Revenue Per Pupil		$ 8,014	$ 7,886	$ 7,530	$ 7,500	$ 7,481
Expenses Per Pupil		$ 7,734	$ 6,885	$ 6,938	$ 6,272	$ 6,468

Houston School of Technology
ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		138.000
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	0.038
Resource Room (Code 41& 42)	3.0	0.877
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.438
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		1.353
Total Special Education Weighted FTE		4.137
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	3.680
Career & Technology FTEs	1.35	0.000
Advanced Career & Technology Education FTEs	$ 50	0.000
Regular Program ADA		136.647
Gifted & Talented Enrollment	0.12	6.900
State Compensatory Education Enrollment	0.20	65.000
Pregnancy Related FTEs	2.41	0.000
Bilingual ADA	0.10	18.400
Adjusted GYA		0.9733
Total Weighted Average Daily Attendance (WADA)	SOF pg	200.087
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	$	892,985
21-Gifted & Talented Adjusted Allotment (spend 55% of amount)	2	$	5,411
25-Bilingual Education Allotment (spend 52% of amount)	2	$	12,024
99-New Instructional Facility Allotment	2	$	-
31-High School Allotment (spend 100% of amount)	2	$	-
Special Education Detail:	SOF pg		
Regular Special Education	10	$	27,036
Mainstream	10	$	26,454
Residential Care and Treatment	10	$	-
State Schools	10	$	-
Extended Year Special Education	10	$	-
23-Special Education Adjusted Allotment (spend 52% of amount)		$	53,490
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	$	84,955
Pregnancy Related	11	$	-
24-Compensatory Education Allotment (spend 52% of amount)	2	$	84,955
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	$	1,048,865
TIER II	SOF pg		
Tier II Level 1	12	$	121,934
Tier II Level 2	12	$	31,327
TOTAL TIER II	3	$	153,260
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	$ 1,202,125
Available School Fund (ASF)	3	$ -
Foundation School Fund (FSF)	3	$ 1,202,125

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Houston School of Technology
PAYMENT FORMULA EXAMPLE

FSP Allotment	$	1,202,125
Adjustments to Allotments	$	-
Less Total Paid to Date	$	-
FSP Remaining Balance	$	1,202,125

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	$ 99,776
October	11	9.1%	$ 100,314
November	10	10.1%	$ 101,206
December	9	11.1%	$ 99,992
January	8	12.4%	$ 99,304
February	7	14.4%	$ 101,021
March	6	16.6%	$ 99,685
April	5	19.9%	$ 99,665
May	4	25.1%	$ 100,692
June	3	33.2%	$ 99,756
July	2	49.7%	$ 99,755
August	1	100.0%	$ 100,959
		Total Payments	**$ 1,202,125**

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Attachment 32

Houston School of Technology

Budget Narrative

Revenue

The budgeted revenue is based on the template's revenue per unit with school growth doubling each year for the first 4 years and 50% growth for the 5th year. The budget's ADA is 92%, 93%, 93%, 94% and 94% over the first 5 years respectively. Members of the board have experience starting charter schools in geographic areas with demographics similar to the intended location in the Richmond area of Houston. The school looks to recruit heavily amongst families that are prone to home schooling their children and thus take a keen interest in their student's success. As such, the board expects the ADA to be higher than the application's recommended target but still less than other schools they are affiliated with.

Expenses

No revenue inflation included in model so assumes all expenses are nominal (before inflation)

Payroll

Payroll, being the largest expense, was very carefully planned to accommodate the school's goals while balancing expenses. As such, the school looks to the superintendent to build out the launch the school while also assuming the role of the principal over the first two years.

The business manager will perform the role of the typical business manage while also assuming the role of the HR director over the first five years.

Two lead teachers will be hired in late spring 2021 to assist with developing the school's model, recruiting staff and students.

By August of 2021, the school looks to have a full contingent of teacher/aides to implement the school's model for a planned enrollment of 150 students; maintaining an average class size of 22.

The pro forma increases staff accordingly to match the enrollment needs with the following key hires modeled:

- PEIMS Coordinator year 2
- Assistant Principal years 4 & 5
- Lunch Monitors years 3, 4 & 5
- Nurse in year 3
- IT Specialist in year 4

Contracted Services

- Financial Services/Audit
    - Independent auditors hired by the board will run at $10,000 for the first years and then step up as revenues grow
    - HST will contract with Region 4 for all accounting, payroll and SIS services. Expenses are fixed in increments of 500 students

- Food Service
  - Food service begins in year two and grows with enrollment
- Legal
  - Legal expenses move in step increments of org size (assumed steps of 500 enrollment)
- Student Services
  - Student services (Speech pathologist, behavior specialist, Occupational therapist, etc.) are contracted and grows with enrollment
- IT Services
  - Network built out first year as part of facility preparation (capitalized = depreciation). Ongoing tech support contracted here. Grows with enrollment/FTE

School Operations

- Board
  - Board size fixed over 5 years; therefore, Board expenses are fixed
- Classroom / Teaching Supplies & Materials
  - Grows with enrollment
- Special Ed
  - Grows with enrollment (assumes SPED same as a % of enrollment)
- Supplies & Materials other
  - Grows with enrollment
- Textbooks / Workbooks
  - Textbooks/material that last multiple years are CapX and this included as depreciation. Consumable items (under 1-year useful life) such as workbooks or software licenses are expensed
- Equipment / Furniture
  - FF&E are considered CapX and thus is included as depreciation. Smaller items (under $1,000) are expensed
- Telephone
  - Hardware/software has a multi-year life and is capitalized (CapX). This line is for the one required analog line service
- Technology
  - Hardware and initial network set-up is CapX (Included as depreciation). Ongoing Tech support is contracted (ref. contracted service) & internal. This line is ongoing non-capital expenditures
- Student Testing & Assessment
  - Grows with enrollment
- Transportation (student)
  - School sponsored field trips and athletic events
- Office Expense
  - Non-capitalized office materials (under $1,000/item)
- Staff Recruitment
  - Grows with FTE count
- Student Recruitment / Marketing

    - Grows with enrollment
- Travel (Staff)
    - Grows with FTE count

Facility Operations & Maintenance

- Insurance
    - Based off of experience for the requirements per TEA
        - First 6 months has minimal coverage for workman's comp and D&O coverage
- Building Lease
    - Lease at 14% of state revenue
    - Zero-net lease. Includes:
        - Maintenance
        - Janitorial
        - Utilities
- Repairs & Maintenance
    - Misc. items outside of the lease
- Security Services
    - Grows in steps with enrollment (600 unit steps)
- Internet
    - Grows in steps with enrollment (600 unit steps)

While the template does not reflect the fundraising revenue, thus far, the school has committed donations of roughly $400,000. This amount is more than enough to cover the projected cash flow requirements for the capital required ***and*** the first two years of operating losses. As with any charter school, a significant amount of capital is required, even without the need to purchase a facility. Capital expenditures (CapX) such as furniture, computers, IT infrastructure buildout and textbooks are all capitalized and depreciated over their useful life.

a. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated. Explain the basis for assumptions around unsecured/anticipated funding sources. Address the degree to which the school/campus budget will rely on income that does NOT come from the TEA's Foundation School Program (e.g., grants, donations, fundraising).

All funding outside of the planned TEA's Foundation School Program has been in the way of donations, both received and pledged.

Donations have been accumulated in excess of the required startup capital needed and will be held in reserve to manage through the contingencies. The school will also actively pursue other funding sources such as federal startup funds and grants such as the Walton Family Fund that to be used to supplement startup operations or assist as contingency funds.

b. Include evidence of commitment for any funds as Attachment 33. Provide the cumulative total amount for each of the following and the number of donors included in each of the four categories: (1) donations collected; (2) donations with a firm commitment; (3) additional donations anticipated; and (4) donations contingent upon charter being awarded.

Donations Received and Committed: In addition to the time and effort committed by the HST board, HST has received some funds to date to cover the expenses associated with start-up but the bulk of committed support is contingent upon charter approval.

Donations, Collected	
Individuals	
[redacted]	100
[redacted]	600
Total Individuals	**700**
Organizations	
Grace Renewal Ministries	550
Grace Apostle Church	200
Total Organizations	**750**
Total Donations Collected	**2,900**
Donations, Contingent	
Individuals	
[redacted]	275,000
[redacted]	50,000
[redacted]	10,000
[redacted]	5,000
[redacted]	2,000
[redacted]	1,200
[redacted]	1,000
[redacted]	100
[redacted]	100
Total Individuals	**344,400**
Corporations	
Grace Software Inc.	50,000
Total Corporations	**50,000**
Total Pledges	**394,400**

c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Contingencies will be developed as the plan progresses. Donations have been accumulated in excess of the required startup capital needed and will be held in reserve to manage through the contingencies. The school will also actively pursue other funding sources such as federal startup funds and grants such as the Walton Family Fund that to be used to supplement startup operations or assist as contingency funds.

The board also maintains ongoing relationships with their donors such that should more resources be needed; they have indicated their willingness to assist as needed.

d. Provide a detailed cash flow contingency for Year 1 in the event that revenue projections are not met in advance of opening.

Cash flow as of now is outlined below. Should these projections not be met, donors have signaled their willingness to meet any shortfalls

Cash Flow	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Total
CapX	-136,055	-117,003	-197,446	-282,982	-186,467	-16,000	**-935,954**
EBIDA (Cash Profit / (Loss) from Operations)	-171,988	41,992	294,660	314,876	1,329,732	1,411,295	**3,220,566**
Cash Surplus / (Consumption)	**-308,043**	**-75,011**	**97,213**	**31,894**	**1,143,265**	**1,395,295**	**2,284,613**

Attachment 33

Houston School of Technology

Funding Commitments

Newman-George Intl. Educational Organization
5727 Carta Valley Lane
Richmond, TX 77469

[redacted]

Dear Sarah Stanley,

Thank you for including me as a partner of the charter-school initiative in Texas. I believe that safe schools with discipline and academic rigor will develop effective leaders who can build strong communities.

I pledge a loan of $275,000 for the startup of the charter school.

I deeply appreciate your service to the community of Houston. I wish the best of success in your endeavor.

[redacted]

TO:

Newman-George Intl. Educational Organization
5727 Carta Valley Lane
Richmond , TX 77469

Letter of Commitment:

This letter is in support of Gideon and Sarah Stanley and Newman-George Intl Educational Organization's charter application for the proposed Houston School of Technology.

Newman-George Intl Organization will fulfill a great need to offer an alternative public school for children, with smaller class size and differentiated educational approach to help children excel without the cost of private school tuition.

With this letter I am pleased to pledge my personal support and contribution to the Houston School of Technology.

I/We pledge a contribution in the amount indicated below that will be disbursed over the startup phase (first two years) of the Houston School of Technology.

Donor/Company Name (s) : [redacted]

Address : [redacted]

Email: [redacted]

Pledge Information

I/We pledge a total of $50,000

[redacted]

[redacted]

TO:
Newman-George Intl. Educational Organization
5727 Carta Valley Lane
Richmond, TX 77469

Letter of Commitment:

This letter is in support of Gideon and Sarah Stanley and Newman-George Intl Educational Organization's charter application for the proposed Houston School of Technology.

Newman-George Intl Educational Organization will fulfill a great need to offer an alternative public school for children, with smaller class sizes and differentiated educational approach to help children excel without the cost of private school tuition.

With this letter, I am pleased to pledge my personal support and contribution to the Houston School of Technology.

I/we pledge a contribution in the amount indicated below that will be disbursed over the startup phase (first two years) of the Houston School of Technology.

Donor/Company Name (s) [redacted]
Address [redacted]

Email [redacted]

Pledge Information

I/we pledge a total of: $50,000

[redacted]

[redacted]

604

Scanned by CamScanner

TO:
Newman-George Intl. Educational Organization
5727 Carta Valley Lane
Richmond, TX 77469

Letter of Commitment:

This letter is in support of Gideon and Sarah Stanley and Newman-George Intl Educational Organization's charter application for the proposed Houston School of Technology.

Newman-George Intl Educational Organization will fulfill a great need to offer an alternative public school for children, with smaller class sizes and differentiated educational approach to help children excel without the cost of private school tuition.

With this letter, I am pleased to pledge my personal support and contribution to the Houston School of Technology.

I/we pledge a contribution in the amount indicated below.

Donor/Company Name (s)
Address
Email

[redacted]

Pledge Information

I/we pledge a total of: $__10000.00_____

To:
Newman-George Intl. Educational Organization
5727 Carta Valley Lane
Richmond, TX 77469

Letter of Commitment:

This letter is in support of Gideon and Sarah Stanley and Newman-George Intl Educational Organization's charter application for the proposed Houston School of Technology.

Newman-George Intl Educational Organization will fulfill a great need to offer an alternative public school for children, with smaller class sizes and differentiated educational approach to help children excel without the cost of private school tuition.

With this letter, I am pleased to pledge my personal support and contribution to the Houston School of Technology.

I/we pledge a contribution in the amount indicated below.

Donor/Company Name (s)
Address

Email:

[redacted]

Pledge Information:

I/we pledge a total of: $ 5000

TO:
Newman-George Intl. Educational Organization
5727 Carta Valley Lane
Richmond, TX 77469

Letter of Commitment:

This letter is in support of Gideon and Sarah Stanley and Newman-George Intl Educational Organization's charter application for the proposed Houston School of Technology.

Newman-George Intl Educational Organization will fulfill a great need to offer an alternative public school for children, with smaller class sizes and differentiated educational approach to help children excel without the cost of private school tuition.

With this letter, I am pleased to pledge my personal support and contribution to the Houston School of Technology.

I/we pledge a contribution in the amount indicated below.

Donor/Company Name (s)
Address
Email

[redacted]

Pledge Information

I/we pledge a total of: $2000.00

TO:
Newman-George Intl. Educational Organization
5727 Carta Valley Lane
Richmond, TX 77469

Letter of Commitment:

This letter is in support of Gideon and Sarah Stanley and Newman-George Intl Educational Organization's charter application for the proposed Houston School of Technology.

Newman-George Intl Educational Organization will fulfill a great need to offer an alternative public school for children, with smaller class sizes and differentiated educational approach to help children excel without the cost of private school tuition.

With this letter, I am pleased to pledge my personal support and contribution to the Houston School of Technology.

I/we pledge a contribution in the amount indicated below.

Donor/Company Name (s)
Address
Email

[redacted]

Pledge Information

I/we pledge a total of: $1200/yr

608

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TO:
Newman-George Intl. Educational Organization
5727 Carta Valley Lane
Richmond, TX 77469

Letter of Commitment:

This letter is in support of Gideon and Sarah Stanley and Newman-George Intl Educational Organization's charter application for the proposed Houston School of Technology.

Newman-George Intl Educational Organization will fulfill a great need to offer an alternative public school for children, with smaller class sizes and differentiated educational approach to help children excel without the cost of private school tuition.

With this letter, I am pleased to pledge my personal support and contribution to the Houston School of Technology.

I/we pledge a contribution in the amount indicated below.

Donor/Company Name (s)
Address
Email

[redacted]

Pledge Information

I/we pledge a total of: $ 1,000

TO:
Newman-George Intl. Educational Organization
5727 Carta Valley Lane
Richmond, TX 77469

Letter of Commitment:

This letter is in support of Gideon and Sarah Stanley and Newman-George Intl Educational Organization's charter application for the proposed Houston School of Technology.

Newman-George Intl Educational Organization will fulfill a great need to offer an alternative public school for children, with smaller class sizes and differentiated educational approach to help children excel without the cost of private school tuition.

With this letter, I am pleased to pledge my personal support and contribution to the Houston School of Technology.

I/we pledge a contribution in the amount indicated below.

Donor/Company Name (s)
Address
Email

[redacted]

Pledge Information

I/we pledge a total of: $ WO

TO:
Newman-George Intl. Educational Organization
5727 Carta Valley Lane
Richmond, TX 77469

Letter of Commitment:

This letter is in support of Gideon and Sarah Stanley and Newman-George Intl Educational Organization's charter application for the proposed Houston School of Technology.

Newman-George Intl Educational Organization will fulfill a great need to offer an alternative public school for children, with smaller class sizes and differentiated educational approach to help children excel without the cost of private school tuition.

With this letter, I am pleased to pledge my personal support and contribution to the Houston School of Technology.

I/we pledge a contribution in the amount indicated below.

Donor/Company Name (s)
Address [redacted]

Email [redacted]

Pledge Information

I/we pledge a total of: $_____100.00

Attachment 34

Houston School of Technology

Financial Status

6. Provide evidence of the charter applicant's financial status, including the most recent financial audit report (AFR) as Attachment 34, a recent credit report as Attachment 35, and the most recently filed IRS form 990, 990-N, or 990-EZ as Attachment 36. Provide an explanation if these documents are not available.

Financial Status

The school has thus far through January 14, 2020 been only in the planning stages with the bulk of resources committed by the board and volunteers on a pro bono basis. As such, the financials thus far have been for de minimis expenses as outlined below.

The bulk of the school's financial commitments are donations as outline in attachment 33 and contingent upon the award of the charter. The school board has experience/success in securing federal start-up funds. In addition to the pledges, the school will look to secure these funds to assist with the start-up.

Balance Sheet			
	Assets		
	Checking		700
Liabilities & Net Assets			
	Net Assets		700
Income Statement			
	Income		
		Donations	994
	Expenses		
		Postage	274
		Other	20
	Income		700

Because Newman-George International Education Organization was formed on 10/22/2019 and is less than one year old, an audit report is not required.

The following unaudited financial reports are from inception to date: 11/1/2019 to 1/14/2020

Enclosed are:

- Statement of Financial position
- Activity Statement and
- Cash Flow Statement

Newman George Intl Education Organization
Statement of financial position
As of January 14, 2020

	Debit	Credit
Checking	700.00	
Accounts Payable (A/P)		0.00
Owner's Investment		100.00
Retained Earnings		45.18
Sales		848.79
Other Business Expenses	20.17	
Postage	273.80	
TOTAL	$ 993.97	$ 993.97

Newman George Intl Education Organization
Statement of Activity
November 1, 2019 - January 14, 2020

	Total
Revenue	
Sales	1,348.79
Total Revenue	**$1,348.79**
Gross Profit	**$1,348.79**
Expenditures	
Advertising & Marketing	150.85
Legal & Professional Services	250.00
Other Business Expenses	74.14
Postage	273.80
Total Expenditures	**$ 748.79**
Net Operating Revenue	**$ 600.00**
Net Revenue	**$ 600.00**

Tuesday, Jan 14, 2020 07:45:04 PM GMT-8 - Accrual Basis

Newman George Intl Education Organization
Statement of Cash Flows
November 1, 2019 - January 14, 2020

	Total
OPERATING ACTIVITIES	
Net Revenue	600.00
Adjustments to reconcile Net Revenue to Net Cash provided by operations:	
Accounts Payable (A/P)	0.00
Total Adjustments to reconcile Net Revenue to Net Cash provided by operations:	**$ 0.00**
Net cash provided by operating activities	**$600.00**
FINANCING ACTIVITIES	
Owner's Investment	100.00
Net cash provided by financing activities	**$100.00**
Net cash increase for period	**$700.00**
Cash at end of period	**$700.00**

Tuesday, Jan 14, 2020 07:43:22 PM GMT-8

Attachment 35: Credit Report

Houston School of Technology

No documents are being provided because the sponsoring entity was incorporated after January 1, 2018.

Attachment 36

Houston School of Technology

IRS Form 990

IRS Form 990

As a new organization/school, HST has not yet submitted a 990.

Attachment 37

Houston School of Technology

Liability Insurance

6. Describe the school's plans for purchasing liability insurance to indemnify the school, its board, staff, and teachers against tort claims. Provide, as Attachment 37, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance might include workers' compensation, liability, property, indemnity, directors and officers, automobile, etc.

Liability Insurance: HST's board has experience running other charter schools and as such, worked with their broker to estimate the cost of insurance needed to cover school operations as defined in their business plan and in accordance with the requirements of the state of Texas.

Commercial General Liability Coverage		**Premium**
General Aggregate Limit	2,000,000	
Each Occurrence Limit	1,000,000	
Personal & Advertising Injury Limit	1,000,000	
Damage To Premises Rented To You Limit	100,000	
Medical Expense Limit, Any One Person	15,000	
Total Commercial General Liability Premium		**12,517**
Commercial Property Coverage		
Limit Of Insurance	115,750	
Coinsurance	90%	
Emergency Event Management Coverage		
Terrorism Premium		
Gold Property Broadening Endorsement		
Edu Institutions - Property Broadening Endorsement		
Total Commercial Property Coverage Premium		**3,159**
School And Educators Legal Liability Coverage		
Each 'Claim' Limit	1,000,000	
School & Educators Legal Liability Aggregate Limit	1,000,000	
Deductible Amount	2,500	
Wrongful Employment Act' Limit	1,000,000	
Employment Practives Aggregate Limit	1,000,000	
Total School & Educators Legal Liability Premium		**5,000**
Umbrella Policy Coverage		
Each Occurrence Or Each Claim Limit	3,000,000	
Products - Completed Operations Aggregate Limit	3,000,000	
General Aggregate Limit	3,000,000	
Total Umbrella Policy Coverage		**4,309**
	Total Premium	**24,985**