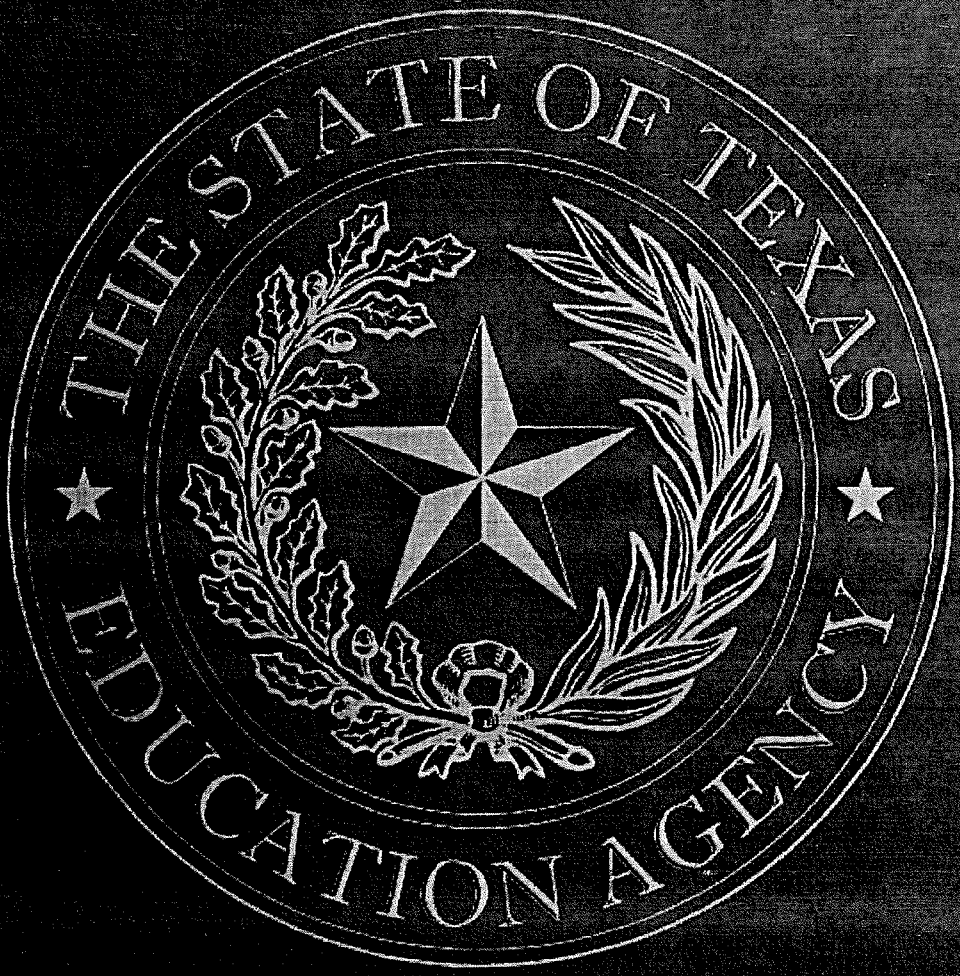
GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION

RESPONSES AND ATTACHMENTS



Proposed Charter School Name: Regional High School

Sponsoring Entity: Secondary Practitioner Schools, Inc

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

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

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 13: Organizational Charts for Year 1 and Full Capacity	Yes
	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

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 28: Certificate of Occupancy for Facility	Yes
	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)	Yes-N/A

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL	
Regional High School (North, West, and South)	
NAME OF SPONSORING ENTITY	
Secondary Practitioner Schools, Inc.	
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.

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	Joyce Rogers	Andria Schur	Lori Meadows
Mailing address	171 S. Waterhaven Circle, Montgomery, TX 77316	171 S. Waterhaven Circle, Montgomery, TX 77316	171 S. Waterhaven Circle, Montgomery, TX 77316
Email address	Jrogers1992@gmail.com	Dr.aschur23@gmail.com	memawmeadows@gmail.com
Phone number	713-499-0712	214-490-8300	281-799-5366

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.

II. CHARTER SCHOOL INFORMATION

Grade level(s) served in Year 1	9th
Number of students served in Year 1	400
Grade levels served at capacity	9th, 10th, 11th, 12th
Number of students served at capacity	4800
Number of campuses requested	3
Number of districts within geographic boundary	20

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):***
Conroe ISD Conroe/Shenandoah, Texas
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:**
Montgomery County, Conroe/Shenandoah, Texas (Regional High School - North) Harris County, West Houston/Katy, Texas (Regional High School - West) Fort Bend County, Sugar Land/Fort Bend, High School (Regional High School - South)

III. GOVERNANCE/LEADERSHIP

Number of Board Members	4
Chairperson of the Governing Board	Lori Meadows
Chief Executive Officer of the Sponsoring Entity	Andria Schur
Superintendent of Proposed Charter School	Andria Schur
Board Member Who Attended Applicant Conference	Lori Meadows

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
J. Rogers	Dean of Inst, Tech Inst Specialist, HISD	Inform decisions around 1:1 inst technology, teacher PD
T. Davis	SpEd Dept Chair, SISD	Inform decisions and structures to strengthen interventions and services for special pops.
T. Tennison	CTE Teacher Facilitator/Dual Credit Coordinator, OISD	Inform decisions around CTE pathway development, certifications, field experiences, partnerships, etc.
A. Schur	HS Principal, SISD	Chief Executive Officer Inform decisions around systems and structure, policy implementation, graduation requirements
T. Rojas	HR Associate, HISD	Inform recruitment, HR processes, payroll, etc.
B. Buchanek	ELA Teacher, SISD	Lesson planning and delivery, PLC structures and instructional rounds/modeling to strengthen imbedded PD.

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?	
Becky Strassner, Rising Star Equine Therapy (SPSBoard)	Yes ☐	No ☒
Jamie Campbell, Account Manager Uptivity (SPSBoard)	Yes ☐	No ☒
Lori Meadows, Retired High School Registrar (SPSBoard)	Yes ☐	No ☒
Brandon Senegal, KIPP Operations Manager (SPS Board)	Yes ☐	No ☒
Darren White, CASA and Financial Advisor	Yes ☐	No ☒
Melisa Roberts, former Lamar Consolidated Board Member	Yes ☐	No ☒
S. Hylander, Texas Teachers	Yes ☐	No ☒
D. Suding, Montgomery County Youth Services	Yes ☐	No ☒
J. Fondren, Crime Stoppers	Yes ☐	No ☒

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.

Andria Schur	1-20-2020	Andria Schur
Signature of Chief Executive Officer of Sponsoring Entity *(Blue Ink)*	Date	Printed Name

School Overview

Executive Summary

The proposed community will mirror that of its surrounding districts with diversity among ethnicity and socio-economic status; however, it will serve a core of commuter households with students who have a specific desire in the pathways that we offer or those that may lack desire for their zone high school all together. It is expected that the ethnic population will be relatively evenly divided between Hispanic and White, with a smaller percentage of African American, Asian and two or more races given the shared district demographics. We do expect to pull a slightly larger percentage of economically disadvantaged and at-risk students from the current percentage of the primary district due to the increase in possibility that those students may not be participating in the comprehensive high school experience and seeking alternative opportunities. Currently, when thinking about the structure of schools, we continue to evolve in what it means to be college and career ready; however, the challenges that schools are facing with students' social-emotional skills are often attended to as isolated lessons or added visuals and announcements for character building. Crime Stoppers recently toured our area and shared the consistent increasing trends in teen suicides and risky behaviors through social media. Congressman Dan Crenshaw led a symposium regarding Human Trafficking and the ways that our youth are at risk. TEA is taking measures to address school safety due to the increase in cyber-bullying, school shootings, threats, etc. In a recent debrief by Region IV on safety, the need again arose to address mental health as the key target to increase school safety.

As educators, in addition to safety, we know that our students that struggle and/or prone to risky behaviors are often distracted by outside factors. With the expansion of technology and social forums, those distractors have been magnified and multiplied. Often schools attack this issue by implementing policies that attempt to remove the distractor all together; however, we believe that is a facade in both identifying the issue and correcting the issue. We have to provide our students and teachers with the skills to process everything that they have or will be exposed to, while learning appropriate ways, as educators, to embrace social media and tech tools. In addition, we have to be able to support parents, similar to when we were trying to close the gaps, and we still are, in reading. When our state and our schools, realized the value of early childhood education, the value of getting books in low socio-economic households, and the necessity that kids must be able to read as high school graduates, reading became a defining part of the organization. The best schools or leading districts attacked the complexity of the issue at hand by taking an innovative, multi-facet approach. Looking at those factors and applying the same thought processes, how do we now deal with the mental health of our students at the high school level?

Regional high school will primarily serve as a source of innovation in the structural systems and processes as a whole organization to support the key variance in determining a student's success, the teacher "collective teacher efficacy." (John Hattie, 2015: "The Applicability of Visible Learning to Higher Education"). It is not that any one item is innovative in itself, but recognizing and applying research and experience to redefine the school structure and mission in a multi-facet approach is essential. The mission to build high schools intentionally to address mental health by

ensuring all decisions go through collaborative efforts by teachers and practitioners in providing purpose and perspective, is crucial for the social-emotional development of teens.

In Thomas Armstrong's book, published in 2016, "The Power of the Adolescent Brain: Strategies for Teaching Middle and High School Students," several key points are made, specifically, that the majority of secondary schools are utilizing practices "that might even be termed 'brain-damaging' to the extent that they create stress, apathy, and resentment among students that negatively affect brain functioning." Jensen's brain research has shown us that the part of the brain that makes long-term judgements isn't fully developed in teens so decisions are often made from an emotional driver. Again, Armstrong highlights key elements in our decisions for the school structure:

> At a time when adolescents' emotional brains are jacked up to the max, the middle and high school curriculum suddenly 'gets down to business' and becomes emotionally flat in tone.....At a point when students' decision-making skills are at a critical stage of development and the prefrontal cortex is going through a process of fine-tuning, zero-tolerance discipline policies run roughshod over students' capacities to learn from their mistakes. In addition, schools heap required courses on students to prepare them for college, some actually requiring students to declare a major or course of study in ninth grade or even earlier. (Armstrong, The Power of the Adolescent Brain: Strategies for Teaching Middle and High School Students)

As experienced educators and parents with over 30 years of experience in diverse, multi-level settings and various areas of expertise, you will see from our resumes and credentials, that our board and academic team has the proven transferable skills to not only successfully open and operate a high quality charter, but will build sustainable high school models for our state in addressing the mental health crisis while maintaining high academics. The overarching driver for this proposal is our mission to address the mental health of our teens as a core filter in all that we do while maintaining high academic expectations aligned to high school required course TEKS, as well as the CTE TEKS for our designated pathways. The challenge then for the school organization is to provide more connecting, emotional experiences that drive and develop positive decision making; hence building social-emotional skills through providing purpose and perspective in all that we do. We propose a 4 day school week, Monday through Thursday from 7:30-4:30, with fewer courses than the typical high school in shorter semesters. The hours will support a large majority commuter and/or single parent household. The shorter week will allow teachers to plan on the 5th day of the week for a half day for more in depth planning and consistent collaboration. The shorter semesters will consist core classes to allow exams to end prior to high stress seasons. Mini-mesters will run similar to college semesters that will consists of CTE interests, arts, and physical education to provide avenues for stress relief and purpose as their various art products serve as a source of service to hospitals, retirement homes, and/or shelters.

Again, as we reflect on historic state-wide obstacles and progressions in organization design to address those obstacles, we are proposing a multi-facet, sustainable organizational structure which is innovative in that it is not isolated in our approach but multi-facet to support the two core factors – students and teachers.

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 ☒

Enter narrative response to the prompts in this section of the application and complete the tables in the geographic boundaries, enrollment projections, and demographic projections subsections.

We are proposing 3 high school campuses. We chose multiple campuses and the locations to serve as a sustainable high school model for districts surrounding large metroplexes to address the mental health of our teens while maintaining high academics. In addition, given the population of students that may be most in need of socio-emotional support, we selected areas that are easily assessable to a network of hospital, veterinarian, counseling, and education partnerships, given our pathway and sought resources. In addition, the targeted facilities are on the 3 corresponding highway corridors for both local and commuter parents working in the larger Houston area.

The estimated student enrollment is based off current enrollment percentages of the housing and surrounding districts. The demographic projections deviate significantly with at-risk, since at-risk students are a primary target group given our mission. Again, the two main student groups, those at-risk that may not desire the traditional, comprehensive setting and those that are actively seeking our targeted pathways and also do not desire the traditional, comprehensive setting. We are confident that we can serve the target of 400 at each grade level with a capacity of 1600 at each campus, while recruiting a minimum of 1% that would actively pursue enrollment, which will exceed our target for organization health.

As mentioned previously and in the executive summary, the anticipated student population are those students who do not desire a typical high school setting. We will serve those that know their purpose, as in the pathways that we are offering, and those that have not yet found their purpose. The academic needs will vary equivalently to those on a typical high school campus, from possible language barriers to gaps in academics to processing and social-emotional needs, but the supports will address surface and root causes as a part of collaborative efforts of the campus culture. The non-academic challenges that the school is likely to encounter are needs of transportation. While we will ensure our Special Education students with specific IEP transportation needs are met, the campus will serve as a commuter campus that does not provide transportation.

Our approach will serve the targeted population more effectively than existing schools within the proposed geographic boundary because it will broaden the reach in providing access to resources and opportunities many of the surrounding rural and suburban districts do not have access to nor the capacity to fulfill. In addition, a change in organizational structure in larger systems is not occurring despite the on-going and emerging mental health crisis.

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	Aldine ISD
Alief ISD	Alief ISD
Alvin ISD	Alvin ISD
CyFair ISD	CyFair ISD
Fort Bend ISD	Fort Bend ISD
Houston ISD	Houston ISD
Humble ISD	Humble ISD
Huntsville ISD	Huntsville ISD
Katy ISD	Katy ISD
Klein ISD	Klein ISD
Lamar Consolidated ISD	Lamar Consolidated ISD
Magnolia ISD	Magnolia ISD
Montgomery ISD	Montgomery ISD

New Caney ISD	New Caney ISD
Royal ISD	Royal ISD
Splendora ISD	Splendora ISD
Spring Branch ISD	Spring Branch ISD
Tomball ISD	Tomball ISD
Waller ISD	Waller ISD
Willis ISD	Willis ISD

Number of charter school campuses currently operating within the occupied district:	40 (22 across 19 districts (mostly Alief and Aldine; 27 in HISD)
Number of traditional school campuses currently operating within the occupied district:	20
Number of traditional school districts within ten miles of the proposed location:	4

Will the proposed school be located in the attendance zone of a campus assigned an unacceptable performance rating under Texas Education Code § 39.054 for the past two school years?	Yes ☐ No ☒
School Name(s):	Regional High School

Enrollment Projections

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

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	X	X	X	X	X
PK 4	X	X	X	X	X	X
K	X	X	X	X	X	X
1	X	X	X	X	X	X
2	X	X	X	X	X	X
3	X	X	X	X	X	X
4	X	X	X	X	X	X
5	X	X	X	X	X	X
6	X	X	X	X	X	X
7	X	X	X	X	X	X
8	X	X	X	X	X	X
9	Campus 1: 400	Campus 1: 400 Campus 2: 400	Campus 1: 400 Campus 2: 400 Campus 3: 400	Campus 1: 400 Campus 2: 400 Campus 3: 400	Campus 1: 400 Campus 2: 400 Campus 3: 400	1,200
10	X	Campus 1: 400	Campus 1: 400 Campus 2: 400	Campus 1: 400 Campus 2: 400 Campus 3: 400	Campus 1: 400 Campus 2: 400 Campus 3: 400	1,200
11	X	X	Campus 1: 400	Campus 1: 400 Campus 2: 400	Campus 1: 400 Campus 2: 400 Campus 3: 400	1,200

12	X	X	X	Campus 1: 400	Campus 1: 400 Campus 2: 400	800
Total enrollment	400	1,200	2,400	3,600	4,400	4,400
For the projections below, specify by campus						
Students per classroom	26:1	26:1	26:1	26:1	26:1	26:1
Number of classrooms: Campus 1 Campus 2 Campus 3	16	32 16	48 32 16	64 48 32	64 64 48	64/campus

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	Regional	Conroe	New Caney	Willis
African-American	7%	8.1%	3.7%	6.9%
Hispanic	37.5%	36.6%	59.6%	37.0%
White	49%	47.2%	32.2%	51.9%
American Indian	0.4%	0.5%	0.2%	0.4%
Asian	3%	4.6%	1.9%	0.6%
Pacific Islander	0.1%	0.2%	0.2%	0.1%
Two or More Races	3%	2.8%	2.1%	3.1%
Economically Disadvantaged	50%	40.3%	68.3%	60.1%
English Learners	14%	14.2%	32.0%	14.4%
At-Risk	50%	37.2%	64.1%	50.8%
Gifted/Talented	7%	7.6%	7.5%	5.4%
Special Education	8.2%	8.2%	8.3%	8.4%

Community Engagement

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

First and foremost, the applicant team and board reside in the communities as parents, grandparents, and educators. As a team of educators and parents, outreach strategies have consisted of daily correspondence with the targeted audience (high school students and parents), the use of social media in community and parent forums, sharing information through personal interactions, as well as public meetings. In addition, resources have been created to include a website to serve as a platform in building partnerships, resource to house and provide information, as well as gather feedback until a facility is secured. Business cards and post-cards have been made and continue to be handed out in the community at local businesses, such as medical and veterinarian offices, trampoline facilities, etc. In addition, board members have been and will continue to serve an active role in the public meetings and social networking efforts.

At the established public meetings, we not only provided an overview and explained the proposed roll-out plan, but based on our vision and mission, we sought feedback through the following key questions:

- What deficits do you currently see at the high school level?
- What partnerships would you like to see?

In the first public meeting, a reporter from the Houston Chronicle serving the Conroe Community came to interview us and published a very thorough article in The Courier of Montgomery County about the proposed charter (article included in Attachment 4). The article alone initiated additional interest by both my existing Superintendent in how we can better serve our students social emotional needs, as well as additional educators, counselors, colleagues, and parents. I gained reflective feedback and questions from at least 75 individuals in the last two weeks in one-on-one conversations. Parents have approached me that are seeking options outside of homeschool due to the social pressures at the comprehensive campus. Parents throughout the targeted communities are enrolling in tuition based programs for flexible schedules and emotional safe havens that value student voice. The article also drew interest in the attendees at our second public meeting that were from Raise Your Hands Texas recognizing the need in our area for a school built to support students' Social-Emotional well-being.

As a proposed new charter, not having an existing facility nor a final determination has limited planning with established partners. There is also a barrier with parents and families not having a physical location to seek out and participate in the development at times that may be more conducive to their schedule. We have and will continue to offer more opportunities at varying times and locations; however, to overcome this obstacle and ensure community input in our proposal, we have utilized social media platforms. The responses have provided a wealth of feedback in interest and opinions on desired needs. The questions that we sent out to poll community demand were broad to not influence their perspective, but rather gather true insight in the needs that would inform our decisions in developing a quality high school. The questions consisted of:

- What is the one thing that you wish high schools would improve on or consider?
- What do you hear from your teens or other teens complaining about?
- What do you fear for your child when consider high school years?

Numerous responses referred to "more real-world experiences," "teach skills," "on-the-job training," and courses like "Adulting 101." Additional statements included, "be encouraging," more teaching on how to have a conversation," and "social skills." One parent stated, "lack of consideration for incorporating organization skills into the last 2 minute wrap up of the lesson. They're still kids....." This comment was also liked and gained responses of "very true."

We will continue to gather feedback, such as this, in developing our mini-semester course times into the junior and senior year that extend outside of the graduation requirements. Also, recognizing the need for an encouraging learning environment that is not built on assumptions, like "their in high school, they should know how," as expressed by a parent. Changing the core value and focus of our school mission that puts social emotional health at the front lines will transition the learning environment.

In communications with the Dannette Suding, the Chief Executive Director at YES to Youth (Montgomery County Youth Services), she has confirmed in an email (Attachment 4) to serve as a volunteer in our mission to serve student in their social emotional development. Her commitment in our meeting in October included small group sessions on key topics, curriculum development in addressing tough emerging issues, and connecting our schools with various staff resources for mini-sessions. In addition, she was also supportive in linking up with us through our website launch as we build communication out to parents and students. Jenna Fondren with Safe School Institute has expressed enthusiasm in our emerging endeavors; however, their partnership may be limited to the campuses that will begin after year 1 in Harris County. She is currently working with the CEO on possible policy changes this year, 2020, as to whether they can continue outside of Harris County into Montgomery (email Attachment 4).

We feel confident in acquiring and building strong partnerships with Methodist University of Texas which is housed near our desired location, as well as Methodist Cancer, St. Lukes, Texas Children's, Montgomery and Houston Animal Shelter, once we solidify our charter status. We also know that the numerous PreSchools and Elementary schools will welcome support from our teens in the Education and Social service pathways. Each of these partners will provide the meaningful experiences instilling purpose and perspective in our developing teens, while we extend quality community service to those that need us most.

We were able to send written notification through certified mail (as documented in Attachment 5) to the Texas State Board of Education, designated school district Superintendents, designated school district Board Presidents, and each corresponding's State Representative as identified in the proposed geographic boundaries. In the notification, we included a cover letter that identified the intent, the geographic attendance zones, overview of documents attached (Statement of Impact and Application Cover Sheet), address, and timeline to return "Statement of Impact." We also included contact information for both the Division of Charter School Administration, as well as our direct contact information at Secondary Practitioner Schools.

In closing, you will see that we also published two public meetings in the Houston Chronicle (Attachment 6), one in December and one in January. On both occasions, via their government email link/address, we did notify the state representatives, the Texas Board of Education to

include John Garland, with charterapplication@tea.texas.gov in the CC line of the email where applicable; however, on the state rep email link it would only allow one email address from the correspondent. On the first submission, we included the charterapplication@tea.texas.gov in the only available location for including and included in the CC line in all other email correspondences to the Texas Board of Education. In the second email to the state rep, I included my email to have record of the correspondence, but did include the charterapplication@tea.texas.gov in the CC line for the State Board of Education (including John Garland) emails. Each email included the name of our proposed school (Regional High School), the name of the sponsoring entity (Secondary Practitioner Schools), date, time, and place of public meeting. The names of the sponsoring entity board were also included in all emails on both occasions but left off in the first publication of the Houston Chronicle, so a second public meeting was published in the Houston Chronicle with all the mentioned requirements, including board members, as explained prior.

School Design

Mission, Vision, and Overview of School Design

The Vision is to produce graduates that are academically and mentally prepared for post-secondary and/or to serve as positive contributors in society
The Mission is to create high school campuses built on meaningful partnerships between educational professionals and practitioners that provide purpose and perspective for teens in maximizing their academic potential while strengthening their social-emotional skills.

With an expansive team of experienced high school educators, board members, and parents, we are proposing a school system that addresses the needs and the deficits in supporting students and our community. We will embrace and maximize strategies, lessons, and collaborative efforts in providing student voice and experiences in how to deal with stress, anxiety, social media, and mental health. As a school culture and team, we will imbed emotional development understandings and experiences to guide better decision making for self and community. Through career pathways, students will gain the knowledge of how to be a mentor or how to tutor or how to handle animals or how to listen with empathy, followed by application which could include tutoring children that can't go to school because they are undergoing cancer treatments or providing physical activity and interactions with animals that have been abandoned.

As outlined throughout various areas of the application, including the executive brief, you will see the intentionality of our mission through our organizational structure, targeted physical locations, and school schedule. Our organization structure maximizes the professional expertise of counselors, but both having a reduced ratio (1:200 in 9th and 10th, 1:300 at 11th and 12th vs typical 1:450) of service and engaging them as the first line of intervention after the teacher. You will see the passion of this mission reinforced in the sample English I lesson, expanded by the full scope and sequence. Through teacher efficacy, the created units of the scope and sequence serve as foundational social-emotional skill building frameworks in our incoming 9th graders. Both academic rigor aligned to the state TEKS and strategies to serve special populations is imbedded within the lesson design, while the theme is an intentional driving focus on social-emotional skill building. Since we are opening up with 9th graders as our first group of students, it is imperative that we align our teachings to our expectations. As one mom stated, "they are still kids," we have to teach them. One can see that our team commitments/discipline protocol is also in alignment with what we are imbedding in our core content. We are working to ensure that we don't take a reactive or assumptive approach in teaching behavior, social skills, respect, integrity, etc.

Also, as mentioned previously, we propose a four-day schedule aligned to commuter hours with finals ending before the stressful season between Thanksgiving and Christmas. We will utilize this time to provide outlets for stress and foster health habits through mini-mesters built around the arts, physical education, and language development without words (sign language). All mini-mesters/courses will be aligned to the TEKS for the perspective course to enable students to fulfill graduation requirements for their fine arts credit, p.e. credit, and foreign language credit. The

contact hours for the mini-mester exceeds those typically extended by local community colleges with 24 contact hours per ½ (.5) credit.

We will extend community service projects and college tours for 9th graders on Fridays with teacher rotation teams, as recommended specifically by our board. The board felt strongly that options exist for Fridays if parents were concerned with their students staying at home alone. A draft calendar of events will be created by the campus instructional teacher team to present to the board for approval once we are granted the charter. The calendar will be modified based on interest from parent and student surveys during enrollment.

Curriculum and Instruction

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

The learning goals for all students will be to master the TEKS as outlined by the state for each credited course. The courses offered and progression is captured in the Master Schedule draft in Attachment 7. The Master Schedule will demonstrate the sequence of courses for each grade level both in the core content areas and CTE pathways to meet the necessary graduation requirements. As it relates to state standards, the goal is for all students to pass the EOC exams as required by the state; however, the district will set an initial goal at 80% Meets and 40% Masters until we have our baseline data. In each CTE pathway, goals will be set to ensure students graduate with an industry certification as outlined by the state in relation to each pathway.

As we look at vertical, academic skill development, it is essential for department teams to analyze both their data and understand overlapping or pre-requisite skills within their content course of study. Two sample tools are provided in Attachment 7 to demonstrate how an academic team might process and plan to strengthen the vertical alignment as student progress towards graduation. In developing specific lessons and units of study supporting our mission, the TEKS and ELPS will be used as the foundation for the Regional High School curriculum. The expected progression of student knowledge and skills will work hand-in-hand with the expected progression of students' maturity levels and the concepts that the curriculum proposes to address year-by-year. In the same way that the TEKS build upon one another and augment the skills and knowledge students are expected to have at each grade level, so too will each grade level's cognitive objectives scaffold within the curriculum's expectations. The lesson plan (in Attachment 7) will demonstrate how the Texas Essential Knowledge and Skills standards will be taught at Regional High School.

Regional High School will utilize a common instructional framework of strategies to differentiate the curriculum in order to provide the best possible learning outcomes for every student. The framework is built on the research done by Bill and Melinda Gates and Early College implementation. The six pillars are writing, questioning, scaffolding, collaborative groups, accountable talk, and literacy groups. Each pillar allows teachers to build in their depth and craft of teaching, while accessing each student's ability to stretch his/her cognitive abilities and stretch their frame of reference. Combining general strategies for the entire school, strategies for ELs, as well as strategies for students with special needs, each lesson should provide ample opportunity for student success no matter what the obstacle. In Attachment 7, several examples of accommodations for ELs and SPED students can be found with a more detailed description. Regarding ELs and students with special needs, educators will also access additional curriculum resources as needed, such as Cengage's Edge for high schools. It supports the framework and cross-curricular interests with visuals and content support that is beneficial to our Special populations (specifically our ELLs). Outside of curriculum resources, success is acquired for all our diverse populations when create a positive classroom climate that first allows students to feel truly supported in their learning. Whether it be an English Learner is struggling

to understand the complexities of a text or a student with a fine motor skill disability, teachers will be coached and developed to anticipate the needs of the individual student.

As we ensure that students are exposed to a wide range of texts and resources which will offer instructors the opportunity to expose students to a variety of genres and styles. The poetry and fiction and informational and persuasive texts that we read will address topics and themes that are relevant to the students' everyday lives. The faculty at Regional High School wants students to understand that nothing they read is without context. The different dynamics of an author's culture and heritage can and do influence the author's work. The faculty wants students to recognize that their own cultures and experiences may well inform what they are reading, and by introducing texts that have themes and topics relevant to their own lived experiences, they may be able to make connections to how their own histories can influence how they interpret a text. For fiction and poetry, the texts selected will allow the students to explore narrative structure, character development, figurative language, and a diverse array of themes. For non-fiction, students will have an opportunity to study the rhetorical strategies employed by authors to provide sound arguments. As a result, students will be exposed to at least 4 novels each school year, as well as an assortment of short stories, poems, and informational texts, which may include but is not limited to options such as:

Novels: *Night, Things Fall Apart, The Hate You Give, Monster, The Hunger Games, Anthem, Romeo and Juliet, 1984, Brave New World, etc.*
Short Stories: "Harrison Bergeron," "The Pedestrian," "The Gift of the Magi," "The Most Dangerous Game," "The Scarlet Ibis," "Sweat," "The Interlopers," "A Sound of Thunder," "Thank You Ma'am," "The Monkey's Paw," etc.
Poetry by: Emily Dickinson, George Ella Lyon, Langston Hughes, William Shakespeare, Claude McKay, etc.
Online Programs: CommonLit, Newsela, etc.

As mentioned, we will reinforce our mission through our instruction as outlined in the sample scope and sequence (Attachment 7) for English I. The curriculum intentionally lays out a foundation for student growth and self-analysis, which will support students' consideration of their place in the world and the ways they can become contributing members of society. The goal is to inspire cross-curricular instruction with the CTE pathways so that students can make connections between how individual contributions to society can empower groups and communities while simultaneously encouraging social/emotional well-being. The freshmen year begins with an exploration of their individual identity and their place within the community. In the sophomore year, students will continue to work towards developing their reading and writing skills. They will be pushed to become better students, and the curriculum will focus on showing them how their adherence to being good students and citizens enhances their school, homes, and communities. During the junior year, students will be encouraged to identify the global issues that they seek to solve and explore how others are working to solve those problems. They will consider how they too can enter the conversation around those problems and contemplate what they may be able to do to help solve these issues. Finally, the senior year curriculum will help build habits that will prepare the students for adulthood and solidify the behaviors necessary to be successful in their careers, in raising a family, and in creating mental and physical wellness.

As it relates to the evaluation of curriculum quality, implementation and delivery, and overall program/resource effectiveness several factor will be considered. Again, curriculum resource or program quality has multiple variables that could impact results, which is why we have discussed in different areas the value of teacher efficacy, a focus on the value of social emotional skill building, and evaluation using the ICLE rubric (Attachment 24). Ultimately, the school board and campus leaders will know the effectiveness based on feedback from teacher teams due to analysis of alignment or misalignment to state standards. The on-going planning and assessment and instructional rounds cycles will give more timely insight for a need to modify or recommend updates. If the recommendation is not brought forth, but state measures indicate a concern with a lack of growth at the meet, masters, or exceeding gaps among special populations, then a committee of teachers and instructional specialist will do an in depth evaluation of existing and outside materials with proven success. Over the course of approximately four weeks, findings with financial needs will be presented to admin and the board for recommendation and action. The board will make final decision by way of majority vote.

Strategies for Assessment of Learning and Data-Driven Instruction

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

A core focus of our professional development centers on data collection and analysis. Data will be analyzed frequently by teachers, campus leaders and findings presented to the Board in order to track student progress towards our goals, mission and vision statements. Communication is essential to our student success; therefore, progress will be presented to all stakeholders. Instructional Specialists will gather and share campus data with the Dean of Instruction, the Principal. The Instructional Specialists will train teachers on how to unpack the TEKS to create quality common assessments, collect and analyze their individual data, and to bring it down into the classroom for student analysis to understand and set their own goals for learning. This training will occur on the first PD day of the semester as well as throughout the year as appropriate. We want to ensure that we build a culture of all our teachers actively monitoring and reflecting on student progress so that we can implement plans to reteach content, as well as a culture that engages students in their ownership of learning as they build their sense of self.

Due to the nature of data losing its relevance as time goes on, it's necessary to ensure that data is collected and reviewed frequently. Exit tickets will allow for data to be collected and reviewed weekly. Common Assessments will provide a more comprehensive analysis of the TEKS once every three weeks. STAAR results will be reviewed annually as well as compared to every common assessment taken. By reviewing all of this data regularly, we will be able to identify misconceptions, gaps in learning and create more informed plans to combat these issues. It is essential that this is done consistently throughout the year in order to properly prepare students for End of Course (EOC) exams and finals. STAAR exams will be given to Algebra 1, English 1, Biology, U.S. History and English 2 students. Core classes, including those who do not have a STAAR test, will collect data based off of Common Assessments (CA's) which will be administered every three weeks. Common Assessments are created during Department Professional Learning Communities (PLC's) before a unit is taught, targeting TEKS that are regularly assessed and utilizing released questions and assets that are at the appropriate level of rigor to address the standard. By allowing teachers to create and administer these assessments, we ensure that an individual familiar with the content is selecting questions that will provide data that accurately reflects the current progress of the students. Each semester contains two 7-week grading cycles followed by a mini-mester. No CA's will be given during the mini-mester. By giving a CA on the 6th week, this allows time during the 7th week for teachers to reflect on data, reteach low performing TEKS and reassess student knowledge.

For STAAR exams, our goal as a campus is to have 80% of our students at meets and 40% of our students at the master's level. In order to help determine where our students fall, STAAR tested subjects will give a released STAAR exam as the midterm (Nov) and again in March. Only TEKS that have been covered up to the date of the exam will account for the students grade that goes into the gradebook. However, this provides our teachers and administrators with an idea of how students will perform on the EOC's. We will compare their performance on the midterm to how they scored on previous STAAR exams within the same content. This will help us identify which students are making gains, are stagnant, or are falling behind based off of the approaches,

meets and masters cut scores. Teachers will complete a data dive that helps them understand what the information is telling us. The data dive includes the following: how students perform as a whole, how subpopulations (such as Special Ed and ELLs) perform, TEKS with the highest and lowest performance, strategies for reteaching concepts, tiering their students of concern to intiate RtI intervention and lead to possible "Child Find" for more in depth assessment and services. Our highest and lowest performing questions will provide an opportunity to identify why students did or did not do well and Bloom's Taxonomy Level associated with the question, also informing our CAs. We will create lists of students who we believe can be pushed from the approaches level to the meets level and from the meets level to the master's level. From these lists, teachers and instructional specialists will develop strategies to help the students move from one level to the next. These lists will also allow us to form targeted tutorial groups where we can differentiate what is covered and to what difficulty level it is covered after school. In addition to comparing the midterm data to previous STAAR exams, we will compare it to TEKS tested on previous CA's. If the average student performance for a TEKS on the benchmark has dropped when compared to when it was tested on a CA, teachers and instructional specialists will develop a plan for re-integrating the concept into upcoming lessons. Core content teachers will also use data dives to analyze their student's growth on common assessments. 10% of every common assessment will contain TEKS taught in previous units so that teachers are ensuring that knowledge is being retained. This is important because content builds on itself and we want to make certain that students are not just memorizing information but are able to retain and apply it. CTE and other non-tested courses will give their students a pre-test during the first two weeks of school, a midterm in November and a final which will serve as the post-test. All assessments will be designed based off of the corresponding TEKS. By comparing student performance on these three exams, teachers will be able to assess growth in addition to classroom work and performance skills observed throughout the year.

Core content teachers will create two common exit tickets a week with their subject teams. They will use trackers for each class period that will be updated every week with how students are performing on current TEKS. This will provide a visual for teachers and students to quickly assess the progress of their students as a whole and by individual periods and students.

If students are falling behind, the teacher will contact the parent in order to set up a conference with them in which the student will be present. The conference will be used to help to identify what is causing the lack of progress. Imbedded intervention in small group push-in and/or pull-out will provide an opportunity to reassess their understanding of targeted TEKS. By providing them with the opportunity to reassess, teachers will be able to track their individual progress. If there is still no improvement, a meeting with the instructional specialist will be held with the teacher, parent and student to design another plan. Rather than taking a program approach to designing intervention, we believe that the use of a common instructional framework and going back and re-teaching with writing, questioning and by incorporating additional experiences. We believe in the power and the craft of teaching and learning. Part of our common instructional framework focuses around writing to assess student's processing or level of understanding of the objectives and how we scaffold learning using questioning.

In addition to the assessments discussed above, students will take the PSAT in October and the SAT in April. We will strive to provide free PSAT and SAT assessments for all students but we will need to solidify enrollment and finances. This means that initially, students might have to pay for these exams. In 2020, the price to take the PSAT is $17 per student. The basic SAT is $49.50 and $64.50 for the SAT with essay. We will also partner with our local community colleges to ensure all our students get an opportunity to take the TSI before graduation. Based on the student's progression in core contents, he/she may take TSI as early as his/her sophomore year to initiate dual credit enrollment during his/her junior and senior year.

Supports for Special Populations

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

Regional High School will promote diversity, equality, and equity. Therefore, we believe that an inclusive environment will foster learning at a high level and every student can be successful. We recognize that although all students will be encouraged to meet high expectations, some may exceed expectations while others may require additional or specialized support to meet those expectations. Special education laws will be used to guide all plans to serve students with disabilities. A continuum of special education services will be implemented and monitored to meet the learning needs of individual students with disabilities ranging from mild to severe. The ARD Committee will utilize the student's Individualized Education Program (IEP) to determine the level of support needed. Students with physical or mental impairments that are not serviced through Special Education may be serviced through the Rehabilitation Act of 1973 (Section 504). Teachers or parents will be able to recommend students for Section 504 services. A 504 committee of the students' parent(s), core teacher, nurse and counselor will determine if the student's impairment is impacting their ability to academically perform at student's highest level and would benefit from accommodations provided through Section 504. Similarly, the Language Proficiency Assessment Committee (LPAC) will facilitate the process of serving students identified as English Learners (ELs). All teachers will receive Sheltered Instruction Observation Protocol (SIOP) training through Region Service Centers and/or Trainer of trainer model (TOT) to ensure that instruction is differentiated and that content is made comprehensible for ELs.

Regional High School will serve our gifted and talented students through advanced academics. We believe that all students have the aptitude to perform at high levels, so students who have been identified and/or become identified GT will have the opportunity to maximize their potential. Additionally, students, teachers, and parents will be able to request GT testing once a year. GT students will be afforded the opportunity to enroll in Advanced Placement courses. Systematic structures will be utilized and embedded into daily lessons to ensure that all students can access the curriculum and be successful regardless of a disability, having an English language deficiency, or being classified as gifted and talented. Additionally, Response to Intervention (RTI) will be used to close the gap for struggling learners and/or as a source for Child Find to ensure all students' needs are identified and met. This tiered-level system of support integrates high-quality instruction, assessment, and intervention for early identification of students who are at risk of academic failure or dropping out. In addition, our week 7 in each grading cycle will provide time for reteaching and reassessment. Also, monthly professional development will be part of ongoing professional learning communities (PLCs) to ensure that students are receiving researched-based strategies and staff members are staying abreast with the latest trends in instructional practices to support diverse learners. Specific details on how various special populations (students with disabilities, English learners, students identified as gifted and talented) is also outlined in curriculum, lesson plans, and/or scope and sequence. In addition, our Instructional Specialist and Special Education lead teacher will work with students in small groups, and/or specialized pull-outs as identified by emerging need or defined by the IEP or behavior intervention plan (BIP).

We will utilize the student's IEP to serve students with disabilities and monitor the accommodations for maximizing student success and expected growth as defined in their IEP and/or BIP goals. If the student does not have an IEP and there is a referral for an initial evaluation, under the IDEA, the school has to determine the educational needs of the student. Within 45 days of receiving parental consent for evaluation, a Full and Individual Evaluation (FIE) will be conducted prior to providing special education services to the student. Through contracted services, we will secure a Diagnostician to conduct accurate assessments for students who are eligible for special education services, facilitate initial evaluations and reevaluation, and discuss programming options with the ARD committee. The ARD committee will analyze data from the Diagnostician, teacher, instructional specialist and/or counselor to develop the IEP or BIP. The ARD committee will ensure that the IEP includes the student's Present Level of Academic Achievement and Functional Performance, commonly referred to as the PLAAFP. This information generally comes from evaluation results and other local and state assessments. It will include observations made by the teacher, other staff members, or the parent as mentioned previously. The IEP will include goals that can be accomplished in a year. We will use goals to establish smaller short-term objectives. Additionally, special education and related services will be included in the IEP to outline what services, supplementary aids and any modifications the student will be provided. If the IEP indicates that transportation is needed and/or required, Regional High will utilize contracted services to meet the transportation needs. We will ensure to meet the IEP and/or BIP goals and include when services will begin, how often they will be provided, where they will be provided, and the length of the service. Since we will begin with freshmen, we recognize that most will be 14 or older, so the IEPs and/or BIPs will address the courses needed to be taken to reach his/her post-school goals. Before the student reaches the age of majority or legal age, the IEP will include a statement that the student has been informed rights that will transfer to him/her. The IEP must also state how the student's progress will be measured. Importantly, the IEP will be distributed to staff involved in its implementation and how it will be evaluated and monitored. The learning needs of the student will be met by using a continuum of special education services. As mentioned previously, RTI will be used to identify and provide early assistance to students with learning disabilities and at risk students through regular evaluation to determine progress, evidence-based teaching methods, and individualized instruction. This intervention process will assist the school in identifying and/or any misidentified students with disabilities. Progress monitoring will be used to assess the student's academic performance, quantify the rate of improvement, and evaluate the effectiveness of instruction.

The Individuals with Disabilities Act (IDEA) states that students with disabilities should only be removed from general education when they are unable to progress satisfactorily in the general educational setting with supplementary aides and services. We will utilize a variety of combinations of special education supports and services to serve students with disabilities in general education settings. Facilitated Support is one of the many supports on the continuum and will be implemented for students who may need supplemental aids and accommodations to access the general curriculum and be successful in receiving instruction from the general education teacher. In addition, any accommodations needed for testing will be reviewed as outlined by TEA testing rules and provided to students throughout the instructional year.

Another level of support that may be utilized is In-Class Support. Students who qualify for this level of support will receive targeted interventions during a range of from weekly to daily based on what was determined by the ARD committee. If the student needs more intensive support, the level of In-Class support will be increased to Collaborative-Teaching (Co-Teaching). In this form of support, the general education and special education teacher will share the responsibility of planning, delivery of instruction, and progress monitoring. As previously mentioned, IDEA requires that students with disabilities are removed from general education only when satisfactory progress is not made in general education with the use of supplementary aides and services. When this occurs, Specially Designed Pull-out services is another level on the continuum that will be implemented. Students will remain in the general education setting but may be pulled for pre-teaching, reteaching, oral administration, or to work on specific goals outlined in the IEP. Special education staff members will collaborate with general education staff to ensure that learning opportunities are maximized for students with disabilities through planning of the lesson and delivery of instruction. We believe that most of our students will be able to receive services in the general educational setting through monitoring and support. Some of the students may require academic and social skills support in the general education environment and outside of the general education classroom. A few students may require intensive academic, behavior, and social skills support outside of the general education environment. The special education teachers and staff will receive training to address the needs of students at all levels of support on the continuum.

According to federal law, students identified as qualifying for special education supports have access to a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Regional High School will ensure that the ARD committee utilizes the student's IEP to determine which combination of special education services and programs are needed to assist the student in learning. The committee will ensure that the IEP is "appropriate" or created to meet a student's needs so he/she can benefit from his/her educational program. Teachers will partner with parents to participate and advocate for services and programs that are appropriate for their child. The ARD committee will determine the least restrictive environment and services needed to meet the student's needs so that all students will have access to schoolwide programs including instructional as well as extra-curricular activities. The LRE and services will be documented in the student's Individualized Education Program (IEP). The committee will favor placing a student in a general education environment, if appropriate. Additionally, the committee will consider the full continuum of supports and services, including assistive technology, accommodations, and behavior intervention support. Also, staff will use effective instructional practices to adapt curriculum and instruction for students working above and below grade level. Based on training, staff will be knowledgeable about and skilled with differentiated methods of presenting and assessing learning. Accommodations and modifications will be implemented when appropriate. If the student's needs are not met in the general education environment, other programs will be considered. FAPE and LRE should be considered concurrently when planning an instructional program that will benefit the student. As others successful schools have expressed, we believe that it is not only our expectation to provide special education services because of the law but also it is our moral responsibility. All state and

federal laws, including but not limited to, the Individuals with Disabilities Act, Americans with Disability Act of 1990, and Section 504 of the Rehabilitation Act of 1973 will be adhered to. Regional High School will utilize progress monitoring to assess the student's academic performance, quantify the rate of improvement, and evaluate the effectiveness of instruction. The student's progress will also be monitored using their IEP goals/objectives as well as their reported grades such as progress reports or report cards. Grades will be updated frequently to ensure that students' progress can be monitored regularly and effectively. Administrators and teachers will analyze local and state assessment data to determine student progress. Teachers will utilize various checks for understanding to determine a student's growth and make adjustments accordingly. Additionally, work samples will be used to evaluate the progress of students and determine strengths and opportunities for growth. If the student is not making adequate progress, teachers will determine if the student has goals and objectives for the content area he/she is struggling in or failing. Teachers will also determine if accommodations are appropriate and implemented with fidelity. Attendance and behavior data will also be considered when evaluating progress or lack of progress. If a student does not make progress consistently, strategies in a different tier of RTI will be implemented. If there is still a lack of progress, the ARD will reconvene to discuss possible changes to the student's IEP that would allow for additional opportunities for the students to make instructional progress.

Regional High School will ensure that the IEP for students 14 or older includes appropriate measurable goals based upon age appropriate transition assessments relating to training, education, employment, and independent living skills if appropriate. Students will participate in a transition interview at which time the aforementioned topics will be discussed. Also, the student's strengths and weaknesses will be reviewed. The IEP will also include transition services needed to assist the student in reaching developed goals. To be aligned with state law, we will make certain that the student's IEP includes the following:

- Appropriate student involvement in the student's transition to life outside the school system
- If the student is younger than 18 years of age, appropriate parental involvement in the student's transition
- Any postsecondary education goals and options
- A functional vocational evaluation
- Employment goals and objectives
- Independent living goals and objectives
- Appropriate circumstances for referring a student or student's parent to a governmental agency for services.

Ultimately, the goal is to promote independence and self-advocacy for the student.
Qualified special education teachers will be hired to meet the needs of students with disabilities who require various levels of support. Differentiated professional development opportunities including but not limited to compliance training will be provided for staff to ensure that they are equipped to effectively serve students. All staff members will receive training to ensure that they are well informed about special education laws and procedures. Best practices and strategies will be provided and reinforced to ensure that special education services are implemented efficiently and effectively. There will ongoing support for teachers relating to preparing,

reviewing, and implementing IEPs, goal-setting, and implementing accommodations and modifications. Contracted services will be used to obtain any personnel who is not part of the staff but is needed to provide special services to students.

We believe, in alignment with Texas Education Code Chapter 29, within 4 weeks of the student's enrollment, all students will receive a Home Language Survey. For students who indicate a language other than English is spoken at home, they will be administered the TELPAS. For any student who has attended any public high school in the state of Texas and identified as EL, their EL status will be determined by their previous year's TELPAS scores. Students identified as an intermediate will be placed in sheltered Pre-AP English and Pre-AP Math class with a content certified teacher. Each Pre-AP English teacher will also be ESL certified. Advanced and Advanced High students will be instructed by a certified English and ESL teacher but will not be in sheltered classes. We will not offer ESOL classes due to only offering Pre-AP, Advanced Placement or Dual Credit courses.

We will work to ensure all of our teachers are prepared to provide quality instruction to meet the needs of our all learners through our multi-facet PD and planning structure of support. All students identified as ELs must take TELPAS which will assess their speaking, listening, writing and reading. Teachers will integrate the Texas English Language Proficiency standards (ELPS) which are part of the Texas Essential Knowledge and Skills (TEKS). To assist our teachers, all teachers will be Sheltered Instruction Observation Protocol (SIOP) trained. Through the use SIOP, teachers will make content comprehensible for ELs. SIOP helps teachers to be mindful to include reading, speaking, listening and writing into each lesson. SIOP has eight components: Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery and Review and Assessment. SIOP strategies will be used in conjunction with the Common Instructional Framework where teachers will focus on Accountable Talk, Writing to Learn, and Collaborative Group Work in order to strengthen the skills needed to be successful on TELPAS.

We will provide all students with access to high-quality education that prepares them for success in college and career. As such, we align with College Board in that all students will have equal access to Pre-Advanced Placement and Advanced Placement course work without taking a placement exam or teacher recommendation. Due to requirements set by Lone Star (Lone Star Placement Testing), all students are required to qualify for dual credit courses by attaining a certain score on the Texas Success Initiative Exam (TSI) or another qualifying exam. To help ELs and other students prepare TSI, we will offer TSI prep for those interested in Dual Credit courses. In addition, our students will have the opportunity to participate in academic UIL competitions; however, we will not offer athletics.

Considering our geographic demographics, we are dedicated to ensuring the success of our ELs. In year 1, the EL coordinator will provide in class support in the Sheltered English Classes. In Year 2 and on, there will be an EL teacher who rotate through the Sheltered English classes in order to provide additional Tier 1 RTI supports in the class with students. The campus EL coordinator will monitor students' progress at each progress report and ending of each marking

period. The EL coordinator will report directly to the Dean of Instruction concerns regarding student progress in any core area. The EL and RTI coordinator will develop Tier 2 remediation plans for any EL is unsuccessful in English. Once students exit the program, grades will only be checked at the end of each cycle. The EL Coordinator will speak with the students' English teacher to determine if additional services or accommodations are needed.

The LPAC committee will determine the appropriate testing accommodations for each student prior to state testing based on accommodations that are regularly used in class. By the third week of school, students' teachers will provide the EL Coordinator with a list of accommodations they are using with their ELs. The accommodations should align to TEA approved Accessibility Features and Designated Supports for STAAR. We will evaluate the effectiveness of the EL program with be evaluated based on the following:

- Percentage of ELs scoring Meets or Mastery on English I and English II STAAR.
- Percentage of students who increase by one rating each year.
- Percentage of ELs exiting the program by the time they graduate.

As mentioned prior, by embracing a commitment to advance level coursework that aligns to the state tested curriculum, we believe that all students have the ability to achieve at high levels. In order to serve our students who have already been designated as GT, not only will they have access to advance level curriculum, that is supported by integrated lessons that build on more complex issues, but all teachers will meet the state requirements for professional development required under TAC 89.2 that requires teachers servicing GT students gain a minimum of 30 hours training which must include nature and needs of G/T students, identification and assessment of G/T students' needs, and curriculum and instruction for G/T students. Teachers who have already met the requirement for the initial 30 hours must complete the annual 6 hour update. We will work with our local service centers and content specific conferences to ensure compliance and quality professional growth to maximize student potential. In addition to Pre-AP and AP courses, we will partner with Lone Star to offer Dual Credit courses. Based on qualifying TSI scores or other qualifying exam scores defined by Lone Star requirements (Lone Star TSI Placement Requirements), students will be eligible to take Dual Credit courses on campus with a qualified dual credit instructor, online or on Lone Star's campus. We believe that exposure to rigorous content helps prepare in the transition to college and/or career.

Lastly, additional PD opportunities for AP teachers at the Rice Summer Institute will help ensure they are able to make the rigorous coursework comprehensible for our students. We will evaluate the progress of our GT students by comparing the participation rates and percentage of students receiving a 3 or higher on AP exams each year and the percentage of students in each of the graduating classes who finish high school with at least 12 college hours completed.

School Culture and Safety

Enter narrative response to the prompts in this section of the application. *Reference **Attachment 8** in the response.*

The Board for Secondary Practitioner Schools has a firm vision and mission in building social emotional skills among our teens to ensure they will be positive contributors to our society when they exit our schools. This mission is communicated throughout but takes on a new level of commitment at the point of enrollment and/or employment. As a part of the process, all team members are provided with our core values, expectations, and action items (see Attachment 8). Our focus is to keep kids in school and serve as a resource for teaching and learning in all things. Our discipline model, while simple in appearance, takes an in depth, invested approach in developing students' social emotional skills to produce more positive behavioral outcomes. In addition, we are staffing (Counselor 1:200 ratio) to compensate for the invested time needed for consistency in changing or building behaviors. As identified in Chapter 37 of the Texas Education Code, most offenses are discretionary in nature to allow districts various options to change behavior. For example, in the situation of a fight or under the influence, whether homeless or not, our approach would not be to assign an out-of-school suspension. The only reason to provide time out of class is in support of stabilizing a student's current emotional state. Our approach is proactive in soliciting commitment on the on-set, teaching tools throughout with positive feedback and acknowledgements of progression, and serves as a source of intervention when necessary.

As outlined in our proposed discipline policy that we have re-termed "Commitment Policy" (Attachment 8), we define two important values to build a common language and set a common starting point for success. Those values are reinforced through 3 levels of social emotional development. If a student, teacher, parent, and/or admin violates one of those levels; hence, halting or impacting his/her success in progression or within any level, then there are 3 corresponding actionable levels. The corresponding levels require action to regain personal success in the level of commitment. While we recognize that there are isolated non-negotiables as it relates to weapons and/or crimes on school property or violent crimes outside of school, which would require expulsion, our high schools will utilize restorative practices as the fundamentals in developing and changing student behavior, while building a campus culture aligned to the mission. Expulsion will only be applied if the student is in possession of a knife 5 ½ inch or more in length or possession of hand gun on property, either 300 feet of property, and/or either at school event to include a timeframe of one year of time. In addition, student will be expelled for one year due to severity of crimes out-side of school, as outlined in Chapter 37.

The Dean of Students will serve as the CBC to ensure all notices are made and compliances met as defined by Chapter 37 in relation to special populations (if actions are a part of his/her disability, IEP expectations, not exceeding days or violating minutes served, holding MDR as necessary), any level of missed instruction (ISS, OSS, DAEP, Expulsion, JJAEP, taken into

custody), and/or communication to admin and/or authorities, as necessary. When addressing students with disabilities, we will ensure that federal law Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973 is adhered to.

Staff members will ensure that all stakeholders are clear about the school's goals, shared values, and belief systems through consistent implementation and modeling actions outlined in the Commitment Policy. These expectations will be shared through various sources including but not limited to enrollment/employment processing, website, phone call outs and meetings, as appropriate. We will also evaluate the climate daily to ensure that staff and students alike take ownership in shaping our culture. We recognize the way people feel may be based on perceptions, so it will be crucial for us to consistently reinforce our values and beliefs. We will utilize policies and effective systems to ensure that the learning environment is supportive and safe. Ultimately, our goal is to create optimal conditions to improve teaching, learning, and social emotional development.

Promotion and Graduation Requirements

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

When parents and students enroll at Regional High School, they will be provided with a graduation plan and course selection options, which they will sign. Through prior information sessions, as well as additional parent meetings yearly (March for course selection and revisiting progress towards graduation plan), the graduation requirements will be shared with parents and students. Graduation plans with the designated 26 credits will be posted on the website. Each student will have a choice of progressing through 2 of the 4 designated pathways to complete his/her graduation plan endorsement. It is expected that all Regional High students graduate with 26 credits; however, in unique case-by-case basis, as student is able to graduate with 22: 4 credits in English; 3 credits in Math, Science, and Social Studies; 2 Foreign Language credits; and 1 credit in Fine Arts credit, Speech, and PE. Communication will be emailed and provided to parents that students graduating under the Foundation plan without Alg II, will not be eligible for automatic college admission and certain financial aid. We will proactively communicate the expected progression of 4 credits in each core content area, as communicated on our Master Schedule (Attachment 7). In addition, parents and students will be made aware of the state assessment requirements that must be met to earn a high school diploma, to include English I, English II, Algebra I, Biology, and US History.

In the event that any student Special Ed or not that fails one or two of the EOC, he/she will participate in an IGC meeting with the Counselor, Content teacher, and parent to complete a project that demonstrates mastery in lieu of exam. Students who fail 3 or more are ineligible for IGC recommendations and decisions. Student who, as identified in their IEP and reoccurring assessment history, that are not making progress and continue to fail the state assessments, will receive consideration by the ARD committee (serving as his/her IGC committee) to determine graduation plan without state assessment requirements. This will move the student down to a Foundation Plan.

Due to the advance level courses, we will have both weighted GPA courses (PreAP Eng, Dual Credit Govt, etc.) and unweighted GPA courses (fine arts, language, etc). Successful completion of any year-long course will require a yearly average of a 70. Semester averages will stand only in the credits earned; however, they can be averaged together to provide a full credit if one semester fall slightly below the 70 threshold. Students are considered as promoted to the next grade level as defined as a tenth grader, eleventh grader, or twealth grader based on the number of credits earned in each year. You must have 6 credits to be promoted to 10^{th}, 12 to be promoted to 11^{th}, and 18 to be promoted to 12^{th}. Credits earned do not indicate graduation standards met. As mentioned previously, students must earn credit in the required courses outlined on their graduation plan. Credits earned indicate mastery of the taught and tested TEKS for that course. The courses (including dual credit course indication), applicable credit points (GPA points), cumulative GPA, rank out of total graduating class, along with state and national assessment scores will be included on a student's transcript. Mastery of advanced level courses

and corresponding scores on state and national assessments, and endorsements from two service oriented pathways (Med, Vet, Social Services/Coun, and/or Education) will ensure that students are prepared for post-secondary, career, and life.

Due to our intentional focus and targeted structures of student support, we are taking a pro-active approach to ensure the success of all students. Students who may be at-risk of dropping out or falling short in meeting the graduation requirements will have a team of support to create an intervention action plan to ensure his/her success. The action plan would include an adult accountability partner and a reasonable plan of action within an appropriate timeline to replace any chances of hopelessness with a sense of hope.

Family and Community Engagement

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

Once we are notified of approval, a large community kick-off will be organized to include teacher tables of information, meet and greet stations, collection of parent/student contacts, partnership presence with activities reflecting opportunities to occur in field experience and/or interns. This will be our official introduction into the community. As a team, we will follow-up to maintain connection and communication based on enrollment and lottery procedures. In addition, we will make flyers both pre and post community kick-off to spread the word door-to-door. Teams will pair up in partners with including a Spanish speaker on each team. We will solicit parent and business partners to assist in the on-going promotion of our school's mission through various visual that they might have available at their perspective communities and/or businesses. We will work with an audio-visual media technician to create a brief video highlighting the mission, key elements, and designated pathways. The video will be posted on the website and sent out through social media forums. We will also seek options and businesses to allow it to loop in a waiting room t.v., if available.

Our website will be built out to include webpages for each staff member to include a brief bio and course syllabus. Our support staff are bilingual and truly passionate in the mission to further engage our Spanish speaking parents. Key components, such as informational flyers, will be two-sided to include English on one-side and Spanish on the other side. In addition, paper copies of report cards will go home initially followed by a personal call, as we breakdown a call log in a team effort to personally reach every parent. We are also going to designate days to invite parents to join some the mini-mesters, like mom and daughter yoga day, Family Photography moments, etc. The more involved and stronger the parent to school relationship is, the more powerful our outreach becomes in maintaining momentum in serving our community. We will utilize both outgoing surveys during events such as Open House, and via the website to maintain on-going, direct daily feedback.

In the prior sections, we shared both the current obstacles in obtaining large investing partners, as well as the projected swing in support once we are awarded. The designated locations were selected based on the wealth of partnership resources that align with our mission. The medical district in the Woodlands houses a UT medical branch, which also expands to the other two location sites in Katy and Fort Bend. We know that as a network, once we acquire Methodist as a partner in the Woodlands, then we can expand that partnership to their other locations near our corresponding campuses. In addition, we have already established a large counseling service network of support for all students, campus development, and the Counseling pathway with Montgomery Youth Services. The Vet clinics, animal shelters, and numerous PreSchool and elementary schools will serve as sites for community service opportunities, field experiences, and internship hours. Again, while we have not yet acquired formal letters of intent, we know formalizing our status will help establish and finalize these partnerships (Attachment 9).

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
Lori Meadows	Education, specifically school records at high school level and community outreach.	Retired High School Registrar and Local Realtor
Jamie Campbell	Legal, Marketing, and Parent Involvement	Bachelor's degree in law, parent of a zoned high school student; and employment includes marketing and sales.
Becky Strassner	Non-profit board experience, guidance and counseling, as well as GT education	Former educator, GT Coordinator, has served on a board of a non-profit, and runs an Equine Therapy non-profit for treating teen traumas and vets with PTSD.
Brandon Senegal	Financial and operations expertise.	Operations Manager at existing charter, former budget manager at both public and charter schools

The school board is a non-profit corporate body made up of 4 directors. The governing body consist of the President, Vice President, Secretary, and Treasurer. The board will oversee and vote on decisions as it relates to the operations of Regional High School. Although the board has established that the Executive Director/Superintendent "shall have general and active management of the programs and affairs of the Corporation and shall see that all orders and resolutions of the Board are carried into effect," (Bylaws, Attachment 10) the board has full responsibility to ensure the school meets TEA program requirements.

In the first year, as outlined by the Texas Administrative Code and Texas Government Code, the board meet the following training requirements:

- Local District Orientation, 3 hours (August, 2021-November, 2021)

- Orientation to the Texas Education Code, 3 hours (August, 2021-November, 2021)
- Evaluating and Improving Student Outcomes, 3 hours (Spring semester, 2022)
- Team-building Session and Assessment of Continuing Education Needs of the Board-Superintendent Team, 3 hours (Spring, 2022)
- Additional Continuing Education, based on assessed need and Framework for School Board Development, 10 hours (Summer, 2022)
- Open Meeting Training, 1 hour (August, 2021-September, 2021)

After the first year, for experienced board members, the following trainings will be met as required:

- Update to the Texas Education Code (based on need to address major changes)
- Evaluating and Improving Student Outcomes, 3 hours (every 2 years)
- Team-building Session and Assessment of Continuing Education Needs of the Board-Superintendent Team, 3 hours (annually)
- Additional Continuing Education, based on assessed need and Framework for School Board Development, 5 hours (annually)

The Board will seek to participate in trainings that are local through service centers, registered providers, and authorized providers, but will also submit membership and attend the TASB Events to stay abreast of items to better serve our communities and build capacity on the board. The Board with the Superintendent will also strive to earn commendations based on our teamwork and commitment to serve our students and communities.

The Board was established to meet annually in a public meeting forum, which is known as the Annual Meeting; however, the Board President by notice to the Board can establish additional regular meeting. Special meetings, for example any concern of unethical behavior that violates the Code of Ethics or Conflict of Interest policy (Attachment 11), can be called by any two board directors with telephone or written notice. All notices must include date, time, and location as defined by the by-laws (Attachment 10). As mentioned previously, the board consists of four board members; however, it may at a minimum consist of three with the role of the Treasurer or Vice President being served in conjunction with the role of President or Secretary. Based on this structure, the board originated with four volunteers to establish the non-profit corporation for the basis of serving as an education entity. On January 11th, the Annual Meeting was held to establish and vote in Board positions. Committees may also be designated by the board; however, the committee members must include board directors with at least two individuals, unless it is an executive committee, in which three are required.

In the event, outside the due process procedures outlined for an expulsion, that a parent or student has an objection to a policy or decision, administrative procedure, or practice at the school, the Board can take the issue under advisement but it will not dictate action on part of the Board. The effectiveness of the Board will be determined by parent, student, and teacher satisfaction as implied by high retention rates, low turn-over, enrollment targets met, and

attendance rates that exceed 90%. Additionally, the Board will be assessed based on state accountability to include both academic measures (as defined across 4 indexes to include state assessment scores, CCMR, closing the gap with special populations, and growth) and financial stability (as measured by FIRST). These indicators will provide not only insight into the effectiveness of the Board and school system, but also inform decisions for goals and actions.

As mentioned previously, there are four current board members who all reside in Texas. Two currently reside in the geographic zone of the first proposed campus and one board member resides in the zone of the third proposed campus. The Vice President currently resides in central Texas due to the nature of her business; however, she has made an invested effort in her participation to the board. All resumes and notarized biographical affidavits for each board member can be found in Attachment 12.

In Year 1, there will be several roles that will serve dual responsibilities as indicated by additional notes on the Org Chart Year 1 (Attachment 13). In Year 2 build out in capacity in expected, which will allow the defined roles to maximize their responsibilities as intended. For example, Instructional Specialist serving and supporting teachers versus direct instruction on a daily basis as may be needed year one (Org Chart Year 2, Attachment 13).

The Superintendent will be evaluated by the board yearly based on metrics equal to that of the Board expectations. The board will review and more clearly define the state tool to evaluate the Superintendent once the charter determination is made. The Finance and Operations, as well as Academic Performance will be measured by the state ratings on FIRST and the TEA School Report Card to determine 70% of the Superintendent's effectiveness captured in Part 1 and Part 2 of the evaluation tool (Attachment14). Year one will set a baseline determination for growth measures. As identified, the overall school academic rating and financial rating will be the primary measures. Due to the financial responsibility of the Board and the school, enrollment and attendance measures will also play a role in the monitoring and evaluation of the Superintendent, essentially impacting both Community Relations and Finance. The charter application itself will serve as a baseline given the targeted projections for staffing, enrollment and financial responsibility. Part 3 will capture effectiveness of the Governance and Board Relations that will be assessed based on ensuring communication is maintained consistently and timely with all board members in relation to operations, staffing, finances, facilities, etc., as well as recognition by the state with awarded commendations from successful teamwork development. Community relations will be measured based on enrollment projections being met and partnerships acquired to provide all students with real world experiences as defined in the mission. Staff management and Instructional leadership will be two part – alignment of evaluations with state assessment outcomes and high retention rates of successful staff members, as indicated in state and national assessments, attendance rates, and accolades that expand student experiences.

Proposed Superintendent Qualifications

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

The proposed Superintendent is Dr. Andria Schur. In reviewing her resume (Attachment 15), you will see that she not only has the educational background for the role, but also the proven experience to successfully lead high school campuses. In addition, she has had expansive experience in working with at-risk student populations, as well as building district and campus wide systems to positively support struggling students. Most recently, she led her school of choice in earning unprecedented double digit gains on EOC scores:

	English I *2018 benchmark was a partial of a release test (did not incl'd edit)			**English II** *2017/18 benchmark was a partial of a release test (did not incl'd edit or writing)			**Alg I** *release given for benchmark 19' was in Feb for 2019 EOC vs Nov for 2019			**Bio** *DFA 2019 only PreAP SHS &2019/20 Benchmark CummSemEx			**US Hist**		
	Appr	**Meet**	**Mast**	**Appr**	**Meet**	**Mast**	**Appr**	**Meet**	**Mast**	**Appr**	**Meet**	**Mast**	**Appr**	**Meet**	**Mast**
EOC 2018	66	48	2.5	75	59	4.9	84	38	16	92	70	23	95	69	30
EOC 2019	82	71	15	84	72	10	95	73	49	96.1	85.2	39.5	98.2	82.4	44.8

At Barbara Jordan, Houston ISD's school of choice in 5th ward, moved from a Tier 3 and 4 academic growth school to a Tier 1 during her first year as a Principal. In Clear Creek ISD, she developed a district wide RtI system to support teachers and students to accurately intervene with proven best practices and track progress of intervention. At the Early College, she gained the necessary experience and knowledge to model and lead professional development as it relates to the Common Instructional Framework that it was adopted first by her high school peers, then became a district wide K-12 adopted framework. In addition, her network through the University of Texas Austin will help acquire the necessary quality partnerships with Methodist.

The starting salary is proposed at $150,000 as indicated in the financial plan workbook. The salary was determined based on her existing salary of $134,000 along with an alignment of those quality district leaders in comparable size district at capacity. In addition, there are added risks and responsibilities in opening and leading a charter that does not impact a traditional school district. You will also see a similar pattern in salaries among minimum district type leadership position and campus positions balanced out in the financial plan workbook. The intent is to build strong, quality campuses with direct engagement in the work with teachers and students versus numerous of middle positions that work in departmentalized silos producing additional work and varying levels of communication between campus and district. The decision to redistribute those funds to essential positions will promote sustainability, higher quality in candidates, and quality succession from invested members.

In addition, an essential component of building and maintaining any succession plan, is to remain in the work, as mentioned in the explanation of overall salary development. The Superintendent will maintain a collaborative approach between Chiefs and Instructional Campus leaders to ensure all have a voice at the table and remain invested in the work to fulfill the mission of the

district. Each administrator that is hired is also required to hold appropriate state credentials and experiences as it specifically relates to school systems. Ensuring team development in decision making and implementation, not only strengthens the given team's skill sets, but establishes a vertical alignment for fluid transition and succession.

Proposed Instructional Leadership Team

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

We have established an invested Instructional leadership team at multiple levels to strengthen to development of our charter school. This is a proven team that brings invaluable experiences in developing and ensuring a quality through data-driven decision making, aligned professional development and quality coaching cycles, strong content knowledge in hard to staff areas like Science, English EOC, and CTE, and a core philosophy of serving kids first in their emotional development through quality experiences and relationships (resumes in Attachment 17 and HR forms for future hires are included in Attachment 18)

The members have proven success across all measures as it relates to academics, student intervention in relation to serving special populations, including Special Education and English Language Learners. The proposed Principal has experience as a EOC content teacher (Biology), served as an Instructional Specialist to support teachers and students, worked at the district level in HISD in HR as a recruiter, and currently serves as a Campus Administrator over the Medical Academy. The proposed Deans have each implemented innovative programs to better serve students and teachers, providing purpose and perspective in the lives that they encounter. Reginald White has worked extensively with at-risk students, including building an in-house DAEP setting to keep kids on campus with access to their teachers with facilitated field experiences to promote social emotional skill development. Joyce Rogers had led the way on several initiatives from 1:1 technology initiatives to hiring senior level students that could bridge the tech gap among teachers (instead of the students wasting meaningless time as an office-aide). The Counselor and Instructional Specialist have both had extensive experience in serving high school students with proven success as it relates to their particular roles. Erika Zeno has served as Freshmen Counselor, multi-level counselor, and senior sponsor at a career focused campus. In addition, she has ensured success across a multitude of student situations by providing or obtaining the necessary resources, imbedding skill building lessons and/or commitments, and leading restorative circles to mend broader relationship barriers. Alex Schrotel has proven success also in an EOC tested content (Biology), led PD and data digs in numerous PLCs, modeled and coached quality instructional delivery, and attained her mid-management certification for performance management. Mike Buchanek, has also proven success in an EOC tested content (US History), led PD at the campus and district level to include lesson development, lesson delivery, and data digs. He has led numerous PLCs as an Instructional Specialist, modeled and coached quality instructional delivery, and attained his mid-management certification for performance management. Mr. Buchanek also brings experience building community partnerships, organizing field experiences, internships, tracking certification earned, hosting student events such as Capstone and Mock Interviews, etc. as an Academy Specialist on a CTE campus. Lastly, but equally important, our Master Instructors bring a wealth of experience in curriculum development and delivery, as well as assessment creation, alignment, and analysis to maximize each student's personal success. One can see that there is a justifiable

alignment with each leadership team member's experience, the impact of success that they will have on the campus, and their perspective salary as identified on the financial plan workbook.

The leadership team will be evaluated similar to that of the Superintendent in year 1 but only by those categories as it relates to their specific roles and responsibilities. A review of the categories from the Superintendent Appraisal Spreadsheet will be used to backwards plan interval measures for progress monitoring to ensure goals are met. Because academics and graduation rates are a key outcome for every school, as defined by the state, this will serve as our initial baseline for evaluation; however, additional outcomes will be analyzed to assess growth towards our mission. Modification will be made after our year 1 baseline data is established (attachment 19).

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.*

In Year 0 and Year 1, the Superintendent and Chiefs collectively with an Financial Director will facilitate the budget development, financial management, accounting and internal controls, as well as fundraising development. Given the background knowledge of the Superintendent who served in a decentralized district, she has proven success in balancing a budget with a $1.5 million cut over two years due to state funding, while increasing academic success. She also balanced a $23 million budget while reorganizing the campus structure to maximize teacher and student support. The team collectively to include the instructional team members are able to support in grant writing and fundraising due to their unique strengths. Given the team's collective strength in this area as indicated on the prior resumes (Attachment 15 and 17), a HR position form is provided in Attachment 20.

Between the Chief of Instruction and Accountability, Chief of Operation and Special Populations, and Principal, the collective qualifications will help develop sound systems and processes for general operations, reporting data in PEIMS that begins with student enrollment and master schedule, policy development and implementation, student recruitment and enrollment, and school safety. Each member has been actively engaged in these areas as it relates to high school campuses. In addition, Dr. James currently serves as the admin over campus operations and safety to include student entry, exit, transition, transportation, resource acquisition on all levels and contract management. As mentioned previously, the proposed Principal Ayesha Ahmad served in Talent Management and as an Instructional Specialist supporting teachers. She brings experience and a gift for quality recruiting, hiring, and managing staff. We also have Teresita Rojas who is currently serving as an HR Associate who will help with teacher and student recruitment (Attachment 21). She will also assist the district in HR processes to include policies, processing hires and terminations, maintaining HR files, background checks, etc. This position is also reflected on the organizational chart and reflected in the financial plan workbook.

A PEIMS Coordinator is reflected in the financial plan workbook and organizational chart beginning year 1. The salary is budgeted for $65,000. We have included the HR form (Attachment 21) for this position and currently have a candidate who serves as a testing coordinator with experience as it relates to compliance, training, coding, check-in and check-out testing materials, etc. The PEIMS Coordinator, as outlined on the organization chart, year 1, will assist the district and report directly to the Chief of Instruction and Accountability.

Performance Management

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

As identified and defined in the prior section, there will be multiple data sources used to assess the performance of the charter school. In working backwards, TEA has established metrics for how all schools will be assessed, both academically and financially. In preparing our application, we have established some parameters around staffing, enrollment, targeted population, and estimated projections as outlined in the financial plan workbook. Since we do not have a baseline for growth goals, we have built a team of experienced educators to establish common assessments and targeted dates for incorporating former release EOC assessments to monitor successful progression and/or deficits for intervention. These measures will lead to our formulated success on the CSPF. With 60% of the CSPF pulling from academic success, we have devised very intentional structures of support, PD, data tracking and analysis, and intervention to reteach/reassess. Our Board Goal, along with our campus goal is an A rating. More details are provided in the "Strategies of Assessment of Learning and Data-Driven Instruction." Our Financial Rating Goal is Superior. We have worked diligently and will continue to ensure our budget is balanced, our students' needs are met equitably, a tight alignment between instructional needs and financial funding, and 3rd party audits occur to provide additional guidance and support. In relation to Operational, we will ensure our PEIMS data is filed timely and accurate by auditing our special programs, including CTE programming requirements, and cumulative folders. We will also ensure teacher qualifications are appropriate as outlined by the state and our expected standard to meet highly qualified, ESL, and GT certified teachers, as appropriate. We will utilize all web-based systems, as required to include TREx. In addition, operational expectations will be met as outlined throughout the various other sections under Leadership and Governance.

Since we are proactive in our approach and are beginning with a team of various area of expertise, we will be able to monitor progress and respond in a timely manner for needed adjustments. If we fall short of academic measures, the campus instructional team will do a deep data dig to analyze by content, teacher, TEKS, and student. A audit review between results, observations, and lesson plans/scope and sequence would inform necessary proposed actions of intervention. The findings and action steps would be presented to the Board. If financial concerns arise, as a team, at all levels, will seek additional funding resources to include grants, foundation donations, as well as reflecting on areas to minimize expenses that will not impact instruction. Likewise, if operational concerns arise a campus and district team approach will be taken to rectify the situation, meet the timeline, or gain additional training to ensure successful actions based on corrective measures.

Currently all board members need additional training; however, Jamie Campbell has degree in law and experience in sales that will provide guidance and set expectations as it relates to meeting operational expectations and financial goals. Brandon Senegal has both a financial and operational background to review and guide decision related to these indicators. Lastly Lori

Meadows and Becky Strassner have a background in education and are able to understand the academic measures that impact the academic indicators, as well as the necessary cycle of progress monitoring to ensure success.

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.*

Secondary Practitioners School will procure qualified, viable staff in all positions, including those that will be serving in the support staff positions. All potential candidates will be required to complete an application, participate in an interview, have a successful background check, and be able to provide references from their most recent employers. The superintendent, with the instructional team will review all applications, conduct interviews, and check references prior to offering a contract for employment. As our campus grows, the principal and deans will be prepared to take over the hiring process for all campus vacancies. The superintendent, however, will finalize all hiring decisions.

Recruitment Plan:
Secondary Practitioners School will strive to hire instructional staff that is able to facilitate social, emotional, and deep learning. The staff member should also be able to provide literacy development, analyze and reflect on data to create tailored instruction, and is committed to being a lifelong learner. Our plan to recruit such educators is to strategically market ourselves in the fall of 2020 at content specific conferences held across the state, build partnerships with collegiate programs across the nation with upcoming spring graduates in the field of education, and attend job fairs hosted by Gulf Coast Educators and Texas Teachers. We will maintain and continue this cycle as needed.

Currently, we have an invested team, (Attachment 17) that is highly qualified to support and serve our English learners, students with disabilities, and other student groups. To fill the remainder of the vacancies, the instructional talent considered, will go through a screening process in which they will be assessed on their ability to provide a demo lesson for a specific grade level, receive feedback, and apply it for a reteach demo. We want to ensure all of our teachers are able to receive constructive feedback, and have the capacity to be coached into strong cultivators for learning. We will provide our teachers with continued professional development, progress checks, and mentor supports as listed on the professional development and evaluation plan, to ensure we are successfully supporting the growth of our new and seasoned teachers.

Our support staff will be evaluated in a similar way. They will be provided different scenarios that can occur on a campus on a day to day basis, and will be asked to prioritize the different situations from highly critical to least. The considered talent will be asked to provide an explanation on their thought process, and will be assessed in their ability to remain calm, organized, and efficient in being solution oriented.

The school's procedures for hiring and dismissing school personnel, including conducting criminal background checks is as follows:
Hiring:
All campus employees will go through a consistent hiring process which will include successfully completing an online application, screening, interview, certification check, background check, and fingerprinting. Our campus will utilize the DPS platform to conduct background checks and outsource fingerprinting to companies such as Morpho Trust, a trusted company that provides the same service to multiple school districts. Once candidates have completed the entire hiring process, they will be then be sent an offer letter and be asked to provide confirmation of accepting the position.
Dismissing:
Any staff that is not in direct violation of policy, but is struggling to perform their instructional/campus duties will initially be mentored through a coaching cycle to build success. The campus will provide by modeling expectations, prescriptive and timely feedback, tailored professional development, and instructional resources to help grow struggling staff members. If there is a failure to meet campus expectations, or there is a violation of policy, termination of the staff member will be reviewed by legal staff on retainer, and then forwarded to the superintendent and school board.

All campuses, traditional or charter, have to be prepared for unforeseen staff shortages. To ensure our campus is well equipped to handle such an issue, we will ensure that our instructional team is prepared to step into these short term vacancies, at any given time, to provide the support needed. Our campus will also maintain an updated applicant pool with resumes that were previously vetted for hire. It will be a collective effort and goal of our campus to ensure that each student is served with a quality education by a quality educator. See attachment 22 and 23.

Professional Development and Evaluation

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

Consistent Professional Development is essential to foster growth for educators, which ultimately allows for growth of scholars. For this reason, providing frequent, purposeful opportunities for professional development and collaboration throughout the year will be a key focus for our faculty at Secondary Practitioner Schools. PD will be led by master teachers, instructional specialists, and appraisers, and provided for four full days during the summer in-service prior to the start of school. Funding to cover teacher pay during these four days and the first six weeks of school will be sought through the TEA StartUp Grant, as well as additional foundation grants that we will pursue. There will also be ongoing PD for two hours every four weeks throughout the school year. Professional Development sessions will be created by the leadership team and tailored to the needs of our staff and scholars. The main goal of all PD's will be to focus the efforts of teachers and staff on our mission and vision statements in order to ensure that our practices throughout the year will move towards our common goal- creating graduates that are academically and mentally prepared for post-secondary and/or to serve as positive contributors in society.

Summer Inservice: During teacher in-service, the core components of PD will focus on the ICLE appraisal rubric, how to have successful instructional rounds with peers, classroom management, and planning for Common Assessments.

(A): ICLE Rubric: The ICLE PD (Attachment 24) will be provided for the entire campus. It will have an emphasis on progression for student learning which will be centered around rigor, relevance and engagement. The rubric that will be used for appraisal contains three indicators for each section. Rigor will focus on thoughtful work, high-level questioning and academic discussion. Relevance's indicators are meaningful work, authentic resources, and learning connections while the Engagement rubric centers on active participation, learning environment and formative processes and tools. The in-service PD will provide modeling of effective instructional methods pertaining to these rubrics. After the uniform training, teachers will be broken into groups based on content and provided with time to create and vett lessons incorporating well-developed examples of the three indicators. Appraisers will meet with the individual groups to make sure that any misconceptions are addressed, expectations are explained and to provide teachers with an opportunity for more individualized questioning.

(B) The Instructional Round's PD will be given to the campus as a whole. It will provide teachers with an understanding of the purpose of instructional rounds, how they'll be implemented and what they should look like. Teachers will have the opportunity to participate in instructional rounds once each grading cycle which equates to once every seven weeks. Small groups (around four) will be conducting walk-throughs on teachers within their content area. The teacher being observed will pick a lesson and provide the observers with specific areas of focus, such as questioning or collaborative group work, to receive feedback on. During PLC's, which occur on Friday's, the cohort will be able to have a discussion with the teacher about their

observation. This will allow for teachers to better understand different teaching strategies and reflect on what is working versus what isn't. Instructional Rounds will provide a way for teachers to find solutions for delivering challenging topics within their educational program. During the summer PD session, ideas for areas of focus will be provided not only by the presenters but also by the participating teachers. An example of a discussion following an observation will be modeled by the presenters.

(C) Classroom Management: Classroom management is an essential skill for all teachers to have in order to provide an environment conducive to success and rapport with students. The PD will be given to the entire campus by the instructional specialists. The first part of the session will be identifying and modeling strategies that should be implemented in every classroom such as restorative practices from IIRP and Teach Like a Champion strategies. After discussing these, teachers will be broken up into discussion groups that contain both experienced teachers and first year teachers. Experienced teachers will have the opportunity to share best practices that work for them in their classrooms and answer questions/concerns that new teachers have prior to going into their first year.

(D) The final day of Professional Development during the Summer Inservice will center around planning and assessments. Teachers will break into small groups by content and department and create their Unit Planning Guide and Assessment Calendar to accompany their scope and sequence. They will map out dates for Common Assessments throughout the year and determine which TEKS will be assessed. Department Chairs and content team leads will ensure that new teachers understand the importance of the coming common assessments, as well as how the data will be collected and used throughout the year to ensure scholars are mastering TEKS. It is imperative that all teachers, especially those in the core areas know that data will be used to drive instruction every week, and the creating, administering, and utilizing data from Common Assessments will be essential to the PLC process as well as the rest of the instructional calendar for the entire year.

Continuing PD & Common Planning: In order to continue the growth and learning of our faculty and staff, professional development will be provided throughout the school year. Scholars do not attend school on Fridays which will allow for teachers to have PLC's and planning from 8-12. Every four to five weeks, PD will be provided for two hours on Fridays followed by two hours of PLC or planning time. This equates to a minimum of 16 hours of continuing professional development. PD throughout the school year will focus on data analysis and our common instructional framework.

(A) Data: It's imperative that our teachers know how to disaggregate data and incorporate their findings into intervention and instructional strategies for future lessons. A campus-wide professional development will be given on the first teacher PD day within the school year. It will be led by the instructional specialists who will be serving as their appraisers and consistently working with them during PLC's. This PD occurs around the three-week mark which aligns with when the first common assessment will be given (CA). This will allow for teachers to look at real, applicable data while learning how to interpret it. Teachers will be introduced to the data

dive tool that we will be using for all common assessments. The data dive tool will allow us to compare performance progress on TEKS tested. During this PD, CTE teachers will fill out a data dive for the pre-test given within the first two weeks of school. Core content teachers will fill out a data dive for the first CA given during the third week of school. Going forward, data will be reviewed within content teams during PLC on Fridays. Data dives will be filled out prior to attending the PLC in which it will be discussed. By using the data dives, teachers will analyze how students perform as a whole, as well as different subgroups, in order to develop a plan to improve mastery on low performing TEKS. More information on the data dives is included in the Assessment of Learning Plan. In addition to the data dive, Lead4Ward tools such as the released item analysis tool and field guides, will be utilized to inform data talks by helping to identify potential misconceptions and key vocabulary.

(B) Common Instructional Framework: Instructional strategy PD's will be created by instructional specialists and/or teachers who have demonstrated mastery in these skills. The PD's will be designed based off of campus needs which will be identified by gathering and discussing feedback from instructional rounds and appraisals using the ICLE rubric (Attachment 24). Some core focuses will include: writing to learn, higher-level questioning via scaffolding, student engagement and restorative justice circles. PD will be delivered either as a whole campus or broken into smaller groups. This will be determined based off of what PD is being given and how the teachers will be served best. In addition to our core focuses, we will seek external professional development offered by Region 6 and Region 4 to ensure that our teachers receive training in supporting the unique needs of all of our students including but not limited to: Special Ed, 504, ELL, dyslexia, and RTI. They offer a variety of learning opportunities at an affordable cost (around $35 a person). Also, the Sheltered Instruction Observation Protocol (SIOP) will be used on our campus to help teachers create lessons that are more comprehensible to English Language Learners.

New Teacher Support: Every new teacher to our campus will be placed in a mentor program. The mentors will have a minimum of three years' experience in the classroom. Mentors will meet with their mentees bi-monthly and complete a classroom observation during their Instructional Rounds. The mentor will be provided with a questionnaire that we will develop. The questionnaire will guide them through topics that will help to assess strengths and weaknesses of the first-year teacher. This will help identify how the mentor can best aid in growing the mentee. Along with a mentor, new teachers will be assisted by content team leads, department chairs, and appraisers during Summer In-service, as well as weekly PLCs, ensuring that they understand the importance and implementation process of the initiatives and practices selected to help achieve our campus mission and vision.

Coaching Cycle: In order to facilitate growth, all teachers will participate in observations and feedback cycles with their appraisers and mentors (if assigned one). As described earlier, the ICLE rubric will be used to appraise our teachers. By utilizing this tool, we will be able to identify areas of deficit and go through a coaching cycle in order to facilitate growth. First, our teachers will set goals with their coach/appraiser for student learning that is driven by state standards, as well as a professional goal. Observations and walkthroughs will occur multiple

times a semester and timely feedback will be provided during a debrief session. During the feedback discussion, the coach will model instructional practices, have conversations about the application of the ICLE rubric, and propose actions for utilization of best practice and strategies from our common instructional framework. These sessions may include the mentor teacher as well, if deemed necessary by the appraiser, or if requested by a new teacher. Teachers will then begin to implement what was discussed. The appraiser will monitor the teacher's progress and meet with them again to provide feedback. A Mid-Year Conference will occur after the first semester to discuss progress towards the teacher's goals. The cycle will continue for all teachers, but will include more frequent observations and monitoring for under-performing teachers.

Retention

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

Our retention plan is multi-facet and captured throughout this application. First and foremost, building an organizational structure with a mission that staff members believe in and reinforces their passion as educators is crucial. Second, modifying the structure to prevent burn-out goes a long-way with retention. Third, providing the necessary validated supports for professional growth rather than often meaningless compliance measures. And last but not least, allocating elevated funding at the instructional level to identify the recognition and quality of the profession.

As outlined throughout with adjoining HR forms, our salary structure places a high value on instruction in the classroom and instructional leadership. The starting salary for teachers who are awarded a contract will be $59,000. Master Content and CTE Instructors that serve a model teachers and leaders in their department begin at $65,000. The organization chart breaks down the typical Assistant Principal salary among two groups to increase their average starting salary at $75,000, which are our Counselors who will support students and our Instructional Specialist who will support teachers. We have also started our administrative team off at higher salaries that are more reflective of capacity enrollment; however, they are taking a greater risk and commitment to ensure the success of our school.

After year 1, we will evaluate our financial and academic status to assess the capacity to award incentives across all positions from para to teacher to specialist to admin. We feel strongly that we must take an all-in approach in our celebration for success to ensure and maintain campus wide ownership.

Lastly, as outlined in our coaching and professional development model. The engaged investment fosters opportunities to personalize support and promote leadership opportunities to highlight quality in the classroom, as in instructional rounds. Showing value through presence, support, and outward recognition will further strengthen our retention, especially high performers.

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.*

In Attachment 25, we have provided a draft of our calendar for 2021-2022 (Attachment 25). The calendar highlights key components to include the start and end dates for the school year, grading cycles, and mini-mesters. In addition, PD dates are identified for teachers and designated work days to prepare their rooms. All holidays are identified. The instructional days per semester and per mini-mester, along with total instructional minutes are also provided.

School is proposed to start on August 16, 2021 and ends June 2, 2022. Students will attend four days a week, Monday through Thursday with optional activities and college trips available for 9th graders on Fridays. Teacher conference periods are built into the instructional for grading and timely feedback to students and parents with rotating half days on Fridays for targeted PLC planning or PD, as identified by the calendar. A rotation of teacher teams will be created for Friday student activities.

The daily bell schedule allows for a 6 period, 80 minutes per class, academic rotation between core and CTE courses, beginning at 7:30 and ending at 4:30 (Attachment 26). The classroom instructional time allows teachers to go deeper in their instruction and imbed a full lesson cycle to hooks/warm-ups, deeper cognitive lessons that promote accountable talk and provide space for social emotional skill building imbedded within the daily instructional time, and lesson closure, which are positives to the typical block schedule. The deficit in block schedule is daily rotation and 2 additional courses that can further divide a student's time and ability to maintain balance. The four-day week schedule allows for daily interaction and longer stretches to recover from a rigorous week.

In addition, the semester ends at Thanksgiving break to allow the time between Thanksgiving and Christmas to learn skills to counteract a stressful season while earning their fine art, pe, speech, and/or LOTE credits towards graduation. The schedule in itself is built to prevent teacher and student burn-out and encompass time for social emotional skill building that is a part of the daily operations.

Student Recruitment and Enrollment

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

Several strategies for student recruitment were captured in our Community Engagement sections which include both physical contact of going door to door with flyers in targeted communities that are low income and predominately Spanish speaking. In addition, we will leverage social media forums and bulletins throughout businesses in the targeted geographical regions. We will also seek out news and/radio stations to share our vision and mission. Depending on funds acquired from multiple grants, we may invest in large signage off the targeted highway of designated location.

Prior to these activities, we will be very strategic in our information platform. We want to ensure our message is solid and consistent – both visually appealing and appropriately informative. The information should capture the mission, the components that make us unique (pathways, counselor ratios, instructional calendar, etc.), and the enrollment process with timelines. Our population of students that we will target are those seeking a defined pathway that we offer and/or those without a vision for themselves or those at-risk students who are disengaged in the high school experience. Our application will be available online and in hard copy form. When going into communities and/or attending community events, we will make available paper copies as well. We plan to begin marketing our designation to parents for open enrollment in October and close by March for a public lottery at the beginning of April. Students, as appropriate, will be put on a waiting list if we exceed the designated 400 opening in ninth grade. We will continue this process each year making adjustment based on enrollment and additional campus openings. If students leave, we will extend those slots to any student on the waiting list. If the waiting list is cleared, then we open up applications on a first come first serve basis. If numbers are lower than expected, we will also pitch a partnership with the traditional districts as a resources to serve students that they may be struggling to reach and/or recover.

The charter is an open public high school that will begin enrollment with ninth grade students only in each year. The grade level of students will then roll-up as we build the targeted capacity. The second campus in Katy will follow the same pattern of enrollment beginning in 2022 and the third campus in Fort Bend, 2023. Parents and students will be informed in our enrollment policy (Attachment 27) that are courses are taught at a PreAP level in line with the pathway preparation and success for End-of-Course graduation requirements. Our philosophy is that students need exposure to rigorous instruction while scaffolding their learning and imbedding necessary instructional supports and strategies.

Facility Acquisition

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

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

Facility Identified

1. If the response to the question above was "yes," enter the physical address of the identified campus facility to be used during Year 1 in the box below.

Physical Address of Facility:	N/A

2. Does the applicant currently own the property, plan to purchase it, or plan to lease it?
Currently Own ☐ Purchase ☐ Lease ☐

3. Has the building been issued a certificate of occupancy for educational use?	Yes ☐ No ☐

Enter narrative response to the prompts in this section of the application (if applicable). *Reference **Attachments 28-29** in the response.*

Not Applicable – Facility Not Identified

Facility Not Identified

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

Enter narrative response to the prompts in this section of the application (if applicable).

The ideal facility will be located off I-45 in the Shenandoah/Conroe area. This location allows for easy access for commuters going into places of employment in the greater Houston area and has a wealth of partnership resources that align with our mission and pathways.

We want to find a facility that we can grow into and build a long standing partnership. To meet this optimal desire, we are looking for a large church with 60 instructional classrooms, a commons area to support 500 students at a given time for lunch, and auditorium for student and parent meetings, awards ceremonies, etc. We would like adequate space for faculty and student/parent parking for events such as Open House. We would also like green spaces to provide a change in scenery for outdoor classroom discussions. And because of our focus on social emotional and mental health, we would like the overall appearance to be visually appealing and comforting.

Given the size of the facility that we are seeking, we have found that they are often more established, are in compliance with local building codes and the Americans with Disabilities Act, and have a wealth of additional resources including custodial, audio visual equipment, meeting and/or office spaces, and maintenance. We would like to negotiate those items as a part of our rental agreement. In addition, due to their established status, that our presence might be embraced at a faster rate in recruitment efforts.

[redacted]

While the board will vote on the final decision, the Executive Director and applicant team member will seek out all options over this next six months. The applicant will NOT be within the third degree of consanguinity or affinity to the lessor of any chosen property.

Transportation

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

It was decided that transportation would not be provided for several reasons. First and foremost, the geographical boundaries exceed our ability to reasonably provide transportation. In addition, a large section of our targeted population lives in a commuter household and/or has the means to provide transportation.

Please note that transportation will be provided through contracted services as required for those students if their Individualized Education Program (IEP) requires transportation.

Both transportation needs for perspective Special Education students and field trips were allocated in the financial plan workbook; however, reimbursement will occur for a large majority of the field experiences that are career based through the students' CTE program.

Start-up Plan

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

As outlined in detail in the financial plan workbook, we will expenses to include facility rental costs, staffing salaries, instructional and office supplies, equip needs such as phone, copiers, computers. In addition, we projected for contracted services to include food services such as Sysco or Janco foods, transportation for any Special Education needs, media and instructional resources, etc. Any contracts that we enter in relation to facilities will require legal review in which we will contract those services that were indicated on the financial plan workbook as well. If we are unable to acquire the use of their maintenance staff with the facility agreement, these will be contracted services as well. If a need arises for a Diagnostician, we will contract that service as well.

Once a facility or facility options are located, the cost will be provided to the Board along with the projected expenses as outlined in the financial plan workbook and any grants awarded to cover the cost. Additional fundraising will be on-going to maximize our ability to serve students, staff, and community. All funds acquired will be directly allocated for the opening of school for staff and students. Funds will be prioritized based a facility rental, staffing, operational expenses, and then additional resources. The Board will be updated monthly on facility and funding status through group email correspondence. Unless significant funds are acquired to ensure the two months of necessary start-up funding are acquired, all acquired staff members starting in 2020 will work on a voluntary basis to ensure the success of enrollment and opening. (Attachment 30)

Financial Planning

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

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

As a new board and new charter, we will utilize the Financial Accountability System Resource Guide in determining systems, policies, and processes that the school will use for financial planning outside of what has been submitted on the financial plan workbook. The additional actionable items as guided by district policy to include accounting, purchasing, and payroll details will be reviewed and voted on by board to adopt into policy.

The Board will develop the necessary and required policies after the required board trainings and as mentioned in alignment with the Financial Accountability System Resource Guide. Additional, contracted legal services will review policy proposals to ensure guidance that will facilitate strong internal controls and compliance with all financial reporting requirements.

We will review TXeis as an accounting system and hold monthly executive budget meetings to monitor accounting expenditures, deposits, and timelines to set budget planning goals. The school administrative team will report the outcomes of these meetings to the Board. Should any concern or questions arise from the Board, then the Board can call a special session with 2 days written notice.

The adopted budget will be made available at both the public meeting and on the website to allow full transparency. In addition, submissions and external audit reports will be submitted to TEA as appropriate.

As mentioned previously, we will not provide transportation except when required by a student's IEP, in which we will contract services. In addition, we will contract services for food, auditing, and legal services, as well as possible custodial. All contracted services will be acquired through approved network established TEA, ESC, and/or by bid.

Currently, additional funds have not been secured, mainly due to the recent establishment of the board. The sponsoring entity was recently created in October, 2019, which also is the reason that we do not have an audit report (Attachment 34) nor a credit report (Attachment 35) and have not yet filed tax reports (Attachment 36). The Board members were elected into position January, 2021 and actions are being taken to secure a bank account and file the form 1023. Once these

steps are secured, then additional fundraising can occur with the establishment of an account for deposits and a Treasurer to process appropriately. As outlined in the Start-up plan, we will begin applying for charter grants once we are successfully awarded. Prior to August, we will seek foundation partnerships and alternate fundraising avenues around the corporation vision and mission to build revenue.

As outlined in financial plan workbook (Attachment 31), we based on our enrollment numbers and services that are reflective of the community served and the services, including CTE courses offered. Staffing salaries and projections are based on the charter mission, design, and financial planning guides. The start-up plan outlines our plan to continue grant writing and fundraising throughout Year 0 and into Year 1 as our initial anticipated funding (Attachment 33); however, the contingency plan is explained in more detail in the Budget Narrative (Attachment 32). Key elements is to minimize hiring due to low enrollment, should that be the case or present options of possible investors or alternative funding sources before the board. Initially these tasks will be led by the Superintendent and Danielle Williams until a Director of Finance is hired.

As outlined in the financial plan workbook (Attachment 31), funds have been allocated towards workers' compensation; however, additional research and bids will need to be acquired as it relates to liability, property, indemnity, and additional insurance coverage plans that might be secured and approved by the district (Attachment 37).

FINANCIAL PLANNING:

Financial Planning will be done by a finance team created budget template that will be provided to school administration. The template will be updated throughout the school year and will be used to track day to day operational expenses by the campus, in addition to using school accounting software (used by Finance Team). The Financial planning template will be used to develop campus budgets and will be required to be approved by the School Administration, Finance Team and the CEO/ Superintendent twice in the Fall and once in the Spring Semester. Finance Team will host budget projection meetings (budgeted vs actual projections based on actual monthly spending) monthly to ensure school administration is on budget and to also ensure financial transparency.

ACCOUNTING:

All accounting will be done using accounting software (QuickBooks/bill.com,Txeis ,Intact.) which will be reviewed monthly by the finance team (bank reconciliations) to ensure all entries are entered correctly and in a timely manner. After review by finance team all financials will be reviewed by school leadership and the board for transparency.

PURCHASING:

The school finance team will follow school purchasing procedures which will include purchasing thresholds, any purchase over $500.00. Any purchase over $500.00 would require rationale along with school administration approval. Once school administration has provided all necessary supporting documentation for purchasing, the schools CEO/ Superintendent will be required to approve all purchases (all purchases/contracts that exceed $50,000.00 require Board approval). All Capital expenditures and or contractual agreements will require three purchasing quotes and

upon purchasing approval will require written rationale as supporting documentation for selection of the quote awarded purchasing approval.

PAYROLL PROCEDURES:
All employees will be required to signin/clockin. At the end of a pay period School Administration will be required to review and sign clock in sheets, verifying all time recorded on time sheets are accurate. Any changes will need to be noted and signed by school administration prior to submitting payroll to the Finance Team. Once payroll is submitted to the Finance Team and reviewed for accuracy, all payroll will be entered into payroll system and all taxes will be submitted for payment.

INTERNAL CONTROLS
Internal Controls will be maintained by developing school finance procedure manuals as well developing checks and balances through purchasing procedures and policies that will be maintained by the Finance Team. During monthly financial review in which an external accountant/auditor (contracted service), will review all transactions and monthly bank statements to ensure all controls are functioning properly.

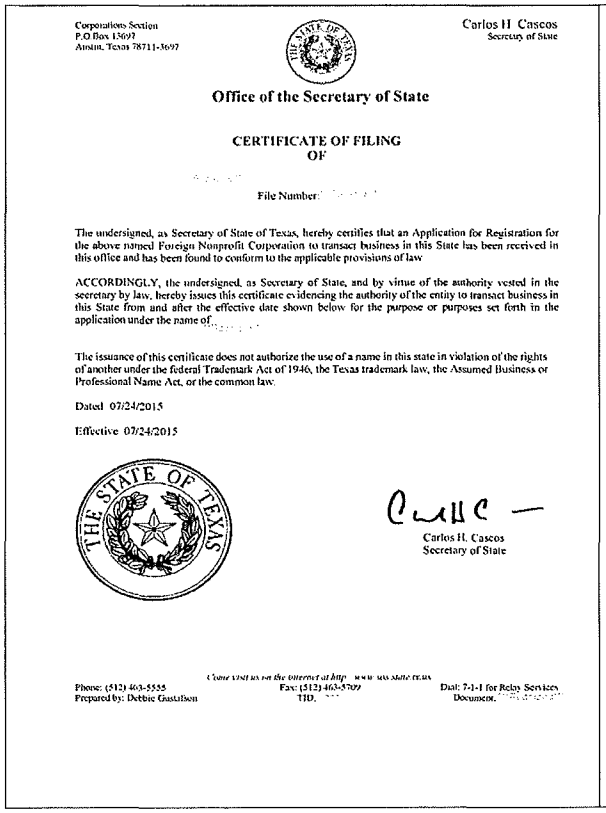
FINANCIAL TRANSPARENCY:
The school will ensure financial transparency by making available online via the school website all financial budgeting templates with supporting documentation, Summary of Finance documentation and Audited Financial Statements. In addition, all financial and budgetary information will be made available at monthly board meetings which are open to TEA as well as the public.

Attachments

Attachment 1: Articles of Incorporation

Provide the original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation (and any restated Articles of Incorporation and Articles of Amendment). If the sponsoring entity was incorporated after January 1, 2006, submit the Certificate of Formation and the Certificate of Filing in place of the Articles of Incorporation. All forms submitted to the state must be dated prior to **January 21, 2020.**

Texas Certificate of Filing



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

Carlos H Cascos
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

File Number:

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

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

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

Dated 07/24/2015

Effective 07/24/2015

Carlos H. Cascos
Secretary of State

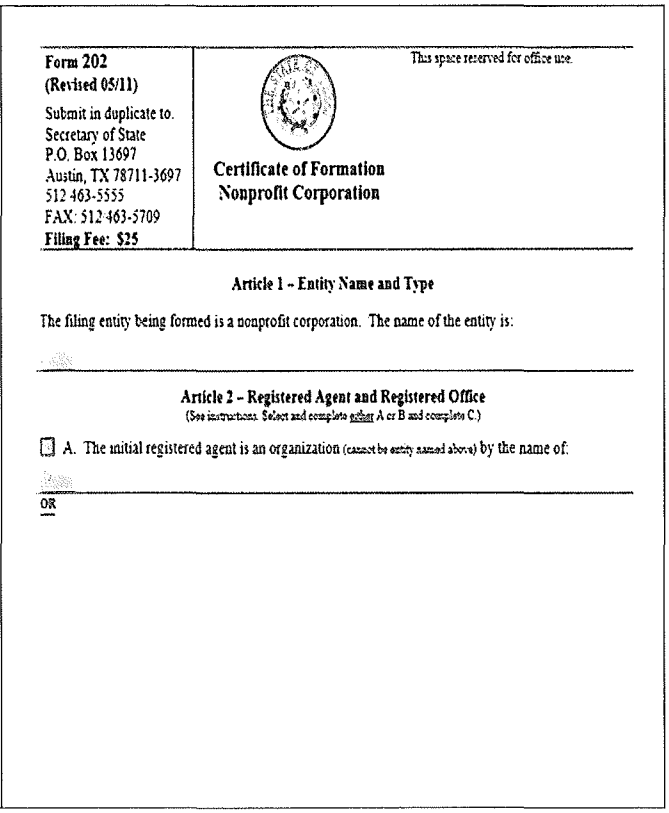
Come visit us on the Internet at http:

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

Fax: (512) 463-5709
TID:

Dial: 7-1-1 for Relay Services
Document:

Texas Certificate of Formation



Form 202
(Revised 05/11)

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

This space reserved for office use.

Certificate of Formation
Nonprofit Corporation

Article 1 - Entity Name and Type

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

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

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

OR

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

Secondary Practitioner Schools, Inc.
File Number: 803457207

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: 10/29/2019

Effective: 10/29/2019

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 #: 803457207 10/29/2019 Document #: 923428990003 Image Generated Electronically for Web Filing**

Article 1 - Corporate Name

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

Secondary Practitioner Schools, Inc.

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:
Darren White

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

Street Address:
21510 Green Thicket Ct Spring TX 77388

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: **Andria Schur**	Title: **Director**
Address: **171 S. Waterhaven Circle Montgomery TX, USA 77316**	
Director 2: **Becky Strassner**	Title: **Director**
Address: **171 S. Waterhaven Circle Montgomery TX, USA 77316-77316**	
Director 3: **Brandon Senegal**	Title: **Director**
Address: **171 S. Waterhaven Circle Montgomery TX, USA 77316-77316**	
Director 4: **Lori Meadows**	Title: **Director**
Address: **2907 Whispering Springs Dr. Spring TX, USA 77373**	

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 organization will operate exclusively for education purposes within the

meaning of Section 501 (c) (3) of the internal revenue code.

Supplemental Provisions / Information

[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.

Darren White **21510 Green Thicket court, Spring TX 77388**

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.

Darren White
Signature of organizer.

FILING OFFICE COPY

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

Ruth R. Hughs
Secretary of State

Office of the Secretary of State

October 29, 2019

Attn: Darren White

Darren White
21510 Green Thicket
Spring, TX 77388 USA

RE: Secondary Practitioner Schools, Inc.
File Number: 803457207

It has been our pleasure to file the certificate of formation and issue the enclosed certificate of filing evidencing the existence of the newly created nonprofit corporation.

Nonprofit corporations do not automatically qualify for an exemption from federal and state taxes. Shortly, the Comptroller of Public Accounts will be contacting the corporation at its registered office for information that will assist the Comptroller in setting up the franchise tax account for the corporation. Information about franchise tax, and contact information for the Comptroller's office, is available on their web site at https://window.state.tx.us/taxinfo/franchise/index.html. For information on state tax exemption, including applications and publications, visit the Comptroller's Exempt Organizations web site at https://window.state.tx.us/taxinfo/exempt/index.html. Information on exemption from federal taxes is available from the Internal Revenue Service web site at https://www.irs.gov.

Nonprofit corporations do not file annual reports with the Secretary of State, but do file a report not more often than once every four years as requested by the Secretary. It is important for the corporation to continuously maintain a registered agent and office in Texas as this is the address to which the Secretary of State will send a request to file a periodic report. Failure to maintain a registered agent or office in Texas, failure to file a change to the agent or office information, or failure to file a report when requested may result in the involuntary termination of the corporation. Additionally, a nonprofit corporation will file documents with the Secretary of State if the corporation needs to amend one of the provisions in its certificate of formation. If we can be of further service at any time, please let us know.

Sincerely,

Corporations Section
Business & Public Filings Division
(512) 463-5555
Enclosure

X

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 11-08-2019

Employer Identification Number:
84-3590904

Form: SS-4

Number of this notice: CP 575 E

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB OF THIS NOTICE.

002890.201212.196711.8852 1 MB 0.428 690

SECONDARY PRACTITIONER SCHOOLS INC
% ANDRIA SCHUR
171 S WATERHAVEN CIR
MONTGOMERY TX 77316

2890

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 84-3590904. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status under Internal Revenue Code Section 501(c)(3), organizations must complete a Form 1023-series application for recognition. All other entities should file Form 1024 if they want to request recognition under Section 501(a).

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File), you will lose your tax-exempt status if you fail to file a required return or notice for three consecutive years. We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

75

(IRS USE ONLY) 575E 11-08-2019 SECO 0 0509907005 SS-4

For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. This notice is issued only one time and IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.

* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.

* Refer to this EIN on your tax-related correspondence and documents.

* Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is SECO. You will need to provide this information, along with your EIN, if you file your returns electronically.

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter. Thank you for your cooperation.

TEXAS SECRETARY of STATE
RUTH R. HUGHS

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

Ruth R. Hughs
Secretary of State

Office of the Secretary of State

Transaction Receipt

Session ID: 102919EF5408
Document #: 923428990003
October 29, 2019

SOSDirect has received your document submission or your order for copies of or certificates related to records on file with the secretary of state. This receipt is not evidence that the secretary of state has approved the document for filing. All documents must be reviewed for statutory compliance before filing. You will be notified by email when the document is filed or rejected and when the order has been processed. Please make note of the document number referenced above so that you may track the progress of the document or order.

Expected response times for the following are:

- Filings within 2 business days following date of receipt;
- Copies (certified or plain) within 4 business days.

If you are not in receipt of your notification within this timeframe, please contact sosdirect@sos.texas.gov or call (512) 475-2755 for assistance.

Thank you for allowing us to assist you with your request. To return to the Business Organizations menu, please click here.

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

Provide the 501(c)(3) Determination Letter issued by the Internal Revenue Service (IRS) or evidence of filing for tax exempt status with the IRS.

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

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

IRS.gov

EIN Assistant

Your Progress: 1. Identity 2. Authenticate 3. Addresses 4. Details **5. EIN Confirmation**

Congratulations! The EIN has been successfully assigned.

EIN Assigned: **84-3590904**

Legal Name: **SECONDARY PRACTITIONER SCHOOLS INC**

The confirmation letter will be mailed to the applicant. This letter will be the applicant's official IRS notice and will contain important information regarding the EIN. Allow up to 4 weeks for the letter to arrive by mail.

We strongly recommend you print this page for your records.

Click "Continue" to get additional information about using the new EIN. Continue >>

Help Topics

Can the EIN be used before the confirmation letter is received?

SPRING
1411 WUNSCHE LOOP
SPRING, TX 77373-9998
488565-0373
(800)275-8777
01/21/2020 01:48 PM

Product	Qty	Unit Price	Price
First-Class Mail® Large Envelope (Domestic) (COVINGTON, KY 41012) (Weight:0 Lb 10.40 Oz) (Estimated Delivery Date) (Friday 01/24/2020)	1	$2.50	$2.50
Certified (USPS Certified Mail #) (70191120000185803721)			$3.50
Total:			$6.00
Debit Card Remit'd (Card Name:VISA) (Account [redacted] (Approval #) (Transaction #:729) (Receipt #:032763) (Debit Card Purchase:$6.00) (Cash Back:$0.00) (AID:A0000000980840 Chip) (AL:US DEBIT) (PIN:Verified)			$6.00

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.

In a hurry? Self-service kiosks offer quick and easy check-out. Any Retail Associate can show you how.

Preview your Mail
Track your Packages
Sign up for FREE @
www.informeddelivery.com

All sales final on stamps and postage.
Refunds for guaranteed services only.
Thank you for your business.

HELP US SERVE YOU BETTER

7019 1120 0001 8580 3721

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

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

COVINGTON, KY 41012 OFFICIAL USE

Certified Mail Fee	$3.50	0373 1
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	$2.50	
Total Postage and Fees	$6.00	

Postmark Here
SPRING, TX 77373
JAN 21 2020
USPS

Sent To: Internal Revenue Service
Street and Apt. No., or PO Box No.: TEGE 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

The form you are looking for begins on the next page of this file. Before viewing it, please see the important update information below.

New Mailing Address

The mailing address for certain forms have change since the forms were last published. The new mailing address are shown below.

Mailing Address for Forms **1023, 1024, 1024-A, 1028, 5300, 5307, 5310, 5310-A, 5316, 8717, 8718, 8940:**

Internal Revenue Service
TE/GE Stop 31A Team 105
P.O. Box 12192
Covington, KY 41012–0192

Deliveries by private delivery service (PDS) should be made to:

Internal Revenue Service
7940 Kentucky Drive
TE/GE Stop 31A Team 105
Florence, KY 41042

This update supplements these forms' instructions. Filers should rely on this update for the change described, which will be incorporated into the next revision of the form's instructions.

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Form **1023**
(Rev. December 2017)
Department of the Treasury
Internal Revenue Service

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

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

OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

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

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

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your **organizing document**) Secondary Practitioner Schools, Inc		2 c/o Name (if applicable) Andria Schur
3 **Mailing address** (Number and street) (see instructions) 171 S. Waterhaven Circle	Room/Suite	4 Employer Identification Number (EIN) 84-3590904
City or town, state or country, and ZIP + 4 Montgomery, Texas 77316		5 Month the annual accounting period ends (01 – 12) 12
6 Primary contact (officer, director, trustee, or **authorized representative**) **a** Name: Lori Meadows		**b** Phone: 281-799-5366 **c** Fax: (optional) N/A

7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, *Power of Attorney and Declaration of Representative,* with your application if you would like us to communicate with your representative. ☐ **Yes** ☑ **No**

8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. ☐ **Yes** ☑ **No**

9a Organization's website: **www.spsregionalhigh.com**

b Organization's email: (optional) **spsregionalhigh@gmail.com**

10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. ☐ **Yes** ☑ **No**

11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 10 / 29 / 2018

12 Were you formed under the laws of a **foreign country**? ☐ **Yes** ☑ **No**
If "Yes," state the country. **N/A**

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. See instructions. **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

1	Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification.	☑ Yes	☐ No
2	Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application.	☐ Yes	☑ No
3	Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.	☐ Yes	☑ No
4a	Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.	☐ Yes	☑ No
b	Have you been funded? If "No," explain how you are formed without anything of value placed in trust.	☐ Yes	☑ No
5	Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected.	☑ Yes	☐ No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

1	Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language.	☑
	Location of Purpose Clause (Page, Article, and Paragraph): **Page 1, Article 1, Paragraph 2, Section 1.02a**	
2a	Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.	☑
b	If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **Page 1, Article 1, Paragraph 2, Section 1.02a**	
c	See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: **Texas**	☑

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present,* and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Lori Meadows	President	171 S. Waterhaven Circle Montgomery, TX 77316	None
Brandon Senegal	Treasurer	171 S. Waterhaven Circle Montgomery, TX 77316	None
Becky Strassner	Vice President	171 S. Waterhaven Circle Montgomery, TX 77316	None
Jamie Campbell	Secretary	171 S. Waterhaven Circle Montgomery, TX 77316	None

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Not hired yet	Superintendent	N/A	150000
Not hired yet	Chief of Instruction & Accountability	N/A	120000
Not hired yet	Chief of Operations	N/A	120000
Not hired yet	Chief Financial Officer	N/A	100000
Not hired yet	Principal	N/A	110000

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
N/A			
N/A			
N/A			
N/A			
N/A			

The following "Yes" or "No" questions relate to *past, present,* or *planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family** or **business relationships**? If "Yes," identify the individuals and explain the relationship. ☐ **Yes** ☑ **No**

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☐ **Yes** ☑ **No**

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☐ **Yes** ☑ **No**

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☐ **Yes** ☑ **No**

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☑ **Yes** ☐ **No**

b Do you or will you approve compensation arrangements in advance of paying compensation? ☑ **Yes** ☐ **No**

c Do you or will you document in writing the date and terms of approved compensation arrangements? ☑ **Yes** ☐ **No**

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

d	Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?	☑ Yes	☐ No
e	Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	☑ Yes	☐ No
f	Do you or will you record in writing both the information on which you relied to base your decision and its source?	☑ Yes	☐ No
g	If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.		
5a	Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.	☑ Yes	☐ No
b	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?		
c	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves? **Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.		
6a	Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	☐ Yes	☑ No
b	Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than $50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	☐ Yes	☑ No
7a	Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases.	☐ Yes	☑ No
b	Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales.	☐ Yes	☑ No
8a	Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f.	☐ Yes	☑ No
b	Describe any written or oral arrangements that you made or intend to make.		
c	Identify with whom you have or will have such arrangements.		
d	Explain how the terms are or will be negotiated at arm's length.		
e	Explain how you determine you pay no more than fair market value or you are paid at least fair market value.		
f	Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.		
9a	Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f.	☐ Yes	☑ No

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

b Describe any written or oral arrangements you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.

f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI **Your Members and Other Individuals and Organizations That Receive Benefits From You**

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present,* and *planned* activities. See instructions.

1a	In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals.	☑ **Yes**	☐ **No**
b	In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations.	☑ **Yes**	☐ **No**
2	Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.	☐ **Yes**	☑ **No**
3	Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds.	☐ **Yes**	☑ **No**

Part VII **Your History**

The following "Yes" or "No" questions relate to your history. See instructions.

1	Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G.	☐ **Yes**	☑ **No**
2	Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E.	☐ **Yes**	☑ **No**

Part VIII **Your Specific Activities**

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present,* and *planned* activities. See instructions.

1	Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain.	☐ **Yes**	☑ **No**
2a	Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a.	☐ **Yes**	☑ **No**
b	Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.	☐ **Yes**	☑ **No**
3a	Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data.	☐ **Yes**	☑ **No**
b	Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements.	☐ **Yes**	☑ **No**
c	List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.		

Part VIII Your Specific Activities *(Continued)*

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. See instructions. ☑ Yes ☐ No

- ☑ mail solicitations
- ☑ email solicitations
- ☑ personal solicitations
- ☐ vehicle, boat, plane, or similar donations
- ☑ foundation grant solicitations
- ☑ phone solicitations
- ☑ accept donations on your website
- ☐ receive donations from another organization's website
- ☑ government grant solicitations
- ☐ Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ Yes ☑ No

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ Yes ☑ No

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ Yes ☑ No

5 Are you **affiliated** with a governmental unit? If "Yes," explain. ☐ Yes ☑ No

6a Do you or will you engage in **economic development**? If "Yes," describe your program. ☐ Yes ☑ No

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☐ Yes ☑ No

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. ☐ Yes ☑ No

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ Yes ☑ No

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ Yes ☑ No

b Do you provide childcare so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

c Of the children for whom you provide childcare, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ Yes ☑ No

Part VIII Your Specific Activities *(Continued)*

11	Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution.	☐ Yes	☑ No
12a	Do you or will you operate in a **foreign country** or **countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a.	☐ Yes	☑ No
b	Name the foreign countries and regions within the countries in which you operate.		
c	Describe your operations in each country and region in which you operate.		
d	Describe how your operations in each country and region further your exempt purposes.		
13a	Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a.	☐ Yes	☑ No
b	Describe how your grants, loans, or other distributions to organizations further your exempt purposes.		
c	Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract.	☐ Yes	☐ No
d	Identify each recipient organization and any **relationship** between you and the recipient organization.		
e	Describe the records you keep with respect to the grants, loans, or other distributions you make.		
f	Describe your selection process, including whether you do any of the following.		
	(i) Do you require an application form? If "Yes," attach a copy of the form.	☐ Yes	☐ No
	(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused.	☐ Yes	☐ No
g	Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.		
14a	Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15.	☐ Yes	☑ No
b	Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.		
c	Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries.	☐ Yes	☐ No
d	Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors.	☐ Yes	☐ No
e	Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information.	☐ Yes	☐ No
f	Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately.	☐ Yes	☐ No

Part VIII Your Specific Activities *(Continued)*

15	Do you have a **close connection** with any organizations? If "Yes," explain.	☐ Yes	☑ No
16	Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain.	☐ Yes	☑ No
17	Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain.	☐ Yes	☑ No
18	Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain.	☐ Yes	☑ No
19	Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.	☑ Yes	☐ No
20	Is your main function to provide **hospital** or **medical care**? If "Yes," complete Schedule C.	☐ Yes	☑ No
21	Do you or will you provide **low-income housing** or housing for the **elderly** or **handicapped**? If "Yes," complete Schedule F.	☐ Yes	☑ No
22	Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. **Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.	☐ Yes	☑ No

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years.

1. If in existence less than 5 years, complete the statement for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of:
   a. Three years of financial information if you have not completed one tax year, or
   b. Four years of financial information if you have completed one tax year. See instructions.
2. If in existence 5 or more years, complete the schedule for the most recent 5 tax years. You will need to provide a separate statement that includes information about the most recent 5 tax years because the data table in Part IX has not been updated to provide for a 5th year. See instructions.

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
		(a) From 1/2019 To 12/2019	(b) From 1/2020 To 12/2020	(c) From 1/2021 To 12/2021	(d) From To	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	0	0	350000		
	2 Membership fees received	0	0	0		
	3 Gross investment income	0	0	0		
	4 Net unrelated business income	0	0	0		
	5 Taxes levied for your benefit	0	0	0		
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0	0	0		
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)	0	0	0		
	8 Total of lines 1 through 7	0	0	350000		
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0	0	0		
	10 Total of lines 8 and 9	0	0	0		
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0	0	0		
	12 **Unusual grants**		0	0		
	13 Total Revenue Add lines 10 through 12	0	0	0		
Expenses	14 Fundraising expenses	0	0	0		
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0	0	0		
	16 Disbursements to or for the benefit of members (attach an itemized list)	0	0	0		
	17 Compensation of officers, directors, and trustees	0	0	0		
	18 Other salaries and wages	0	0	350000		
	19 Interest expense	0	0	0		
	20 Occupancy (rent, utilities, etc.)	0	0	0		
	21 Depreciation and depletion	0	0	0		
	22 Professional fees	0	0	0		
	23 Any expense not otherwise classified, such as program services (attach itemized list)	0	0	0		
	24 Total Expenses Add lines 14 through 23	0	0	350000		

Part IX Financial Data *(Continued)*

B. Balance Sheet (for your most recently completed tax year) — Year End: 2019

			(Whole dollars)
	Assets		
1	Cash	1	
2	Accounts receivable, net	2	
3	Inventories	3	
4	Bonds and notes receivable (attach an itemized list)	4	
5	Corporate stocks (attach an itemized list)	5	
6	Loans receivable (attach an itemized list)	6	
7	Other investments (attach an itemized list)	7	
8	Depreciable and depletable assets (attach an itemized list)	8	
9	Land	9	
10	Other assets (attach an itemized list)	10	
11	Total Assets (add lines 1 through 10)	11	
	Liabilities		
12	Accounts payable	12	
13	Contributions, gifts, grants, etc. payable	13	
14	Mortgages and notes payable (attach an itemized list)	14	
15	Other liabilities (attach an itemized list)	15	
16	Total Liabilities (add lines 12 through 15)	16	
	Fund Balances or Net Assets		
17	Total fund balances or net assets	17	
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	

19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. ☐ Yes ☑ No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. See instructions.

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. ☐ Yes ☑ No

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. ☐

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. ☐ Yes ☐ No

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. ☐ Yes ☐ No

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? ☐ Yes ☐ No

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

The organization is not a private foundation because it is:

a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. ☐

b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B. ☑

c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. ☐

d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, h, or i or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. ☐

Part X Public Charity Status *(Continued)*

e 509(a)(4) – an organization organized and operated exclusively for testing for public safety. ☐

f 509(a)(1) and 170(b)(1)(A)(iv) – an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐

g 509(a)(1) and 170(b)(1)(A)(ix) – an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university. ☐

h 509(a)(1) and 170(b)(1)(A)(vi) – an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐

i 509(a)(2) – an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐

j A publicly supported organization, but unsure if it is described in 5h or 5i. You would like the IRS to decide the correct status. ☐

6 If you checked box h, i, or j in question 5 above, and you have been in existence more than 5 years, you must confirm your public support status. Answer line 6a if you checked box h in line 5 above. Answer line 6b if you checked box i in line 5 above. If you checked box j in line 5 above, answer both lines 6a and 6b.

a **(i)** Enter 2% of line 8, column (e) on Part IX-A Statement of Revenues and Expenses _____

(ii) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," state this.

b **(i)** For each year amounts are included on lines 1, 2, and 9 of Part IX-A Statement of Revenues and Expenses, attach a list showing the name and amount received from each **disqualified person.** If the answer is "None," state this.

(ii) For each year amounts were included on line 9 of Part IX-A Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of Line 10, Part IX-A Statement of Revenues and Expenses, or (2) $5,000. If the answer is "None," state this.

7 Did you receive any unusual grants during any of the years shown on Part IX-A Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ **Yes** ☑ **No**

Part XI User Fee Information and Signature

You must include the correct user fee payment with this application. If you do not submit the correct user fee, we will not process the application and we will return it to you. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at *www.irs.gov* and type "Exempt Organizations User Fee" in the search box, or call Customer Account Services at 1-877-829-5500 for current information.

Enter the amount of the user fee paid: $600

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here ▶ _____ (Signature of Officer, Director, Trustee, or other authorized official)

Lori Meadows (Type or print name of signer)

Board President (Type or print title or authority of signer)

_____ (Date)

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Schedule A. Churches

1a	Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," attach copies of relevant documents.	☐ Yes	☐ No
b	Do you have a form of worship? If "Yes," describe your form of worship.	☐ Yes	☐ No
2a	Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline.	☐ Yes	☐ No
b	Do you have a distinct religious history? If "Yes," describe your religious history.	☐ Yes	☐ No
c	Do you have a literature of your own? If "Yes," describe your literature.	☐ Yes	☐ No
3	Describe the organization's religious hierarchy or ecclesiastical government.		
4a	Do you have regularly scheduled religious services? If "Yes," describe the nature of the services and provide representative copies of relevant literature such as church bulletins.	☐ Yes	☐ No
b	What is the average attendance at your regularly scheduled religious services?		
5a	Do you have an established place of worship? If "Yes," refer to the instructions for the information required.	☐ Yes	☐ No
b	Do you own the property where you have an established place of worship?	☐ Yes	☐ No
6	Do you have an established congregation or other regular membership group? If "No," refer to the instructions.	☐ Yes	☐ No
7	How many members do you have?		
8a	Do you have a process by which an individual becomes a member? If "Yes," describe the process and complete lines 8b–8d, below.	☐ Yes	☐ No
b	If you have members, do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have.	☐ Yes	☐ No
c	May your members be associated with another denomination or church?	☐ Yes	☐ No
d	Are all of your members part of the same **family**?	☐ Yes	☐ No
9	Do you conduct baptisms, weddings, funerals, etc.?	☐ Yes	☐ No
10	Do you have a school for the religious instruction of the young?	☐ Yes	☐ No
11a	Do you have a minister or religious leader? If "Yes," describe this person's role and explain whether the minister or religious leader was ordained, commissioned, or licensed after a prescribed course of study.	☐ Yes	☐ No
b	Do you have schools for the preparation of your ordained ministers or religious leaders?	☐ Yes	☐ No
12	Is your minister or religious leader also one of your officers, directors, or trustees?	☐ Yes	☐ No
13	Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure.	☐ Yes	☐ No
14	Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. Include the name of the group of churches.	☐ Yes	☐ No
15	Do you issue church charters? If "Yes," describe the requirements for issuing a charter.	☐ Yes	☐ No
16	Did you pay a fee for a church charter? If "Yes," attach a copy of the charter.	☐ Yes	☐ No
17	Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain.	☐ Yes	☐ No

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

1a	Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B.	☐ Yes	☑ No
b	Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B.	☐ Yes	☐ No
2a	Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B.	☐ Yes	☑ No
b	Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B.	☐ Yes	☐ No
3	In what public school district, county, and state are you located?		
4	Were you formed or substantially expanded at the time of public school desegregation in the above school district or county?	☐ Yes	☐ No
5	Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain.	☐ Yes	☐ No
6	Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain.	☐ Yes	☐ No
7	Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. **Note:** Make sure your answer is consistent with the information provided in Part VIII, line 7a.	☐ Yes	☐ No
8	Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Note:** Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.	☐ Yes	☐ No

Section II Establishment of Racially Nondiscriminatory Policy

Information required by **Revenue Procedure 75-50.**

1	Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Pub. 557.	☐ Yes	☐ No
2	Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy?	☐ Yes	☐ No
a	If "Yes," attach a representative sample of each document.		
b	If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.	▶ ☐	
3	Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? See the instructions for specific requirements. If "No," explain.	☐ Yes	☐ No
4	Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully.	☐ Yes	☐ No

Schedule B. Schools, Colleges, and Universities *(Continued)*

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. ☐ **Yes** ☐ **No**

8 Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure 75-50? If "No," explain. See instructions. ☐ **Yes** ☐ **No**

Schedule C. Hospitals and Medical Research Organizations

Check the box if you are a **hospital**. See the instructions for a definition of the term "hospital," which includes an organization whose principal purpose or function is providing **hospital** or **medical care**. Complete Section I below. ☐

Check the box if you are a **medical research organization** operated in conjunction with a hospital. See the instructions for a definition of the term "medical research organization," which refers to an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research in conjunction with a hospital. Complete Section II. ☐

Section I Hospitals

1a	Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected.	☐ Yes	☐ No
2a	Do you or will you provide medical services to all individuals in your community who can pay for themselves or have private health insurance? If "No," explain.	☐ Yes	☐ No
b	Do you or will you provide medical services to all individuals in your community who participate in Medicare? If "No," explain.	☐ Yes	☐ No
c	Do you or will you provide medical services to all individuals in your community who participate in Medicaid? If "No," explain.	☐ Yes	☐ No
3a	Do you or will you require persons covered by Medicare or Medicaid to pay a deposit before receiving services? If "Yes," explain.	☐ Yes	☐ No
b	Does the same deposit requirement, if any, apply to all other patients? If "No," explain.	☐ Yes	☐ No
4a	Do you or will you maintain a full-time emergency room? If "No," explain why you do not maintain a full-time emergency room. Also, describe any emergency services that you provide.	☐ Yes	☐ No
b	Do you have a policy on providing emergency services to persons without apparent means to pay? If "Yes," provide a copy of the policy.	☐ Yes	☐ No
c	Do you have any arrangements with police, fire, and voluntary ambulance services for the delivery or admission of emergency cases? If "Yes," describe the arrangements, including whether they are written or oral agreements. If written, submit copies of all such agreements.	☐ Yes	☐ No
5a	Do you provide for a portion of your services and facilities to be used for charity patients? If "Yes," answer 5b through 5e.	☐ Yes	☐ No
b	Explain your policy regarding charity cases, including how you distinguish between charity care and bad debts. Submit a copy of your written policy.		
c	Provide data on your past experience in admitting charity patients, including amounts you expend for treating charity care patients and types of services you provide to charity care patients.		
d	Describe any arrangements you have with federal, state, or local governments or government agencies for paying for the cost of treating charity care patients. Submit copies of any written agreements.		
e	Do you provide services on a sliding fee schedule depending on financial ability to pay? If "Yes," submit your sliding fee schedule.	☐ Yes	☐ No
6a	Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs.	☐ Yes	☐ No
b	Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs.	☐ Yes	☐ No
7	Do you or will you provide office space to physicians carrying on their own medical practices? If "Yes," describe the criteria for who may use the space, explain the means used to determine that you are paid at least fair market value, and submit representative lease agreements.	☐ Yes	☐ No
8	Is your board of directors comprised of a majority of individuals who are representative of the community you serve? Include a list of each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative.	☐ Yes	☐ No
9	Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all agreements. **Note:** Make sure your answer is consistent with the information provided in Part VIII, line 8.	☐ Yes	☐ No

Schedule C. Hospitals and Medical Research Organizations *(Continued)*

Section I Hospitals *(Continued)*

10	Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Note:** Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.	☐ Yes	☐ No
11	Do you or will you offer recruitment incentives to physicians? If "Yes," describe your recruitment incentives and attach copies of all written recruitment incentive policies.	☐ Yes	☐ No
12	Do you or will you lease equipment, assets, or office space from physicians who have a financial or professional relationship with you? If "Yes," explain how you establish a fair market value for the lease.	☐ Yes	☐ No
13	Have you purchased medical practices, ambulatory surgery centers, or other business assets from physicians or other persons with whom you have a business relationship, aside from the purchase? If "Yes," submit a copy of each purchase and sales contract and describe how you arrived at fair market value, including copies of appraisals.	☐ Yes	☐ No
14	Have you adopted a **conflict of interest policy** consistent with the sample health care organization conflict of interest policy in Appendix A of the instructions? If "Yes," submit a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," explain how you will avoid any conflicts of interest in your business dealings.	☐ Yes	☐ No

Section II Medical Research Organizations

1	Name the hospitals with which you have a relationship and describe the relationship. Attach copies of written agreements with each hospital that demonstrate continuing relationships between you and the hospital(s).
2	Attach a schedule describing your present and proposed activities for the direct conduct of medical research; describe the nature of the activities, and the amount of money that has been or will be spent in carrying them out.
3	Attach a schedule of assets showing their fair market value and the portion of your assets directly devoted to medical research.

Schedule D. Section 509(a)(3) Supporting Organizations

Section I Identifying Information About the Supported Organization(s)

1 State the names, addresses, and EINs of the supported organizations. If additional space is needed, attach a separate sheet.

Name	Address	EIN

2 Are all supported organizations listed in line 1 public charities under section 509(a)(1) or (2)? If "Yes," go to Section II. If "No," go to line 3. ☐ Yes ☐ No

3 Do the supported organizations have tax-exempt status under section 501(c)(4), 501(c)(5), or 501(c)(6)? ☐ Yes ☐ No
If "Yes," for each 501(c)(4), (5), or (6) organization supported, provide the following financial information.
- Part IX-A. Statement of Revenues and Expenses, lines 1–13, and
- Part X, lines 6b(i), 6b(ii), and 7.

If "No," attach a statement describing how each organization you support is a public charity under section 509(a)(1) or (2).

Section II Relationship with Supported Organization(s)—Three Tests

To be classified as a supporting organization, an organization must meet one of three relationship tests.
Test 1: "Operated, supervised, or controlled by" one or more publicly supported organizations, or
Test 2: "Supervised or controlled in connection with" one or more publicly supported organizations, or
Test 3: "Operated in connection with" one or more publicly supported organizations.

1 Information to establish the "operated, supervised, or controlled by" relationship (Test 1)
Is a majority of your governing board or officers elected or appointed by the supported organization(s)? ☐ Yes ☐ No
If "Yes," describe the process by which your governing board is appointed and elected; go to Section III.
If "No," continue to line 2.

2 Information to establish the "supervised or controlled in connection with" relationship (Test 2)
Does a majority of your governing board consist of individuals who also serve on the governing board of the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," go to line 3. ☐ Yes ☐ No

3 Information to establish the "operated in connection with" responsiveness test (Test 3)
Are you a trust from which the named supported organization(s) can enforce and compel an accounting under state law? If "Yes," explain whether you advised the supported organization(s) in writing of these rights and provide a copy of the written communication documenting this; go to Section II, line 5. If "No," go to line 4a. ☐ Yes ☐ No

4 Information to establish the alternative "operated in connection with" responsiveness test (Test 3)

a Do the officers, directors, trustees, or members of the supported organization(s) elect or appoint one or more of your officers, directors, or trustees? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4b. ☐ Yes ☐ No

b Do one or more members of the governing body of the supported organization(s) also serve as your officers, directors, or trustees or hold other important offices with respect to you? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4c. ☐ Yes ☐ No

c Do your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of the supported organization(s)? If "Yes," explain and provide documentation. ☐ Yes ☐ No

d Do the supported organization(s) have a significant voice in your investment policies, in the making and timing of grants, and in otherwise directing the use of your income or assets? If "Yes," explain and provide documentation. ☐ Yes ☐ No

e Describe and provide copies of written communications documenting how you made the supported organization(s) aware of your supporting activities.

5 Information to establish the "operated in connection with" integral part test (Test 3)
Do you conduct activities that would otherwise be carried out by the supported organization(s)? If "Yes," explain and go to Section III. If "No," continue to line 6a. ☐ Yes ☐ No

Schedule D. Section 509(a)(3) Supporting Organizations *(Continued)*

Section II Relationship with Supported Organization(s)—Three Tests *(Continued)*

6 Information to establish the alternative "operated in connection with" integral part test (Test 3)

a Do you distribute at least 85% of your annual **net income** to the supported organization(s)? If "Yes," go to line 6b. See instructions. ☐ Yes ☐ No

If "No," state the percentage of your income that you distribute to each supported organization. Also explain how you ensure that the supported organization(s) are attentive to your operations.

b How much do you contribute annually to each supported organization? Attach a schedule.

c What is the total annual revenue of each supported organization? If you need additional space, attach a list.

d Do you or the supported organization(s) **earmark** your funds for support of a particular program or activity? If "Yes," explain. ☐ Yes ☐ No

7a Does your organizing document specify the supported organization(s) by name? If "Yes," state the article and paragraph number and go to Section III. If "No," answer line 7b. ☐ Yes ☐ No

b Attach a statement describing whether there has been an historic and continuing relationship between you and the supported organization(s).

Section III Organizational Test

1a If you met relationship Test 1 or Test 2 in Section II, your organizing document must specify the supported organization(s) by name, or by naming a similar purpose or charitable class of beneficiaries. If your organizing document complies with this requirement, answer "Yes." If your organizing document does not comply with this requirement, answer "No," and see the instructions. ☐ Yes ☐ No

b If you met relationship Test 3 in Section II, your organizing document must generally specify the supported organization(s) by name. If your organizing document complies with this requirement, answer "Yes," and go to Section IV. If your organizing document does not comply with this requirement, answer "No," and see the instructions. ☐ Yes ☐ No

Section IV Disqualified Person Test

You do not qualify as a supporting organization if you are **controlled** directly or indirectly by one or more **disqualified persons** (as defined in section 4946) other than **foundation managers** or one or more organizations that you support. Foundation managers who are also disqualified persons for another reason are disqualified persons with respect to you.

1a Do any persons who are disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If "Yes," (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons. ☐ Yes ☐ No

b Do any persons who have a family or business relationship with any disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If "Yes," (1) describe the process by which individuals with a family or business relationship with disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons, the individuals with a family or business relationship with disqualified persons, and the foundation managers appointed, and (3) explain how control is vested over your operations (including assets and activities) in individuals other than disqualified persons. ☐ Yes ☐ No

c Do any persons who are disqualified persons, (except individuals who are disqualified persons only because they are foundation managers), have any influence regarding your operations, including your assets or activities? If "Yes," (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons. ☐ Yes ☐ No

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation

Schedule E is intended to determine whether you are eligible for tax exemption under section 501(c)(3) from the postmark date of your application or from your date of incorporation or formation, whichever is earlier.

1	Are you a church, association of churches, or integrated auxiliary of a church? If "Yes," complete Schedule A and stop here. Do not complete the remainder of Schedule E.	☐ Yes	☐ No
2a	Are you a public charity with annual **gross receipts** that are normally $5,000 or less? If "Yes," stop here. Answer "No" if you are a private foundation, regardless of your gross receipts.	☐ Yes	☐ No
b	If your gross receipts were normally more than $5,000, are you filing this application within 90 days from the end of the tax year in which your gross receipts were normally more than $5,000? If "Yes," stop here.	☐ Yes	☐ No
3a	Were you included as a subordinate in a group exemption application or letter? If "No," go to line 4.	☐ Yes	☐ No
b	If you were included as a subordinate in a group exemption letter, are you filing this application within 27 months from the date you were notified by the organization holding the group exemption letter or the Internal Revenue Service that you cease to be covered by the group exemption letter? If "Yes," stop here.	☐ Yes	☐ No
c	If you were included as a subordinate in a timely filed group exemption request that was denied, are you filing this application within 27 months from the postmark date of the Internal Revenue Service final adverse ruling letter? If "Yes," stop here.	☐ Yes	☐ No
4	Were you created on or before October 9, 1969? If "Yes," stop here. Do not complete the remainder of this schedule.	☐ Yes	☐ No
5	If you answered "No" to lines 1 through 4, we cannot recognize you as tax exempt from your date of formation unless you qualify for an extension of time to apply for exemption. Do you wish to request an extension of time to apply to be recognized as exempt from the date you were formed? If "Yes," attach a statement explaining why you did not file this application within the 27-month period. Do not answer lines 6 or 7. If "No," go to line 6a.	☐ Yes	☐ No
6a	If you answered "No" to line 5, you can only be exempt under section 501(c)(3) from the postmark date of this application. Therefore, do you want us to treat this application as a request for tax exemption from the postmark date? **Note:** Be sure your ruling eligibility agrees with your answer to Part X, line 6.	☐ Yes	☐ No
b	Do you anticipate significant changes in your sources of support in the future? If "Yes," complete line 7 below.	☐ Yes	☐ No

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation *(Continued)*

7 Complete this item only if you answered "Yes" to line 6b. Include projected revenue for the first two full years following the current tax year.

Type of Revenue	Projected revenue for 2 years following current tax year		
	(a) From _____ To _____	(b) From _____ To _____	(c) Total
1 Gifts, grants, and contributions received (do not include unusual grants)			
2 Membership fees received			
3 Gross investment income			
4 Net unrelated business income			
5 Taxes levied for your benefit			
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)			
7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)			
8 Total of lines 1 through 7			
9 Gross receipts from admissions, merchandise sold, or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)			
10 Total of lines 8 and 9			
11 Net gain or loss on sale of capital assets (attach an itemized list)			
12 Unusual grants			
13 Total revenue. Add lines 10 through 12			

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing

Section I General Information About Your Housing

1	Describe the type of housing you provide.		
2	Provide copies of any application forms you use for admission.		
3	Explain how the public is made aware of your facility.		
4a	Provide a description of each facility.		
b	What is the total number of residents each facility can accommodate?		
c	What is your current number of residents in each facility?		
d	Describe each facility in terms of whether residents rent or purchase housing from you.		
5	Attach a sample copy of your residency or homeownership contract or agreement.		
6	Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all joint venture agreements. **Note:** Make sure your answer is consistent with the information provided in Part VIII, line 8.	☐ Yes	☐ No
7	Do you or will you contract with another organization to develop, build, market, or finance your housing? If "Yes," explain how that entity is selected, explain how the terms of any contract(s) are negotiated at arm's length, and explain how you determine you will pay no more than fair market value for services. **Note:** Make sure your answer is consistent with the information provided in Part VIII, line 7a.	☐ Yes	☐ No
8	Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Note:** Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.	☐ Yes	☐ No
9	Do you participate in any government housing programs? If "Yes," describe these programs.	☐ Yes	☐ No
10a	Do you own the facility? If "No," describe any enforceable rights you possess to purchase the facility in the future; go to line 10c. If "Yes," answer line 10b.	☐ Yes	☐ No
b	How did you acquire the facility? For example, did you develop it yourself, purchase a project, etc. Attach all contracts, transfer agreements, or other documents connected with the acquisition of the facility.		
c	Do you lease the facility or the land on which it is located? If "Yes," describe the parties to the lease(s) and provide copies of all leases.	☐ Yes	☐ No

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing *(Continued)*

Section II Homes for the Elderly or Handicapped

1a	Do you provide housing for the elderly? If "Yes," describe who qualifies for your housing in terms of age, infirmity, or other criteria and explain how you select persons for your housing.	☐ Yes	☐ No
b	Do you provide housing for the handicapped? If "Yes," describe who qualifies for your housing in terms of disability, income levels, or other criteria and explain how you select persons for your housing.	☐ Yes	☐ No
2a	Do you charge an entrance or founder's fee? If "Yes," describe what this charge covers, whether it is a one-time fee, how the fee is determined, whether it is payable in a lump sum or on an installment basis, whether it is refundable, and the circumstances, if any, under which it may be waived.	☐ Yes	☐ No
b	Do you charge periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined.	☐ Yes	☐ No
c	Is your housing affordable to a significant segment of the elderly or handicapped persons in the community? Identify your **community**. Also, if "Yes," explain how you determine your housing is affordable.	☐ Yes	☐ No
3a	Do you have an established policy concerning residents who become unable to pay their regular charges? If "Yes," describe your established policy.	☐ Yes	☐ No
b	Do you have any arrangements with government welfare agencies or others to absorb all or part of the cost of maintaining residents who become unable to pay their regular charges? If "Yes," describe these arrangements.	☐ Yes	☐ No
4	Do you have arrangements for the healthcare needs of your residents? If "Yes," describe these arrangements.	☐ Yes	☐ No
5	Are your facilities designed to meet the physical, emotional, recreational, social, religious, and/or other similar needs of the elderly or handicapped? If "Yes," describe these design features.	☐ Yes	☐ No

Section III Low-Income Housing

1	Do you provide low-income housing? If "Yes," describe who qualifies for your housing in terms of income levels or other criteria, and describe how you select persons for your housing.	☐ Yes	☐ No
2	In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined.	☐ Yes	☐ No
3a	Is your housing affordable to low income residents? If "Yes," describe how your housing is made affordable to low-income residents. **Note:** Revenue Procedure 96-32, 1996-1 C.B. 717, provides guidelines for providing low-income housing that will be treated as charitable. (At least 75% of the units are occupied by low-income tenants or 40% are occupied by tenants earning not more than 120% of the very low-income levels for the area.)	☐ Yes	☐ No
b	Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions.	☐ Yes	☐ No
4	Do you provide social services to residents? If "Yes," describe these services.	☐ Yes	☐ No

Schedule G. Successors to Other Organizations

1a Are you a **successor** to a **for-profit organization**? If "Yes," explain the relationship with the **predecessor** organization that resulted in your creation and complete line 1b. ☐ **Yes** ☐ **No**

b Explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status.

2a Are you a successor to an organization other than a for-profit organization? Answer "Yes" if you have taken or will take over the activities of another organization; or you have taken or will take over 25% or more of the fair market value of the net assets of another organization. If "Yes," explain the relationship with the other organization that resulted in your creation. ☐ **Yes** ☐ **No**

b Provide the tax status of the predecessor organization.

c Did you or did an organization to which you are a successor previously apply for tax exemption under section 501(c)(3) or any other section of the Code? If "Yes," explain how the application was resolved. ☐ **Yes** ☐ **No**

d Was your prior tax exemption or the tax exemption of an organization to which you are a successor revoked or suspended? If "Yes," explain. Include a description of the corrections you made to re-establish tax exemption. ☐ **Yes** ☐ **No**

e Explain why you took over the activities or assets of another organization.

3 Provide the name, last address, and EIN of the predecessor organization and describe its activities.

Name: _____ **EIN:** _____

Address: _____

4 List the owners, partners, principal stockholders, officers, and governing board members of the predecessor organization. Attach a separate sheet if additional space is needed.

Name	Address	Share/Interest (If a for-profit)

5 Do or will any of the persons listed in line 4, maintain a working relationship with you? If "Yes," describe the relationship in detail and include copies of any agreements with any of these persons or with any for-profit organizations in which these persons own more than a 35% interest. ☐ **Yes** ☐ **No**

6a Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof. ☐ **Yes** ☐ **No**

b Were any restrictions placed on the use or sale of the assets? If "Yes," explain the restrictions. ☐ **Yes** ☐ **No**

c Provide a copy of the agreement(s) of sale or transfer.

7 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed. ☐ **Yes** ☐ **No**

8 Will you lease or rent any property or equipment previously owned or used by the predecessor for-profit organization, or from persons listed in line 4, or from for-profit organizations in which these persons own more than a 35% interest? If "Yes," submit a copy of the lease or rental agreement(s). Indicate how the lease or rental value of the property or equipment was determined. ☐ **Yes** ☐ **No**

9 Will you lease or rent property or equipment to persons listed in line 4, or to for-profit organizations in which these persons own more than a 35% interest? If "Yes," attach a list of the property or equipment, provide a copy of the lease or rental agreement(s), and indicate how the lease or rental value of the property or equipment was determined. ☐ **Yes** ☐ **No**

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures

Section I *Names of individual recipients are not required to be listed in Schedule H.*

Public charities and private foundations complete lines 1a through 7 of this section. See the instructions to Part X if you are not sure whether you are a public charity or a private foundation.

1 a Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc.

b Describe the purpose and amount of your scholarships, fellowships, and other educational grants and loans that you award.

c If you award educational loans, explain the terms of the loans (interest rate, length, forgiveness, etc.).

d Specify how your program is publicized.

e Provide copies of any solicitation or announcement materials.

f Provide a sample copy of the application used.

2 Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," refer to the instructions. ☐ Yes ☐ No

3 Describe the specific criteria you use to determine who is eligible for your program. (For example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.)

4 a Describe the specific criteria you use to select recipients. (For example, specific selection criteria could consist of prior academic performance, financial need, etc.)

b Describe how you determine the number of grants that will be made annually.

c Describe how you determine the amount of each of your grants.

d Describe any requirement or condition that you impose on recipients to obtain, maintain, or qualify for renewal of a grant. (For example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.)

5 Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Describe whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.

6 Who is on the selection committee for the awards made under your program, including names of current committee members, criteria for committee membership, and the method of replacing committee members?

7 Are relatives of members of the selection committee, or of your officers, directors, or **substantial contributors** eligible for awards made under your program? If "Yes," what measures are taken to ensure unbiased selections? ☐ Yes ☐ No

Note: If you are a private foundation, you are not permitted to provide educational grants to **disqualified persons.** Disqualified persons include your substantial contributors and foundation managers and certain family members of disqualified persons.

Section II **Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section.**

1 a If we determine that you are a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures? ☐ Yes ☐ No ☐ N/A

b For which section(s) do you wish to be considered?

- 4945(g)(1)—Scholarship or fellowship grant to an individual for study at an educational institution ☐
- 4945(g)(3)—Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product ☐

2 Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring? ☐ Yes ☐ No

3 Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in line 2? ☐ Yes ☐ No

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(Continued)*

Section II **Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section.** *(Continued)*

4a	Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an *employee of a particular employer?* If "Yes," complete lines 4b through 4f.	☐ Yes	☐ No	
b	Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? (See lines 4c, 4d, and 4e, regarding the percentage tests.)	☐ Yes	☐ No	
c	Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer?	☐ Yes	☐ No	☐ N/A
	If "Yes," will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39?	☐ Yes	☐ No	
d	Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer?	☐ Yes	☐ No	☐ N/A
	If "Yes," will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? If "No," go to line 4e.	☐ Yes	☐ No	
e	If you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer, will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39?	☐ Yes	☐ No	☐ N/A
	If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution. If "No," go to line 4f.			
	Note: Statistical or sampling techniques are not acceptable. See Revenue Procedure 85-51, 1985-2 C.B. 717, for additional information.			
f	If you provide scholarships, fellowships, or educational loans to attend an educational institution to *children of employees of a particular employer* without regard to either the 25% limitation described in line 4d, or the 10% limitation described in line 4e, will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances that you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test described in line 4d or the 10% test described in line 4e.	☐ Yes	☐ No	

Form 1023 Checklist

(Revised December 2017)

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

Note: Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

☑ Assemble the application and materials in this order.
- Form 1023 Checklist
- Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
- Form 8821, *Tax Information Authorization* (if filing)
- Expedite request (if requesting)
- Application (Form 1023 and Schedules A through H, as required)
- Articles of organization
- Amendments to articles of organization in chronological order
- Bylaws or other rules of operation and amendments
- Documentation of nondiscriminatory policy for schools, as required by Schedule B
- Form 5768, Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation (if filing)
- All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.

☑ User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.

☑ Employer Identification Number (EIN)

☑ Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
- Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
- Describe your purposes and proposed activities in specific easily understood terms.
- Financial information should correspond with proposed activities.

☑ Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

Schedule A	Yes ___	No ___	Schedule E	Yes ___	No ___
Schedule B	Yes ✓	No ___	Schedule F	Yes ___	No ___
Schedule C	Yes ___	No ___	Schedule G	Yes ___	No ___
Schedule D	Yes ___	No ___	Schedule H	Yes ___	No ___

☑ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Page 1, Article 1, 2
- Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law Page 1, Article1, 2

☑ Signature of an officer, director, trustee, or other official who is authorized to sign the application.
- Signature at Part XI of Form 1023.

☑ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
Attention: EO Determination Letters
Stop 31
P.O. Box 12192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
Attention: EO Determination Letters
Stop 31
201 West Rivercenter Boulevard
Covington, KY 41011

Attachment 3: Applicant Information Session Documentation

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

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

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

GEN25 APP INFO SESSION
NOV 1 '19 AM9:26

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: Region High School

Sponsoring Entity Name *as reflected on the 501(c)(3) form*: tbd - designation in process (Secondary Practitioner Schools)

Application Contact Name: Andria Schur Andria Schur

Title/Role: Founder

Email: dr.aschur23@gmail.com Phone: 214-490-8300

Board Member Attending: Andria Schur

Board Member Attending: Lori Meadows Lori Meadows

Board Member Attending: Brandon Senegal

Board Member Attending:

Board Member Attending:

Date of Session:

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

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

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

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

Attachment 4: Evidence of Community Demand

Provide the following:

- ***Evidence of support.*** Provide documentation of any of the following outreach strategies and related results: (1) advertising content; (2) community outreach surveys; (3) social media campaigns; and (4) any additional documentation that demonstrates community demand for the proposed charter school.
- ***Meeting Agenda.*** The formal agenda that was followed during each public meeting.
- ***Public meeting protocol.*** This is the script or list of questions that were prepared and presented at the public meeting. Do **NOT** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.
- ***Letter(s) of support.*** Provide (if any) non-financial letters of support from individuals, organizations, officials, etc.

Secondary Practitioner Schools
Public Meeting Agenda
December, 2019

- Introduction
- Mission/Vision – A high school that provides purpose and perspective.
- Overview
  - Targeted Population
  - 4 Day School Week and ½ Day teacher planning on Fridays
  - Career Pathway Offerings
  - Locations
- Proposed Role-out Plan
  - Year One, 2021
  - Year Two, 2022
  - Year Three, 2023
- Capacity
- Feedback/In-put
  - What deficits do you currently see at the high school level?
  - What partnerships would you like to see?
- Questions

Secondary Practitioner Schools
Public Meeting Agenda
January 11, 2020

- Introduction
- Mission/Vision – A high school that provides purpose and perspective.
- Overview
  - Targeted Population
  - 4 Day School Week and ½ Day teacher planning on Fridays
  - Career Pathway Offerings
  - Locations
- Proposed Role-out Plan
  - Year One, 2021
  - Year Two, 2022
  - Year Three, 2023
- Capacity
- Feedback/In-put
  - What deficits do you currently see at the high school level?
  - What partnerships would you like to see?
- Questions

Gmail **Andria Schur <dr.aschur23@gmail.com>**

Re: Out of office Re: Meeting

1 message

Dannette Suding [redacted] Thu, Oct 24, 2019 at 7:42 PM
To: Andria Schur <dr.aschur23@gmail.com>

I would volunteer.

Dannette Suding

On Oct 24, 2019, at 6:11 PM, Andria Schur <dr.aschur23@gmail.com> wrote:

I will just add one more thing. If, at any time, the person cannot or chooses to not serve on the board, then she or he could step down. I have a sufficient number of board members, but I need and value the expertise of MYS. I hope that this school will serve as a resource for MYS and vice versa.

Sent from my iPhone

On Oct 24, 2019, at 4:16 PM, Dannette Suding [redacted] wrote:

Do you know the time commitment involved? Hours per week etc .?

On Wed, Oct 23, 2019 at 9:17 PM Andria Schur <dr.aschur23@gmail.com> wrote:
An employee would work and probably better since they are currently in the work to provide some thoughtful collaborations in building a model school for youth. Would you or Penny be interested? Or do you have someone in mind that I could meet with to discuss further?
Let me know,
Sent from my iPhone

On Oct 23, 2019, at 4:22 PM, Dannette Suding [redacted] wrote:

Can this be an employee or does it have to be a Board member?

On Wed, Oct 23, 2019 at 4:02 PM Andria Schur <dr.aschur23@gmail.com> wrote:
Good afternoon,
I wanted to follow-up to thank both you and Penny for your time yesterday. I have some good news as it relates to travel. After calling the TEA charter office for the fifth time over the last couple of weeks with some clarifying questions, I received a clear answer as it relates to establishing the board and the required attendance at the information meeting. I am not sure if they got tired of me calling or if I got better at asking questions but we will be able to establish our own standalone nonprofit and charter board. With that being said, a MYS Board Member will not be required at the November 1st meeting; however, I would like to seek any member of MYS to serve on the charter board. The board will work to inform and guide the completion of the application for the charter, in hopes of successfully communicating the intent of the school's vision and mission. Once the application is submitted, then I would step down as the founder to serve as the Instructional leader/Superintendent to fulfill the implementation of the charter with the ongoing guidance of the board. MYS is an essential partner to the foreseen implementation of the mission and vision. I am working to complete a one pager as we discussed that briefly narrates the mission and vision along with various components. I will bullet the various roles/supports based on area of expertise as it relates to the

charter components. Again, I would greatly appreciate a volunteer from MYS to serve on the charter board. Your guidance and expertise will help fulfill the vision we are hoping to accomplish. I look forward to future collaborations!
Thank you in advance for your time and support,

Sent from my iPhone

On Oct 17, 2019, at 10:49 AM, Dannette Suding [redacted] wrote:

> I am presently out of the office with little to no access to cell phone or internet.
>
> If this is an emergency, please contact Dennis or Penny at 281-292-6471. I will respond to emails upon my return.
>
> Have a great day and thank you for helping us Save Lives in Montgomery County Texas.

--

DANNETTE SUDING
Chief Executive Officer

yes TO youth
Counseling • Shelter • Empowerment
Montgomery County Youth Services

[redacted]

O: 281.292.6471 The Woodlands
O: 936.756.8682 Conroe
C: 936.537.3431
8701 New Trails Drive, Suite 118 The Woodlands, TX 77381
105 W Lewis St., Conroe, TX 77301
sayyestoyouth.org

--

Gmail **Andria Schur <dr.aschur23@gmail.com>**

Re: Your 501 (c) (3)

1 message

Dannette Suding [redacted] Wed, Oct 30, 2019 at 1:55 PM
To: Andria Schur <dr.aschur23@gmail.com>

Thank you for this information.

On Wed, Oct 30, 2019 at 1:26 PM Andria Schur [redacted]

Good afternoon,
I hope your past weekend and week have gone well thus far. I just wanted to keep you in the loop and share with you that I will be attending the informational meeting tomorrow in Austin. We have filed to establish our nonprofit, see attachment, and wanted to confirm and/or request any thoughts regarding the one pager that I sent you last week.
I am extremely excited to begin the application process. Our instructional team will spend a good amount of time on it in November and December, which will continue to formulate more details and a deeper understanding of next steps, needs, etc. Once we organize the holes and/or gaps, I would like to touch base with you and/or anyone you recommend to give me insight or recommendations. We, with the partnership/recommendations of all board members, have an opportunity to truly make this a meaningful high school option for students and parents with some unmet needs, as well as an innovative campus that truly addresses students' mental well-being while preparing them to be successful society contributors (hopefully a proactive approach with the multi-facet medical focus, such as appropriate hours of operation based on research of teens, ways to imbed community-purpose-and-perspective through any known available resources like MCYS).
Sorry to ramble, just super excited at the possibilities!
Have a great day!

Sent from my iPhone

Begin forwarded message:

From: Darren White [redacted]
Date: October 30, 2019 at 11:41:45 AM CDT
To: Andria Schur <dr.aschur23@gmail.com>
Cc: Lori [redacted]
Subject: Your 501 (c) (3)

your company has been formed, let me know if you would like me to apply for a Tax ID with IRS and send the letter requesting tax deductible status?

Sent from my iPhone

--

DANNETTE SUDING
Chief Executive Officer

yes TO youth
Counseling • Shelter • Empowerment
Montgomery County Youth Services

e: [redacted]
o: 281.292.6471 The Woodlands
o: 936.756.8682 Conroe
c: 936.537.3431
8701 New Trails Drive, Suite 118 The Woodlands, TX 77381
105 W Lewis St., Conroe, TX 77301
sayyestoyouth.org

Gmail **Mike Schur <2010nfcnorth@gmail.com>**

Fwd: Follow-up

1 message

Andria Schur <dr.aschur23@gmail.com> [redacted] Mon, Jan 20, 2020 at 4:10 PM

Sent from my iPhone

Begin forwarded message:

From: Jenna Fondren [redacted]
Date: January 3, 2020 at 11:02:49 AM CST
To: Andria Schur <dr.aschur23@gmail.com>
Subject: RE: Follow-up

Good morning,

So sorry for my delayed response! I hope you had a wonderful Holiday and a Happy New Year!

What an amazing opportunity you are providing for the students in Montgomery County. Currently, our Safe School Institute is undergoing policy changes for 2020 that have not yet been finalized. One of which might be that the Safe School Institute limits our presentations to Harris County. I am keeping your request at the top of my list. Our CEO, Deputy Director, and myself are meeting on policy soon and will keep you updated the minute I know something.

My best,

Jenna Fondren

From: Andria Schur <dr.aschur23@gmail.com>
Sent: Friday, December 20, 2019 7:25 AM
To: Jenna Fondren [redacted]
Subject: Follow-up

Jenna,

I initially followed up with you after hearing your presentation in Montgomery. As an educator for more than 20 years, which include being a high school principal, teacher of preg middle schoolers and formerly incarcerated teens, you made a impact on me! I apologize for the delay, as both our schedules are extremely hectic, but your partnership is essential in a project that we are working on for Secondary Practitioner Schools. I have attached an article below regarding a public meeting that we held as we pursue opening a charter that specifically targets increasing and addressing the mental health of teens. I would like to consider you and Crimestoppers as a partner in our application and moving forward should we be granted the charter, what financials would I need to budget for? Is there a cost structure for teen info sessions, parent, and/or teacher training. As you will see in the article we are looking at doing mini mesters

between Thanksgiving and Christmas that we can consistently embed in our school structure. We see the value in ensuring our kids get the skills needed in navigating life and doing this at a time that is separate from the stress of core academics. I was curious who do I need to meet with or what steps do I need to take to solidify a partnership with Crimestoppers. We would like to build out the website as we post more community meetings and link Crimestoppers as a partner to provide access to parents regarding some of the resources and research that Crimestoppers has available. Our application for submission is January 21st, so our timeline is tight. We will not know whether we gain the charter until July or August of next year, so planning the logistics will occur in the year following their decision.

Let me know your thoughts! Can we partner with you guys? Can we add your website link as a resource and partner for our parents?

https://www.yourconroenews.com/neighborhood/moco/news/article/Nonprofit-to-submit-application-for-new-charter-14912686.php?utm_campaign=CMS%20Sharing%20Tools%20(Desktop)&utm_source=share-by-email&utm_medium=email

Thank you in advance for your support!!

Sent from my iPhone

Attachment 5: Certified Mail Receipt Cards

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

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

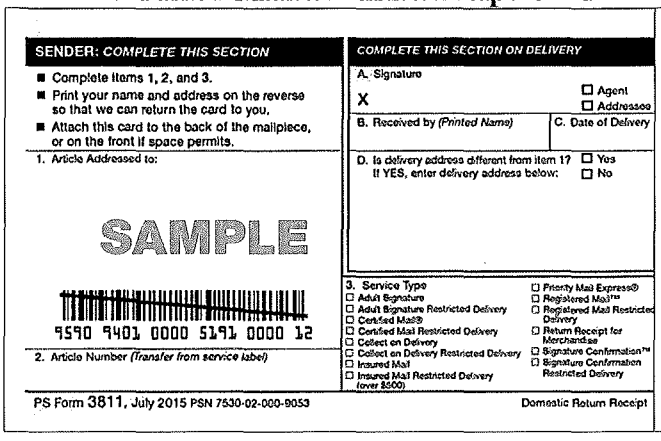
In the absence of signed certified mail return receipt cards (green cards), the certified mail receipt (white and green slip) showing each school district, fees paid, and the date mailed will be accepted.

Mailing address **must** include the name of the school district to which the information was sent.

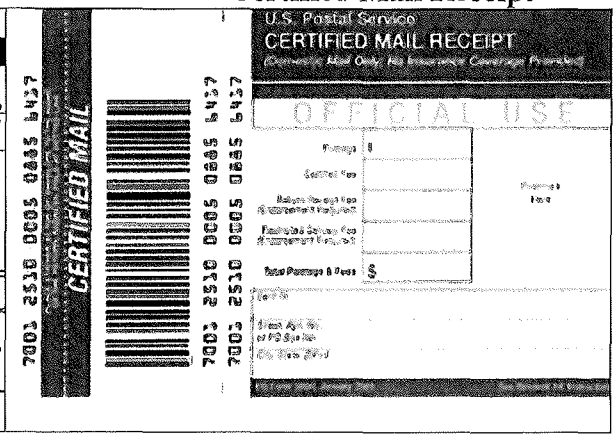
Arrange certified mail receipts in alphabetical order by district. Limit six receipts per page.

Statement of Impact Forms are available on the Subchapter D application page. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any impact the proposed charter school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.

Certified Mail Return Receipt Card



Certified Mail Receipt



7019 1120 0001 8580 6388

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

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

HOUSTON, TX 77073 OFFICIAL USE

Certified Mail Fee	$3.50
$	$2.80
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	$6.85
$	

0373 12
SPRING, TX 77373
Postmark Here
JAN 15 2020
01/15/2020 USPS

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

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

7019 1120 0001 8584 4267

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

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

HOUSTON, TX 77073 OFFICIAL USE

Certified Mail Fee	$3.50
$	$2.80
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	
$	

0373 12
USPS SPRING, TX 77373
Postmark Here
JAN 15 2020

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

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

7019 1120 0001 8580 7521

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

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

HOUSTON, TX 77072 OFFICIAL USE

Certified Mail Fee	$3.50
$	$2.80
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	$6.85
$	

0373 12
USPS SPRING, TX 77373
Postmark Here
JAN 15 2020
01/15/2020

Sent To: Alief ISD - HD Chambers
Street and Apt. No., or PO Box No.: 4250 Cook Road
City, State, ZIP+4®: Houston, TX 77072

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

7019 1120 0001 8580 7538

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

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

HOUSTON, TX 77072 OFFICIAL USE

Certified Mail Fee	$3.50
$	$2.80
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	$6.85
$	

0373 12
SPRING, TX 77373
Postmark Here
JAN 15 2020
01/15/2020 USPS

Sent To: Alief ISD - Ann Williams, Brd Pres.
Street and Apt. No., or PO Box No.: 4250 Cook Road
City, State, ZIP+4®: Houston, TX 77072

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

7019 1120 0001 8580 7545

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

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

ALVIN, TX 77511 OFFICIAL USE

Certified Mail Fee	$3.50
$	$2.80
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	$6.85
$	

0373 12
SPRING, TX 77373
Postmark Here
JAN 15 2020
01/15/2020 USPS

Sent To: Alvin ISD - Carol Nelson
Street and Apt. No., or PO Box No.: 301 E. House Street
City, State, ZIP+4®: Alvin, TX 77511

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

7019 1120 0001 8580 7552

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ALVIN, TX 77511 OFFICIAL USE

Certified Mail Fee	$3.50
$	$2.80
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	$6.85
$	

0373 12
SPRING, TX 77373
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JAN 15 2020
01/15/2020 USPS

Sent To: Alvin ISD - Earl Humbird, Board Pres
Street and Apt. No., or PO Box No.: 301 E. House Street
City, State, ZIP+4®: Alvin, TX 77511

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

7019 1120 0001 8580 7569

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HOUSTON, TX 77065 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	$6.85

$2.80

SPRING, TX 77373 0373 12 Postmark Here JAN 15 2020 USPS 01/15/2020

Sent To: Cy Fair ISD - Mark Henry
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 1120 0001 8580 7576

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HOUSTON, TX 77065 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	$6.85

$2.80

SPRING, TX 77373 0373 12 Postmark Here JAN 15 2020 USPS 01/15/2020

Sent To: Cy Fair ISD - John Ogletree, Board Pres
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 1120 0001 8580 7583

U.S. Postal Service™
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For delivery information, visit our website at *www.usps.com®*.

SUGAR LAND, TX 77479 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	$6.85

$2.80

SPRING, TX 77373 0373 12 Postmark Here JAN 15 2020 USPS 01/15/2020

Sent To: Fort Bend ISD, Charles Dupre
Street and Apt. No., or PO Box No.: 16431 Lexington Blvd
City, State, ZIP+4®: Sugarland, TX 77479

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

7019 1120 0001 8580 7590

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SUGAR LAND, TX 77479 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	$6.85

$2.80

SPRING, TX 77373 0373 12 Postmark Here JAN 15 2020 USPS 01/15/2020

Sent To: Fort Bend ISD - Jason Burdine, Board Pres.
Street and Apt. No., or PO Box No.: 16431 Lexington Blvd
City, State, ZIP+4®: Sugarland, TX 77479

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

7019 1120 0001 8580 7606

U.S. Postal Service™
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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	$6.85

$2.80

SPRING, TX 77373 0373 12 Postmark Here JAN 15 2020 USPS 01/15/2020

Sent To: Houston ISD - Grenita Lathan
Street and Apt. No., or PO Box No.: 4400 West 18th Street
City, State, ZIP+4®: Houston, TX 77092

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

7019 1120 0001 8580 7613

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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	$6.85

$2.80

SPRING, TX 77373 0373 12 Postmark Here JAN 15 2020 USPS 01/15/2020

Sent To: Houston ISD - Diana Davila, Board Pres.
Street and Apt. No., or PO Box No.: 4400 West 18th Street
City, State, ZIP+4®: Houston, TX 77092

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

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HUMBLE, TX 77338

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12
SPRING, TX 77373 USPS
Postmark Here
JAN 15 2020
01/15/2020

Sent To: Humble ISD - Elizabeth Celania-Fagen
Street and Apt. No., or PO Box No.: 10203 Birchridge Drive
City, State, ZIP+4®: Humble, TX 77338

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

7019 1120 0001 8580 7637

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HUMBLE, TX 77338

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12
SPRING, TX 77373 USPS
Postmark Here
JAN 15 2020
01/15/2020

Sent To: Humble ISD - Nancy Morrison, Board Pres.
Street and Apt. No., or PO Box No.: 10203 Birchridge Drive
City, State, ZIP+4®: Humble, TX 77338

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

7019 1120 0001 8580 7644

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HUNTSVILLE, TX 77320

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12
SPRING, TX 77373 USPS
Postmark Here
JAN 15 2020
01/15/2020

Sent To: Huntsville ISD - Scott Sheppard
Street and Apt. No., or PO Box No.: 441 FM 2821 East
City, State, ZIP+4®: Huntsville, TX 77320

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

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HUNTSVILLE, TX 77320

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12
SPRING, TX 77373 USPS
Postmark Here
JAN 15 2020
01/15/2020

Sent To: Huntsville ISD - Rissie Owens, Board Pres.
Street and Apt. No., or PO Box No.: 441 FM 2821 East
City, State, ZIP+4®: Huntsville, TX 77320

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

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KATY, TX 77494

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12
SPRING, TX 77373 USPS
Postmark Here
JAN 15 2020
01/15/2020

Sent To: Katy ISD - Kenneth Gregorski
Street and Apt. No., or PO Box No.: 6301 S. Stadium Lane
City, State, ZIP+4®: Katy, TX 77494

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

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KATY, TX 77494

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12
SPRING, TX 77373 USPS
Postmark Here
JAN 15 2020
01/15/2020

Sent To: Katy ISD - Courtney Doyle, Board Pres.
Street and Apt. No., or PO Box No.: 6301 S. Stadium Lane
City, State, ZIP+4®: Katy, TX 77494

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

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SPRING, TX 77379 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

SPRING, TX 77373 0373 12 Postmark Here JAN 15 2020 USPS 01/15/2020

Sent To: Klein ISD - Jenny McGowan
Street and Apt. No., or PO Box No.: 7200 Spring Cypress Road
City, State, ZIP+4®: Klein, TX 77379

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

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SPRING, TX 77379 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12 SPRING, TX 77373 Postmark Here JAN 15 2020 USPS 01/15/2020

Sent To: Klein ISD - Georgian Reitmeier, BdPres
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 1120 0001 8580 7705

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ROSENBERG, TX 77471 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12 SPRING, TX 77373 Postmark Here JAN 15 2020 USPS 01/15/2020

Sent To: Lamar Consolidated ISD - Thomas Randle
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 1120 0001 8580 7712

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ROSENBERG, TX 77471 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12 SPRING, TX 77373 Postmark Here JAN 15 2020 USPS 01/15/2020

Sent To: Lamar Consolidated ISD - Kay Danziger, BdPres
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

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MAGNOLIA, TX 77355 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

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Sent To: Magnolia ISD - Todd Stephens
Street and Apt. No., or PO Box No.: 31141 Nichols Sawmill Rd.
City, State, ZIP+4®: Magnolia, TX 77355

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

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MAGNOLIA, TX 77355 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12 SPRING, TX 77373 Postmark Here JAN 15 2020 USPS 01/15/2020

Sent To: Magnolia ISD - Gary Blizzard, BoardPres
Street and Apt. No., or PO Box No.: 31141 Nichols Sawmill Rd.
City, State, ZIP+4®: Magnolia, TX 77355

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

7019 1120 0001 8580 7743

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MONTGOMERY, TX 77356 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12
SPRING, TX 77373 USPS
JAN 15 2020
Postmark Here
01/15/2020

Sent To: Montgomery ISD - Reagan Rees
Street and Apt. No., or PO Box No.: 20774 Eva Street
City, State, ZIP+4®: Montgomery, TX 77356

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

7019 1120 0001 8580 7767

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For delivery information, visit our website at *www.usps.com®*.
MONTGOMERY, TX 77356 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12
SPRING, TX 77373 USPS
JAN 15 2020
Postmark Here
01/15/2020

Sent To: Montgomery ISD - Jim Dossey, Board Pres
Street and Apt. No., or PO Box No.: 20774 Eva Street
City, State, ZIP+4®: Montgomery, TX 77356

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

7019 1120 0001 8580 7774

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For delivery information, visit our website at *www.usps.com®*.
NEW CANEY, TX 77357 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12
SPRING, TX 77373 USPS
JAN 15 2020
Postmark Here
01/15/2020

Sent To: New Caney ISD - Kenn Franklin
Street and Apt. No., or PO Box No.: 21580 Loop 494
City, State, ZIP+4®: New Caney, TX 77357

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

7019 1120 0001 8580 7781

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For delivery information, visit our website at *www.usps.com®*.
NEW CANEY, TX 77357 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12
SPRING, TX 77373 USPS
JAN 15 2020
Postmark Here
01/15/2020

Sent To: New Caney ISD - Chad Turner, Board Pres
Street and Apt. No., or PO Box No.: 21580 Loop 494
City, State, ZIP+4®: New Caney, TX 77357

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

7019 1120 0001 8580 7798

U.S. Postal Service™
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For delivery information, visit our website at *www.usps.com®*.
PATTISON, TX 77466 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12
SPRING, TX 77373 USPS
JAN 15 2020
Postmark Here
01/15/2020

Sent To: Royal ISD - Stacey Ackley
Street and Apt. No., or PO Box No.: 3714 FM 359
City, State, ZIP+4®: Pattison, TX 77466

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

7019 1120 0001 8580 7804

U.S. Postal Service™
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For delivery information, visit our website at *www.usps.com®*.
PATTISON, TX 77466 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12
SPRING, TX 77373 USPS
JAN 15 2020
Postmark Here
01/15/2020

Sent To: Royal ISD - Elton Foster, Board Pres
Street and Apt. No., or PO Box No.: 3714 FM 359
City, State, ZIP+4®: Pattison, TX 77466

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

7019 1120 0001 8580 7811

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SPLENDORA, TX 77372

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12
SPRING, TX 77373 USPS Postmark Here JAN 15 2020
01/15/2020

Sent To: Splendora ISD - Jeff Burke
Street and Apt. No., or PO Box No.: 23419 FM 2090
City, State, ZIP+4®: Splendora, TX 77372

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

7019 1120 0001 8580 7828

U.S. Postal Service™
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For delivery information, visit our website at www.usps.com®.

SPLENDORA, TX 77372

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12
SPRING, TX 77373 USPS Postmark Here JAN 15 2020
01/15/2020

Sent To: Splendora ISD - Adam Dietrich, Bd. Pres.
Street and Apt. No., or PO Box No.: 23419 FM 2090
City, State, ZIP+4®: Splendora, TX 77372

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

7019 1120 0001 8580 7835

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HOUSTON, TX 77024

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12
SPRING, TX 77373 Postmark Here JAN 15 2020
01/15/2020

Sent To: Spring Branch ISD - Scott Muri
Street and Apt. No., or PO Box No.: 955 Campbell Road
City, State, ZIP+4®: Houston, TX 77024

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

7019 1120 0001 8580 7842

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Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12
SPRING, TX 77373 USPS Postmark Here JAN 15 2020
01/15/2020

Sent To: Spring Branch ISD - Pam Goodson, Board Pres.
Street and Apt. No., or PO Box No.: 955 Campbell Road
City, State, ZIP+4®: Houston, TX 77024

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

7019 1120 0001 8580 7859

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TOMBALL, TX 77375

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12
SPRING, TX 77373 USPS Postmark Here JAN 15 2020
01/15/2020

Sent To: Tomball ISD - Martha Salazar-Zamora
Street and Apt. No., or PO Box No.: 310 S. Cherry Street
City, State, ZIP+4®: Tomball, TX 77375

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

7019 1120 0001 8580 7866

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TOMBALL, TX 77375

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12
SPRING, TX 77373 USPS Postmark Here JAN 15 2020
01/15/2020

Sent To: Tomball ISD - Mark Lewandowski, Pres.
Street and Apt. No., or PO Box No.: 310 S. Cherry Street
City, State, ZIP+4®: Tomball, TX 77375

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

7019 1120 0001 8580 7873

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WALLER, TX 77484 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	$6.85

0373 USPS Postmark Here JAN 15 2020 WALLER TX 77373 01/15/2020

Sent To: Waller ISD - Kevin Moran
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 1120 0001 8580 7880

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WALLER, TX 77484 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	$6.85

0373 USPS Postmark Here JAN 15 2020 SPRING TX 77373 01/15/2020

Sent To: Waller ISD - David Kaminski, Board Pres
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 1120 0001 8580 7897

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WILLIS, TX 77378 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	$6.85

0373 12 Postmark Here JAN 15 2020 SPRING TX 77373 USPS 01/15/2020

Sent To: Willis ISD - Tim Harkrider
Street and Apt. No., or PO Box No.: 204 W. Rogers
City, State, ZIP+4®: Willis, TX 77378

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

7019 1120 0001 8580 7903

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WILLIS, TX 77378 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	$6.85

0373 USPS Postmark Here JAN 15 2020 WILLIS TX 77373 01/15/2020

Sent To: Willis ISD - Cliff Williams, Board Pres
Street and Apt. No., or PO Box No.: 204 W. Rogers
City, State, ZIP+4®: Willis, TX 77378

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

7019 1120 0001 8580 7958

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HOUSTON, TX 77096 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12 SPRING, TX 77373 Postmark Here JAN 15 2020 01/15/2020

Sent To: State Rep - Alma A. Allen
Street and Apt. No., or PO Box No.: 10101 Fondren Road, Suite 500
City, State, ZIP+4®: Houston, TX 77096

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

7019 1120 0001 8580 8061

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SHEPHERD, TX 77371 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12 SPRING, TX 773... Postmark Here JAN 15 2020 01/15/2020 USPS

Sent To: State Rep - Ernest Bailes
Street and Apt. No., or PO Box No.: P.O. Box 1116
City, State, ZIP+4®: Shepherd, TX 77371

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

7019 1120 0001 8580 7910

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MAGNOLIA, TX 77354 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12 SPRING, TX 77373 Postmark Here JAN 15 2020 USPS 01/15/2020

Sent To: State Rep - Cecil Bell, Jr.
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 1120 0001 8580 8139

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HOUSTON, TX 77080 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

SPRING, TX 7737... Postmark Here JAN 15 2020 USPS 01/15/2020

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

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

7019 1120 0001 8580 8153

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LEAGUE CITY, TX 77573 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12 SPRING, TX 77373 Postmark Here JAN 15 2020 01/15/2020 USPS

Sent To: State Rep - Greg Bonnen
Street and Apt. No., or PO Box No.: 174 Calder Rd. Jste 116
City, State, ZIP+4®: League City, TX 77573

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

7019 1120 0001 8580 8146

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HOUSTON, TX 77084 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ 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	$6.85

0373 12 SPRING, TX 77373 Postmark Here JAN 15 2020 USPS 01/15/2020

Sent To: State Rep - Gina Calanni
Street and Apt. No., or PO Box No.: 1550 Foxlake Drive, Ste 120
City, State, ZIP+4®: Houston, TX 77084

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

7019 1120 0001 8580 7996

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BELLAIRE, TX 77401

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$2.80
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$0.00
Postage	$0.55
Total Postage and Fees	$6.85

0373 12

SPRING, TX 77373 Postmark Here JAN 15 2020 01/15/2020 USPS

Sent To: State Rep - Sarah Davis
Street and Apt. No., or PO Box No.: 6300 West Loop South, Suite 140
City, State, ZIP+4®: Bellaire, TX 77401

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

7019 1120 0001 8580 8047

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HOUSTON, TX 77029

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$2.80
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$0.00
Postage	$0.55
Total Postage and Fees	$6.85

0373 12

SPRING, TX 77373 Postmark Here JAN 2020 01/15/2020 USPS

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

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

7019 1120 0001 8580 7927

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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)	$2.80
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$0.00
Postage	$0.55
Total Postage and Fees	$6.85

0373 12

SPRING, TX 77373 Postmark Here JAN 15 2020 01/15/2020 USPS

Sent To: State Rep - Sam Harless
Street and Apt. No., or PO Box No.: 6650 Cypresswood Dr. Suite 150
City, State, ZIP+4®: Spring, TX 77379

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

7019 1120 0001 8580 8016

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KINGWOOD, TX 77345

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$2.80
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$0.00
Postage	$0.55
Total Postage and Fees	$6.85

0373 12

SPRING, TX 77373 Postmark Here JAN 15 2020 01/15/2020 USPS

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

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

7019 1120 0001 8580 8009

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HOUSTON, TX 77091

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$2.80
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$0.00
Postage	$0.55
Total Postage and Fees	$6.85

0373 12

SPRING, TX 77373 JAN 15 2020 Postmark Here USPS 01/15/2020

Sent To: State Rep - Jarvis Johnson
Street and Apt. No., or PO Box No.: 6112 Wheatley Street
City, State, ZIP+4®: Houston TX 77091

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

7019 1120 0001 8580 8078

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BRENHAM, TX 77833

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$2.80
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$0.00
Postage	$0.55
Total Postage and Fees	$6.85

0373 12

SPRING, TX 77373 Postmark Here JAN 15 2020 01/15/2020 USPS

Sent To: State Rep - Ben Leman
Street and Apt. No., or PO Box No.: 401 S. Austin Street
City, State, ZIP+4®: Brenham, TX 77833

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

7019 1120 0001 8580 8054

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CONROE, TX 77301 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$2.80
☐ 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	$6.85

0373 12
SPRING, TX 77373 Postmark Here JAN 15 2020 USPS
01/15/2020

Sent To: State Rep - Will Metcalf
Street and Apt. No., or PO Box No.: 1835 Spirit of Texas Way, Suite 100
City, State, ZIP+4®: Conroe, TX 77301

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

7019 1120 0001 8580 8092

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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)	$2.80
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$0.00
Postage	$0.55
Total Postage and Fees	$6.85

0373 12
SPRING, TX 77373 Postmark Here JAN 15 2020 USPS
01/15/2020

Sent To: State Rep - Ricker Miller
Street and Apt. No., or PO Box No.: 130 Industrial Blvd. Suite 126
City, State, ZIP+4®: Sugarland, TX 77478

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

7019 1120 0001 8580 8122

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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)	$2.80
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$0.00
Postage	$0.55
Total Postage and Fees	$6.85

0373 12
SPRING, TX 77373 Postmark Here JAN 2020 USPS
01/15/2020

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

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

7019 1120 0001 8580 7934

U.S. Postal Service™
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For delivery information, visit our website at *www.usps.com®*.

HOUSTON, TX 77070 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$2.80
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$0.00
Postage	$0.55
Total Postage and Fees	$6.85

0373 12
SPRING, TX 77373 Postmark Here JAN 5 2020 USPS
01/15/2020

Sent To: State Rep - Tom Oliverson
Street and Apt. No., or PO Box No.: 12345 Jones Rd #221
City, State, ZIP+4®: Houston, TX 77070

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

7019 1120 0001 8580 8115

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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)	$2.80
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$0.00
Postage	$0.55
Total Postage and Fees	$6.85

0373 12
USPS SPRING, TX 77373 Postmark Here JAN 15 2020
01/15/2020

Sent To: Ron Reynolds, State Rep
Street and Apt. No., or PO Box No.: 2440 Texas Parkway, Suite 102
City, State, ZIP+4®: Missouri City, TX 77489

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

7019 1120 0001 8580 8085

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HOUSTON, TX 77065 OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$2.80
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$0.00
Postage	$0.55
Total Postage and Fees	$6.85

0373 12
SPRING, TX 77373 Postmark Here JAN 15 2020 USPS
01/15/2020

Sent To: State Rep - Jon E. Rosenthal
Street and Apt. No., or PO Box No.: 9601 Jones Road, Ste 215
City, State, ZIP+4®:

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

7019 1120 0001 8580 8108

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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)	$2.80
☐ 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	$6.85

0373
SPRING, TX 77373
Postmark Here
JAN 15 2020
01/15/2020
USPS

Sent To: State Rep - Phil Stephenson
Street and Apt. No., or PO Box No.: 834 Third Street
City, State, ZIP+4®: Rosenberg, TX 77471

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

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☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$6.85

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☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$6.85

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Sent To: State Rep - Shawn Thierry
Street and Apt. No., or PO Box No.: 2616 South Loop West, Suite 635
City, State, ZIP+4®: Houston, TX 77054

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☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$6.85

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Sent To: State Rep - Ed Thompson
Street and Apt. No., or PO Box No.: 2341 N. Galveston Ave., Suite 120
City, State, ZIP+4®: Pearland, TX 77581

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☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$6.85

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Sent To: State Rep - Senfronia Thompson
Street and Apt. No., or PO Box No.: 10527 Homestead Road
City, State, ZIP+4®: Houston, TX 77016

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☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$6.85

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Sent To: State Rep - Steve Toth
Street and Apt. No., or PO Box No.: 25700 Interstate HWY 45, Ste. 100
City, State, ZIP+4®: Spring, TX 77386

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☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$6.85

$2.80

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Sent To: State Rep - Hubert Vo
Street and Apt. No., or PO Box No.: 7474 South Kirkwood #106
City, State, ZIP+4®: Houston, TX 77072

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☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$6.85

$2.80

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

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☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$6.85

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Sent To: TEA - Lawrence A. Allen Jr.
Street and Apt. No., or PO Box No.: 1701 North Congress Avenue
City, State, ZIP+4®: Austin, TX 78701

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☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$6.85

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Sent To: TEA - Donna Baharich
Street and Apt. No., or PO Box No.: 1701 North Congress Avenue
City, State, ZIP+4®: Austin, TX 78701

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☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$6.85

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Sent To: TEA - Barbara Cargill
Street and Apt. No., or PO Box No.: 1701 North Congress Avenue
City, State, ZIP+4®: Austin, Texas 78701

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☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$6.85

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SPRING, TX 77373
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Sent To: TEA - John Garland
Street and Apt. No., or PO Box No.: 1701 North Congress Avenue
City, State, ZIP+4®: Austin, TX 78701

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☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$6.85

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Sent To: TEA - Matt Robinson
Street and Apt. No., or PO Box No.: 1701 North Congress Avenue
City, State, ZIP+4®: Austin, TX 78701

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SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Lamar Consolidated ISD
Thomas Randle
3911 Avenue I
Rosenberg, TX 77471

9590 9402 4081 8092 1849 06

2. Article Number *(Transfer from service label)*
7019 1120 0001 8580 7705

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Anita Gray ☐ Agent ☐ Addressee

B. Received by *(Printed Name)* Anita Gray | C. Date of Delivery 1-17

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

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Lamar Consolidated ISD
Kay Danziger, Board Pres.
3911 Avenue I
Rosenberg, TX 77471

9590 9402 4081 8092 1848 83

2. Article Number *(Transfer from service label)*
7019 1120 0001 8580 7712

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Anita Gray ☐ Agent ☐ Addressee

B. Received by *(Printed Name)* Anita Gray | C. Date of Delivery 1-17

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

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Willis ISD
Tim Harkrider
204 W. Rogers
Willis, TX 77378

9590 9402 4916 9032 5560 88

2. Article Number *(Transfer from service label)*
7019 1120 0001 8580 7897

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Melissa Perry ☒ Agent ☐ Addressee

B. Received by *(Printed Name)* Melissa Perry | C. Date of Delivery 11/7/20

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

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

January 13, 2020

Secondary Practitioner Schools, Inc
171 S. Waterhaven Circle
Montgomery, TX 77316

Dear Sir/Madam:

This letter is to inform you that Secondary Practitioner Schools, Inc. intends to submit an application to the Texas Education Agency in response to the Generation Twenty- Five Open-Enrollment charter school application process. Statutory guidelines require that applicants send the enclosed Statement of Impact form and a copy of the completed Application Coversheet to each district that may be affected by the proposed charter school. Your district is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's boundary. The proposed charter school's designated geographic boundary will include the following districts: Alief, Houston, Katy, Alvin, Cy Fair, Waller, Royal, Lamar Consolidated, Fort Bend, Huntsville, Spring Branch, Tomball, Klein, Aldine, Humble, New Caney, Willis, Magnolia, Montgomery, and Splendora.

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

Texas Education Agency
Attention: John Garland
1701 North Congress Avenue
Austin, Texas 78701

Forms must be received no later than Friday, February 21, 2020, for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-3533 or visit http://tea.texas.gov/Texas_Schools/Charter_Schools/. Our application will be available on the Texas Education Agency Charter School webpage on (or around) February 21, 2020. If you would like a complete application prior to that date, please contact Secondary Practitioner Schools, Inc at SPSRegionalhigh@gmail.com .

Sincerely,

Andria Schur

Andria Schur, Ed.D.
CEO of Secondary Practitioner Schools

Enclosures:
Statement of Impact form
Application Coversheet
cc: Legislative Representative(s)
State Board of Education member

GENERATION TWENTY-FIVE
OPEN-ENROLLMENT CHARTER APPLICATION

Statement of Impact

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

Instructions: Should you choose, to respond, return the completed form no later than Friday, February 21, 2020 to:

Texas Education Agency
Attention: John Garland
1701 North Congress Avenue
Austin, Texas 78701

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

Name of Proposed Charter School: North Regional High School, West Regional High School, South Regional High School

Physical Address or General Location of Proposed Charter School: Shenandoah, Texas (North), West Houston/Katy, Texas (West), and Sugar Land/Fort Bend, Texas (South)

Check the appropriate response below:

☐ The proposed open-enrollment charter school **is not** expected to adversely impact the district to a significant degree.

☐ The proposed open-enrollment charter school **is** expected to have a major impact on the district in the following manner:

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

District Name

County-District Identification Number

District Address

Signature of Superintendent

Signature of Board President

Print Superintendent's Name

Print Board President's Name

Date

Phone Number

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL	
Regional High School (North, West, and South)	
NAME OF SPONSORING ENTITY	
Secondary Practitioner Schools, Inc.	
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.

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	**Joyce Rogers**	**Andria Schur**	**Lori Meadows**
Mailing address	**171 S. Waterhaven Circle, Montgomery, TX 77316**	**171 S. Waterhaven Circle, Montgomery, TX 77316**	**171 S. Waterhaven Circle, Montgomery, TX 77316**
Email address	**Jrodgers1992@gmail.com**	**Dr.aschur23@gmail.com**	**memawmeadows@gmail.com**
Phone number	**713-499-0712**	**214-490-8300**	**281-799-5366**

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.

II. CHARTER SCHOOL INFORMATION

Grade level(s) served in Year 1	9th
Number of students served in Year 1	400
Grade levels served at capacity	9th, 10th, 11th, 12th
Number of students served at capacity	4800
Number of campuses requested	3
Number of districts within geographic boundary	20

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):***
Conroe ISD Conroe/Shenandoah, Texas
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:**
Montgomery County, Conroe/Shenandoah, Texas (Regional High School - North) Harris County, West Houston/Katy, Texas (Regional High School - West) Fort Bend County, Sugar Land/Fort Bend (Regional High School - South)

III. GOVERNANCE/LEADERSHIP

Number of Board Members	4
Chairperson of the Governing Board	Lori Meadows
Chief Executive Officer of the Sponsoring Entity	Andria Schur
Superintendent of Proposed Charter School	Andria Schur
Board Member Who Attended Applicant Conference	Lori Meadows

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
J. Rogers	Dean of Inst, Tech Inst Specialist, HISD	Inform decisions around 1:1 inst technology, teacher PD
T. Davis	SpEd Dept Chair, SISD	Inform decisions and structures to strengthen interventions and services for special pops.
T. Tennison	CTE Teacher Facilitator/Dual Credit Coordinator, OISD	Inform decisions around CTE pathway development, certifications, field experiences, partnerships, etc.
A. Schur	HS Principal, SISD	Chief Executive Officer Inform decisions around systems and structure, policy implementation, graduation requirements
T. Rojas	HR Associate, HISD	Inform recruitment, HR processes, payroll, etc
B. Buchanek	ELA Teacher, SISD	Lesson planning and delivery, PLC structures and instructional rounds/modeling to strengthen imbedded PD.

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?	
Becky Strassner, Rising Star Equine Therapy (SPSBoard)	Yes ☐	No ☒
Jamie Campbell, Account Manager Uptivity (SPSBoard)	Yes ☐	No ☒
Lori Meadows, Retired High School Registrar (SPSBoard)	Yes ☐	No ☒
Brandon Senegal, KIPP Operations Manager (SPS Board)	Yes ☐	No ☒
Darren White, CASA and Financial Advisor	Yes ☐	No ☒
Melisa Roberts, former Lamar Consolidated Board Member	Yes ☐	No ☒
S. Hylander, Texas Teachers	Yes ☐	No ☒
D. Suding, Montgomery County Youth Services	Yes ☐	No ☒
J. Fondren, Crime Stoppers	Yes ☐	No ☒

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.

Andria Schur 1-13-2020 Andria Schur

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

Attachment 6: Published Notice(s) of Public Meetings

At a minimum, applicants must hold one public meeting within the charter school's proposed geographic boundary to discuss the application for the proposed Generation 25 open-enrollment charter school.

This meeting must take place no earlier than **18 months** before the charter application submission date. Consequently, any public meetings that were held before **July 21, 2018** are not eligible for consideration.

Anyone may attend and participate in the public meeting.

ATTENTION: All submitted notices must be dated prior to **January 21, 2020**.

Provide a scanned/photocopy of the official public notice/advertisement that was printed in the newspaper. The copy of the notice that is provided in this application **must** include the name of the publication and the publication date. Each public notice must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all board members from the sponsoring entity.

All public notices/advertisements must be published in a newspaper of general distribution within the geographic boundary of the proposed charter school. Any public notice in newspaper(s) with limited circulation (*Greensheet, Dallas Observer, Austin Chronicle,* etc.) will be ineligible for consideration.

All public notices/advertisements must be published in a newspaper that is distributed in print format. Newspapers available only in digital format are not acceptable.

ADDITIONAL REQUIREMENT: Applicants must notify, via their government email, all members of the Texas State Board of Education (SBOE) and the Texas state legislature who represent the geographic area to be served by the proposed school. *Applicants must include charterapplication@tea.texas.gov in the CC line of the email.* Each email must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all board members from the sponsoring entity.

HC MEDIA GROUP
HEARST corporation

AFFIDAVIT OF PUBLICATION

STATE OF TEXAS:

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

THE SECONDARY PRACTITIONERS 0000207036 HC054702325
RAN A LEGAL NOTICE
SIZE BEING: 2 x36 L

Product	Date	Class	Page
Houston Chronicle	Dec 8 2019	Legal Notices	A 30

Victoria Bond AIR Clerk
NEWSPAPER REPRESENTATIVE

Sworn and subscribed to before me, this 8th Day of December A.D. 2019

CHARLES E WALICHOWSKI
129823547
NOTARY PUBLIC
STATE OF TEXAS
EXPIRES
MAY 19, 2022

Charles E Walichowski
Notary Public in and for the State of Texas

Legal Notices

To place legal notices email legals@chron.com or call 713.224.6868.

BIDS & PROPOSALS

Competitive Sealed Proposal Notice for Athletic Field Upgrades at Sterling High School

Project Number: 20-12-02

Houston Independent School District

The Houston Independent School District will receive Competitive Sealed Proposals from contractors for new athletic field improvements at Sterling High School. The work includes, but is not limited to, athletic field lighting, scoreboards and bleachers. Part A and Part B and all other required proposal information, except sub-contractor item information and M/WBE required documents, are due no later than Tuesday, January 21, 2020 at 2:00 p.m. at 4400 West 18th Street, Office of Board Services Room 806, Houston, TX 77092. The proposals will be opened, and the amounts read aloud.

Sterling High School is located at 11625 Martindale Rd, Houston, TX 77048

The Request for Competitive Sealed Proposal (RFCSP), which includes plans and specifications, will be available beginning Monday, December 9, 2019 and may be obtained from AAE, The Graphics Complex, a division of Thomas Reprographics, 4235 Richmond Ave., Houston, TX 77027 upon refundable deposit of $150.00 for each set of plans and specifications. Documents in portable document format (pdf) are also available from AAE on disk for a deposit of $50.00. Deposit checks should be made payable to HISD.

The Competitive Sealed Proposal process will be utilized as authorized in Senate Bill 1293, Legislative Session 85-2013, Ch. 2269.Subchapter D, of Texas Government Code. The Competitive Sealed Proposal process enables HISD to select contractors on the basis of price and qualifications/methodology.

Sub-contractor firm information and M/WBE Forms, schedules and statements, as required by Section AB of the RFCSP and in accordance with the Office of Business Assistance, will be received at 11:00 noon, Wednesday, January 22, 2020 (1 day after Proposal Information) in the Board Services Office Room 806, 4400 West 18th Street, Houston, TX 77092. PROPOSALS SUBMITTED WITHOUT M/WBE FORMS PROPERLY COMPLETED WILL BE CONSIDERED NON-RESPONSIVE.

A pre-proposal conference will be held at 10:00 a.m., Tuesday, December 17, 2019 at 3200 Center Street, Office of Construction Services, Houston, TX 77007

For additional information regarding this project, please contact Phillip Hill, phill7@houstonisd.org.

Drawings and Specifications for the RFCSP may be reviewed at HISD Construction Services (Bond) Dept., 3200 Center Street, Houston, TX 77007, (713) 556-9250

ADVERTISEMENT FOR SUBCONTRACTOR PROPOSALS
Lone Star College – Kingwood Campus Surface Parking Lot

Tellepsen Builders, L.P., serving as CMAR for Lone Star College, in accordance with Texas Government Code 2269, requests Guaranteed Maximum Price proposals from all trades for the Kingwood Campus – Surface Parking Lot. The 110,000 sf parking lot will be an addition to the existing parking area located West of Sorters Road.

It is the policy of Lone Star College and Tellepsen Builders, L.P., to actively seek the involvement of Historically Underutilized Businesses (HUB) in its construction projects. Lone Star College and Tellepsen Builders, L.P., recognize probable subcontracting opportunities for HUB in the proposed package. HUB certification forms, as required by the package documents, shall accompany each proposal that is submitted. . Proposals submitted without all required information, and in the order and manner specified, may result in the proposal being considered nonresponsive.

Proposals are due to Tellepsen Builders, L.P. at 2:00 P.M. local time on Wednesday 18, December 2019. Complete bid forms and proposals are to be uploaded to the Smart Bid Net System. To receive your invitation to Smart Bid, please contact Paul Bain by email at: pbain@tellepsen.com or phone at 281-372-4922. If you are unable to upload your proposal, please contact Paul Bain to discuss alternative delivery methods. Late Proposals will not be accepted.

All proposals shall remain valid for 90 days. The owner, CM at Risk and Architect reserve the right to reject any and all bids, to waive any informalities and irregularities in the proposal process and to make awards in the best interest of Lone Star College.

Project Documents are available at the following locations for respondents to review for preparation of their Proposals:

- Tellepsen's Houston Office -777 Benmar, Suite 400, Houston, TX 77060
- SmartBidNet- By Invitation

Contact Paul Bain at (281-272-4922) or pbain@tellepsen.com for information.

ADVERTISEMENT FOR SUBCONTRACTOR PROPOSALS
San Jacinto Community College District (SJCCD)

Central Campus Classroom Building

Tellepsen Builders, L.P., serving as CMAR for the San Jacinto College District requests qualifications and proposals for the mass timber fabrication & erection scopes of work ONLY for the SJC Central Campus Classroom Building.

Proposals are due to Tellepsen Builders, L.P. at or before 2:00 P.M. local time on Tuesday 17, December 2019. Complete bid forms and proposals are to be uploaded to the Smart Bid Net System. To receive your invitation to Smart Bid, please contact Paul Bain by email at: pbain@tellepsen.com or phone at (281)272-4922. If you are unable to upload your proposal, please contact Paul Bain to discuss alternative delivery methods.

All proposals shall remain valid for 90 days. The owner, CM at Risk, and Architect reserve the right to reject any and all bids, to waive any informalities and irregularities in the proposal process and to make awards in the best interest of the San Jacinto Community College District.

Project Documents and Specifications are available at the following locations for respondents to review for preparation of their Proposals:

Tellepsen's Houston Office -777 Benmar, Suite 400, Houston, TX 77060

SmartBidNet- By Invitation

Contact Paul Bain at (281-272-4922) or pbain@tellepsen.com for information.

COMPETITIVE SEALED BIDS WILL BE RECEIVED BY PROCUREMENT SERVICES, PORT OF HOUSTON AUTHORITY EXECUTIVE OFFICE BUILDING, ATTN: BID/PROPOSAL RECEIPT DEPARTMENT, 111 EAST LOOP NORTH, HOUSTON, TEXAS 77029 UNTIL 11:00 A.M., ON JANUARY 15, 2020 FOR THE FOLLOWING:

ENTRY GATE LANE MODIFICATIONS AT BAYPORT (CSB-1365).

A PRE-BID CONFERENCE WILL BE HELD AT PORT AUTHORITY BAYPORT ADMIN BUILDING WHEELHOUSE CONFERENCE ROOM, 12625 PORT ROAD, SEABROOK, TEXAS 77586 ON DECEMBER 17, 2019 AT 2:00 PM SO THAT THE PROSPECTIVE PROPOSERS MAY ASK QUESTIONS CONCERNING THIS PROJECT.

SPECIFICATIONS MAY BE OBTAINED FROM THE PORT OF HOUSTON WEBSITE WWW.PORTHOUSTON.COM, AT THAT SITE CLICK THE INSIDE THE PORT AUTHORITY LINK, THEN THE BIDS AND PROPOSAL NOTICES LINK, THEN THE BUYSPEED LINK. **A BID SECURITY EQUAL TO FIVE PERCENT OF THE BID AMOUNT IS REQUIRED.**

BIDS WILL BE OPENED AT 11:30 A.M. OF THE DAY DUE IN THE PROCUREMENT SERVICES OF THE EXECUTIVE OFFICE BUILDING, 111 EAST LOOP NORTH, HOUSTON, TEXAS. THE PORT AUTHORITY RESERVES THE RIGHT TO REJECT ANY OR ALL BIDS OR RESPONSES.

COMPETITIVE SEALED PROPOSALS WILL BE RECEIVED BY PROCUREMENT SERVICES, PORT OF HOUSTON AUTHORITY EXECUTIVE OFFICE BUILDING, ATTN: BID/PROPOSAL RECEIPT DEPARTMENT, 111 EAST LOOP NORTH, HOUSTON, TEXAS 77029 UNTIL 11:00 A.M., ON JANUARY 22, 2020 FOR THE FOLLOWING:

CSP-1364 REHABILITATION AND REPAIR OF WHARF 9 AT THE TURNING BASIN TERMINAL A PRE-PROPOSAL CONFERENCE WILL BE HELD AT PORT AUTHORITY EXECUTIVE BUILDING, 3RD. FLOOR SMALL CONFERENCE ROOM, 111 EAST LOOP NORTH, HOUSTON, TEXAS ON DECEMBER 10, 2019 AT 2:00 PM SO THAT THE PROSPECTIVE PROPOSERS MAY ASK QUESTIONS CONCERNING THIS PROJECT.

SPECIFICATIONS MAY BE OBTAINED FROM PORT HOUSTON'S ePROCUREMENT WEBSITE https://houspeed.path.com/tsv/.

PROPOSALS WILL BE OPENED AT 11:30 A.M. OF THE DAY DUE IN THE PROCUREMENT SERVICES OF THE EXECUTIVE OFFICE BUILDING, 111 EAST LOOP NORTH, HOUSTON, TEXAS. THE PORT AUTHORITY RESERVES THE RIGHT TO REJECT ANY OR ALL PROPOSALS OR RESPONSES.

Responses to SBISD's RFP for natural gas, addressed to Spring Branch Independent School District, will be received in the SBISD Purchasing Office at 1031 Witte RD, BLDG T-1A, Houston, TX 77055-6016 until:
January 23, 2020 @ 2:00 PM TO:
PROCUREMENT OF NATURAL GAS
REQUEST FOR PROPOSALS (RFP #14108). This is the "Due Date."
For information contact the SBISD Purchasing Department at (713) 251-1100
Proposers should register on Ion Wave website at:
https://springbranchisd.ionwave.net/Login.aspx
Proposals must conform with the requirements set forth in the Request for Proposal packets and in the other forms posted on Ion Wave website, except as otherwise noted in such packets or on such website. Request for Proposal packets may also be obtained from SBISD's Purchasing Department at Purchasing.Spring@springbranchisd.com, or Mr. Chad Price, AEG Affiliated Energy Group, Retail Energy Division, fax (214) 290-8514, or via an email request to Spring@springbranchISD@affiliatedenergy.com. Interested parties must request the Request for Proposal Packets at least 24 hours prior to the above Due Date. SBISD reserves the right to accept, reject or postpone any or all proposals, and to waive irregularities in proposals to the fullest extent permitted by law.

Open Education Resource Procurement

Language for Newspaper Ad for OER RFP:

Texas Education Agency (TEA) is launching the Open Education Resources Initiative to provide schools and teachers with open-source and customizable curricular materials. With TEA, Education Service Center Region 13 seeks proposals for vendors to provide full sets of existing high-quality OER curricular materials in PK-12 core contents that are fully aligned to the Texas Essential Knowledge and Skills (TEKS). Responsibilities also include building capacity through high-quality training for OER reviewers and editors and providing project management throughout the editing process. The focus of this procurement cycle is English and Spanish Language Arts and Reading for Grades K - 12. PK will be implemented separately. Due date for proposals is December 27, 2019 at 12:00 pm (CST). The RFP was released November 29, 2019 at https://www4.esc13.net/rfp/. For questions contact rfp@esc13.txed.net.

Requesting ads run on:
Sunday, December 1, 2019
Sunday, December 8, 2019

SEALED QUALIFICATIONS WILL BE RECEIVED BY PROCUREMENT SERVICES, PORT OF HOUSTON AUTHORITY EXECUTIVE OFFICE BUILDING, ATTN: BID/PROPOSAL RECEIPT DEPARTMENT, 111 EAST LOOP NORTH, HOUSTON, TEXAS 77029 UNTIL 11:00 A.M., ON JANUARY 22, 2020 FOR THE FOLLOWING:

PERFORM CONSTRUCTION MATERIALS TESTING SERVICES DURING THE REHABILITATION OF WHARF 9 AT TURNING BASIN TERMINAL (RFQ-1367)

A PRE-PROPOSAL CONFERENCE WILL NOT BE HELD FOR THIS PROJECT.

FIRMS INTERESTED IN SUBMITTING QUALIFICATIONS FOR THIS PROCUREMENT MAY OBTAIN A COPY OF THE RFQ FROM THE PORT OF HOUSTON AUTHORITY'S WEBSITE, http://houspeed.path.com/bso, WHERE VENDOR REGISTRATION AND "PROCUREMENT PACKAGE" DOWNLOAD INSTRUCTIONS ARE AVAILABLE.

NOTICE TO BIDDERS
The Metropolitan Transit Authority of Harris County, Texas (METRO) is planning to issue the procurement documents listed in this advertisement, ITB No. 4020000035 For Generator Preventative Maintenance. Solicitation will be available on or about 12/9/2019.
Prospective bidders/proposers can view and download these solicitations by visiting METRO's website at https://www.ridemetro.org/procurement/
If you are unable to download the documents or are having difficulty, please contact METRO Plan and Bid Room at (713) 739-4881.

NOTICE TO BIDDERS
The Metropolitan Transit Authority of Harris County, Texas (METRO) is planning to issue the procurement document listed in this advertisement, REQUEST FOR PROPOSAL for Medical Benefits and Administration FY2021-FY2023.
For more information, contact Annie Bridges at annie_bridges@rjlg.com.

Proposals for RFP 19-009 Mobile Carts for Student Nutrition will be received by the Galena Park Independent School District until Tuesday, January 14, 2020 AT 2:30 PM CDST. At that time proposals will be opened at the GPISD Admin Bldg located at 14705 Woodforest Blvd., Houston, TX 77015.
Additional information may be obtained by contacting Brooke Latner, Director of Purchasing at 832-386-1008 or on our website: http://galenapark.txed.net. The Galena Park ISD reserves the right to reject any or all proposals.

NOTICE TO DEBTORS | **NOTICE** TO CREDITORS

Notice To Creditors Ad $74.00*

Call the Legals Team 713-224-6868 Ext. 6435 or 4204

***$74.00 includes first 36 lines and 1 Affidavit of Publication**
***$1.92 per line over 36 lines**

NOTICE TO CREDITORS
Notice is hereby given that original Letters Testamentary for the Estate of REECE ELLSWORTH COX, Deceased, were issued on December 2, 2019, in Cause No. 19-CPR-033637, pending in the Probate Court at Law No. 6, Fort Bend County, Texas, to: KAREN FIORE COX.
All persons having claims against this Estate which is currently being administered are required to present them to the undersigned within the time and in the manner prescribed by law.
c/o: A. G. CROUCH
Attorney at Law
215 W. Sealy Street
Alvin, Texas 77511
DATED the 2nd day of December, 2019.
/s/ A. G. Crouch
A. G. CROUCH
Attorney for KAREN FIORE COX
State Bar No.: 05148000
215 W. Sealy Street
Alvin, Texas 77511
Telephone: (281) 331-5288
Facsimile: (281) 331-9346
E-mail: agcrouch@crouchlawoffice.com

LEGAL NOTICES | **LEGAL NOTICES**

CAUSE NUMBER: 49015-1909-JC-001267
IN THE MARION SUPERIOR COURT
SUMMONS FOR SERVICE BY PUBLICATION & NOTICE OF CHILD IN NEED OF SERVICES HEARING
) SS:
STATE OF INDIANA
COUNTY OF MARION
IN THE MATTER OF:
TM (1152398) - DOB 4/19/2013 AGE 6 years
A CHILD ALLEGED TO BE
A CHILD IN NEED OF SERVICES
AND
KIMBERLY NICOLE BEARDSLEY (MOTHER)
JUAN RIVERA (ALLEGED FATHER) AND
ANY UNKNOWN ALLEGED FATHERS
TO: Juan Rivera and
Any Unknown Alleged Father
Whereabouts unknown

NOTICE IS HEREBY GIVEN to the above noted parent whose whereabouts are unknown, as well as Any Unknown Alleged Fathers, whose whereabouts are also unknown, that the Indiana Department of Child Services has filed its Verified Petition Alleging the child to be in Need of Services, in accordance with I.C. 31-34-9-3, and that an adjudication hearing has been scheduled with the Court.

YOU ARE HEREBY COMMANDED to appear before the Judge of the Marion Superior Court, 2451 N. Keystone Avenue, Indianapolis, IN 46218, 317-327-8318 for a(n) Default Hearing on 1/27/2020 at 1:30 PM in JUVENILE COURT ROOM 07, ANNEX at said hearing, the Court will consider the Petition and evidence thereon and will render its decision as to whether the above named minor child is child in need of services and shall enter adjudication accordingly. Your failure to appear after lawful notice will be deemed as your default and waiver to be present at said hearing.

UPON ENTRY OF SAID ADJUDICATION, A DISPOSITIONAL HEARING will be held in which the Court will consider (1) Alternatives for the care, treatment, or rehabilitation for the child; (2) The necessity, nature, and extent of your participation in the program of care, treatment, or rehabilitation for the child; and (3) Your financial responsibility for any services provided for the parent, guardian or custodian of the child including child support.

YOU MUST RESPOND by appearing in person or by an attorney within thirty (30) days after the last publication of this notice, and in the event you fail to do so, an adjudication on said petition, judgment by default, may be entered against you, or the court may proceed in your absence, without further notice.

/s/ Myla A. Eldridge
Ordered, Myla Eldridge
Clerk of said Court. this 11/14/19

Sylvia S. Chambers, 32538-49
Attorney, Indiana Department of Child Services
4150 N. Keystone Avenue
Indianapolis, IN 46205
Fax: 317-542-1323
Work: 317-916-4300

Public notice for local public charter school district *International Leadership of Texas charter district announces financials*
Notice is given that the Board of Directors of International American Education Federation, Inc. d.b.a. International Leadership of Texas will conduct the annual public hearing of the School's ratings by the Financial Integrity Rating System of Texas (FIRST) at 6:15 p.m., Wednesday, December 18, 2019 at1620 N. Glenville Drive, Suite 100, Richardson, TX 75081.

LEGAL NOTICES
& A SNORING SPOUSE
TWO THINGS THAT KEEP YOU UP AT NIGHT
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LEGAL NOTICES | **LEGAL NOTICES**

CAUSE NUMBER: 2019-51703
IN THE 55TH JUDICIAL DISTRICT COURT OF HARRIS COUNTY, TEXAS
Plaintiff: THE VETERANS LAND BOARD OF THE STATE OF TEXAS
vs.
Defendant: CARLSON, CARL J AND CALLIE L CARLSON AND THE HEIRS AT LAW OF CARL J CARLSON (DECEASED)
CITATION BY PUBLICATION
THE STATE OF TEXAS
County of Harris
NOTICE TO DEFENDANT: "You have been sued. You may employ an attorney. If you or your attorney do not file a written answer with the Clerk who issued this citation a default judgment may be taken against you."
TO: HEIRS AT LAW OF CARL J CARLSON (DECEASED) ADDRESS AND WHEREABOUTS ARE UNKNOWN
YOU ARE HEREBY COMMANDED to be and appear before the 55TH Judicial District Court of Harris County, Texas in the Courthouse in the city of Houston, Texas at or before 10:00 o'clock A.M. Monday, the 23RD day of DECEMBER, 2019, being the Monday next after the expiration date of forty-two days after this citation is issued, and you are hereby commanded and required then and there to appear and file written answer to the PLAINTIFFS ORIGINAL PETITION, filed in said Court on the 29TH day of JULY 2019, in said numbered 2019-51706 on the docket of said court, wherein THE VETERANS LAND BOARD OF THE STATE OF TEXAS, Plaintiff(s) and HEIRS AT LAW OF CARL J CARLSON (DECEASED), Defendant(s), the nature of plaintiff's demand and the said petition alleged as: QUIET TITLE
SYNOPSIS:
The Petitioner seeks an order to foreclose the lien on the property and assert a claim to the property located at 2110 Atascocita Point Drive, Humble, TX 77346 and legally described as: LOTS FOUR TEEN (14) AND FIFTEEN (15), IN BLOCK ELEVEN (11), OF ATASCOCITA SHORES, SECTION FOUR (4), A SUBDIVISION IN HARRIS COUNTY, TEXAS, ACCORDING TO THE MAP OR PLAT THEREOF RECORDED IN VOLUME 255, PAGE 97 OF THE MAP RECORDS OF HARRIS COUNTY, TEXAS.
Notice hereof shall be given by publishing this Citation once a week for four consecutive weeks previous to the 10TH day of DECEMBER 2019, in some newspaper published in the County of HARRIS. If there be a newspaper published therein, but if not, then the nearest county where a newspaper is published, and this Citation shall be returned the 23RD day of DECEMBER 2019, which is forty two days after the date it is issued, and the first publication shall be at least twenty-eight days before said return day.
HEREIN FAIL NOT, but have before said court on said return day this Writ with your return thereon, showing how you have executed same.
WITNESS: Marilyn Burgess, District Clerk, Harris County Texas
GIVEN UNDER MY HAND AND SEAL OF SAID COURT at Houston, Texas this 04th day of NOVEMBER, 2019.
Newspaper: THE HOUSTON CHRONICLE
(SEAL)
MARILYN BURGESS.
District Clerk
Harris County, Texas
201 Caroline, Houston Texas 77002
P.O. Box 4651, Houston, Texas 77210
By: /s/ Wanda Chambers
CHAMBERS, WANDA
Deputy District Clerk
Issued at the request of:
TAYLOR, KEITH A
Address: 13105 NORTHWEST FRWY, STE 1200, Houston, Texas 77040
Bar Number: 24088511

LEGAL NOTICES | **LEGAL NOTICES** | **LEGAL NOTICES**

CITY OF HOUSTON, TEXAS, NOTICE AS TO CONTENTS OF ORDINANCE PROPOSING TO GRANT THE AUTHORITY FOR USE OF THE PUBLIC WAY OF THE CITY OF HOUSTON, TEXAS, PURSUANT TO ARTICLE VI, CHAPTER 39, CODE OF ORDINANCES, HOUSTON, TEXAS.

Notice as to the contents of an ordinance proposing to make such grant is hereby given. The caption of such ordinances is as follows:

2019-902 – AN ORDINANCE granting to ACCESS DATA SUPPLY INC. a Texas Limited Liability Company, the right, privilege, and franchise to collect haul, and transport solid waste and industrial waste from commercial properties located within the City of Houston, Texas, pursuant to Chapter 39, Code of Ordinances, Houston, Texas; providing for related terms and conditions; and making certain findings related thereto - **FIRST READING**

2019-903 – AN ORDINANCE granting to RAPID WASTE SOLUTIONS of TEXAS LLC., a Texas Limited Liability Company, the right, privilege, and franchise to collect, haul, and transport solid waste and industrial waste from commercial properties located within the City of Houston, Texas, pursuant to Chapter 39, Code of Ordinances, Houston, Texas; providing for related terms and conditions; and making certain findings related thereto - **FIRST READING**

The entire ordinance may be found and inspected in the Office of the Secretary, 900 Bagby, Room P-001, City Hall Annex, Houston, Texas.

Anna Russell
City Secretary

Publish: 11/25, 12/02 and 12/08

NOTICE OF PUBLIC HEARING
NOTICE IS HEREBY GIVEN that the Beach City Cultural Education Facilities Finance Corporation (the "Corporation"), a nonprofit corporation created by the City of Beach City, Texas pursuant to Chapter 337, Texas Local Government Code, will hold a public hearing on December 17, 2019, commencing at 10:00 a.m. at the offices of Orrick, Herrington & Sutcliffe LLC, 609 Main Street, 40th Floor, Houston, Texas 77002, to provide an opportunity for interested persons to be heard, both with respect to a proposed loan (qualified 501(c)(3) bonds as defined in Section 145 of the Internal Revenue Code of 1986, as amended) from the Corporation (the "Bank") to the Corporation in the maximum amount of $4,000,000 and a proposed loan from the Corporation to The Post Oak School (the "Borrower") in the same amount (collectively the "Loans"); all pursuant to a Loan Agreement by and among the Corporation, the Bank and the Borrower. The Loans are being made for the purpose of (A) financing the acquisition, construction and equipping of the properties located at 1013, 1103 and 1105 Ashley Street, Houston, Texas 77006, for the expansion of the Borrower's existing middle school and high school campus (the "Campus") located at 1010 Ashley Street, Houston, Texas 77006 ($3,000,000); (B) financing additional improvements for the Borrower's Campus, including sports pavilion, modular building and tab building ($1,100,000) (collectively, the "Project"; and (C) paying certain expenses in connection with the issuance of the Loans. The Project is owned by the Borrower. The Loans are not payable out of taxes and are secured by and payable solely from funds provided by the Borrower. The amounts shown in this paragraph represent the maximum amount of proceeds of the Loans that are estimated to be used for each Project; provided, however, the aggregate amount of proceeds to used shall not exceed the amount shown in the first paragraph.
All interested persons are invited to attend the hearing to express their views, both orally and in writing, with respect to the Loans and the Project. Any interested persons unable to attend the hearing may submit their views in writing to the President of the Board of Directors of the Corporation c/o Orrick, Herrington & Sutcliffe LLP, Attn: Hoang Vu, 609 Main Street, 40th Floor, Houston, Texas 77002, prior to the date scheduled for the hearing.

Galena Park Independent School District
RFP #20-004
Construction Manager-at-Risk

Sealed proposals will be received by Galena Park Independent School District ("GPISD"), 14705 Woodforest Blvd, Houston, TX 77015, until **10:00 a.m., Tuesday, January 7, 2020**, at which time they will be publicly opened, and the names of the offerors, and the fees and prices, if any, stated in each proposal read aloud as the proposals are opened, to provide Construction Manager-at-Risk ("CMAR") services for the 2016 Bond Program Construction Projects at Pyburn Elementary and Galena Park High School ("the Projects"), and other projects as assigned.

Pursuant to the provisions of Texas Government Code Chapter 2269, Subchapter F, it is the intent of GPISD to select its CMAR(s) via a ONE-STEP PROCESS.

Interested parties may obtain the Request for Proposals packet by emailing **capitalprojects@galenaparkisd.com** or from the District's website at **www.galenaparkisd.com**, Departments, Operations, Treasury & Capital Projects.

A pre-proposal conference will be held on Thursday, December 12, 2019 at 3:00 p.m. at 14705 Woodforest Blvd., Houston, TX 77015. **Attendance is highly recommended.**

The Secondary Practitioners Schools, Inc. is currently applying to the Texas Education Agency for the authorization of three open-enrollment charter high schools over a three year phase-in, each beginning with 9th grade. The target locations will be Shenandoah area (year 1), Katy area (year 2), and Pearland area (year 3). The school's mission will be improving mental health of our teens by providing purpose and prospective. The schools will incorporate innovative structures, systems, facilities, and strong career pathways (pre-med studies, veterinarian medicine, business and counseling, and educational studies). The alignment of these intentional decisions will help build the social-emotional, academic, and physical strength of students during their high school career. Parents and community members interested in learning more about the proposed charter school, specifically, medical professionals and post-secondary institutions that would be willing to partner in our mission are encouraged to attend a public meeting.

A series of public information meetings will be held at the following locations.

Monday, December 9th at 3:30 p.m. and/or 6:30
Montgomery County Library – Woodlands South
2101 Lake Robbins Drive, The Woodlands, TX 77380

Thursday, December 12th at 4:00 and/or 5:00
Montgomery County Library – Conroe
104 Interstate 45 N, Conroe, TX 77301

Saturday, December 14th at 2:30 and/or 3:30 p.m.
Montgomery County Library – Conroe
104 Interstate 45 N, Conroe, TX 77301

LEGAL NOTICES | **LEGAL NOTICES**

NOTICE OF CLASS 2 PERMIT MODIFICATION APPLICATION Waste Industries Services, Inc., located at 5711 Etheridge Street, Houston, TX 77087 has filed an application for a Class 2 modification to Texas Commission on Environmental Quality (TCEQ) Municipal Solid Waste Permit No. MSW-2382. The facility is located at 5711 Etheridge Street, Houston, TX 77087 in Harris County, Texas. The modification requests changes to a permitted container storage area, updates the facility's contingency plan and makes several other administrative changes. A draft permit has not been prepared as of the date of this notice.
PUBLIC COMMENT/PUBLIC MEETING. The applicant will hold a public meeting on this application on Friday, January 3, 2020 at 09:00am at NSSI's offices located at 5711 Etheridge Street, Houston TX 77087 as required by 30 TAC Section 305.69(e)(4). The purpose of the public meeting is to provide information and discuss issues related to the application. The applicant's contact person is Gamaliel Torres, 713-641-1001. The TCEQ agency contact person is Charles Brown, 512-239-6134. A copy of the modification request and supporting documents can be reviewed and copied at the following location:
Atascocita Neighborhood Library, 6750 Belfort Street, Houston, TX 77087
Public comments on this application must be submitted within 60 days of newspaper publication of this notice to the TCEQ Chief Clerk's Office, MC 105, TCEQ, P.O. Box 13087, Austin, TX 78711-3087. The TCEQ will hold a public meeting on this application if there is a significant degree of public interest. A public meeting is not a contested case hearing.
The Commission may also hold a contested case hearing pursuant to the procedures for class 3 modifications which the Commission may follow if there is significant public concern about the proposed modification, or the complex nature of the change requires the more extensive procedures of a Class 3 modification.
For more information about this permit application, the permitting process, or the commenter's compliance history please call the TCEQ's Public Education Program, Toll Free, at 1-800-687-4040. Si desea información en Español, puede llamar al 1-800-687-4040. The commenter's compliance history during the life of the permit being modified is available from the agency contact person Charles Brown, 512-239-6134 and from the Office of Public Assistance.

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IF YOU THINK LEGAL NOTICES ARE PAINFUL, WAIT UNTIL YOU PLACE ONE IN THE WRONG PAPER.

HOUSTON★CHRONICLE HoustonChronicle.com

The Secondary Practitioners Schools, Inc. is currently applying to the Texas Education Agency for the authorization of three open-enrollment charter high schools over a three year phase-in, each beginning with 9th grade. The target locations will be Shenandoah area (year 1), Katy area (year 2), and Fort Bend area (year 3). The school's mission will be improving mental health of our teens by providing purpose and perspective. The schools will incorporate innovative structures, systems, facilities, and strong career pathways (pre-med studies, veterinarian medicine, guidance and counseling, and educational studies). The alignment of these intentional decision will serve to build the social-emotional, academic, and physical strength of students during their high school career. Parents and community members interested in learning more about the proposed charter school, specifically, medical professionals and post-secondary institutions that would be willing to partner in our mission are encouraged to attend a public meeting.

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2101 Lake Robbins Drive, The Woodlands, TX 77380

Thursday, December 12th at 4:00 and/or 5:00
Montgomery County Library - Conroe
104 Interstate 45 N, Conroe, TX 77301

Saturday, December 14th at 2:30 and/or 3:30 p.m.
Montgomery County Library - Conroe
104 Interstate 45 N, Conroe, TX 77301

HC MEDIA GROUP
NEARBY information

AFFIDAVIT OF PUBLICATION

STATE OF TEXAS:

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

THE SECONDARY PRACTITIONERS 0000208379 HC054702325
RAN A LEGAL NOTICE
SIZE BEING: 3 x29 L

Product	Date	Class	Page
Houston Chronicle	Jan 3 2020	Legal Notices	B 4

Victoria Bond & IR Clerk
NEWSPAPER REPRESENTATIVE

Sworn and subscribed to before me, this 3rd Day of January A.D. 2020

CHARLES E WALICHOWSKI
129823547
NOTARY PUBLIC
STATE OF TEXAS
EXPIRES
MAY 19, 2022

Notary Public in and for the State of Texas

1167

Notices

To place legal notices
email legals@chron.com or call 713.224.6868.

ALS | **BIDS** & PROPOSALS | **LEGAL NOTICES** | **LEGAL NOTICES** | **LEGAL NOTICES**

:o Caldwell Companies on behalf of
:t will be received in the offices of Jones &
322 West Grand Parkway North, Suite 150,
Friday, January 3, 2020, and then publicly
)lant, labor, material and equipment and per-
)nstruction of: **Proposed Regional Detention**
alf of Bridgestone Municipal Utility District.

Spring Stuebner and Gosling Road and
if excavation and a drainage conveyance
,100') of 48-inch (48") Reinforced Concrete
rmwater pump station.

0 and over but less than $250,000, the bid-
er's check on a responsible bank in the
hier's check or five percent (5%) bid bond
or construction contracts over $250,000,
percent (2%) certified or cashier's check or
maximum total bid amount. Make the
e to the Owner.

)cuments are available at

vernment Code 2252.908, you must be able t
lity District (the "District") with a printed,
a completed Certificate of Interested Parties f
re to do so will result in the District's
complete the disclosure of interested
lon, please visit the Texas Ethics
ww.ethics.state.tx.us.

n the offices of Jones & Carter, Inc., 2322
50, Katy, Texas 77077 at 10:00 a.m.,
dance is not mandatory.

:ct any or all bids and waive any or all
awn until the expiration of 90 days from the

L NOTICES | LEGAL NOTICES

COMPETITIVE BIDS
for the projects listed below. Offer require-
s), submission due dates and times, type
any bonding requirements, may be
sing.harriscountytx.gov, or in the Purchas-
to Harris County Purchasing Agent, 1001
s 77002, no later than 2:00 p.m. local time
e dates.

1020
miner Service Case Data Management

ta Solution for Traffic Signals
airs in the White Oak Bayou Watershed
vices and Related Work
its along Maintenance Berms of Flood
d Basins
Pre-Bid Conference on Monday,
2020)
Maintenance, Inspection Services and
ns for Heating, Ventilation and Air
g Systems and Chillers
Pre-Proposal Conference on Monday,
2020)
t and Installation of Heating, Ventilation
ditioning System at the Youth Village
e and Repair of Vertical Transportation

Pre-Proposal Conference on Monday,
2020)
airs in Southwest Harris County
Tactical Ladders

2020
lvisory Services
emoval at the Addicks Reservoir Watershed
)

Pre-Bid Conference on Tuesday,
2020)

2020
tuent Relationship Management Solution
ice Audit Recovery Services
its to the Fueling System at Spring Cypress
e Facility, Precinct 4
t of the Underground Steam Line at the
t
pment Mitigation Planning and
n/Redevelopment Planning Studies
ruction at Madera Run Parkway between
Way to Boundary Waters Lane, Precinct 2
nd Kitchen Paper Products and Related

NOTICE OF AIRPORT BOARD OF ADJUSTMENT MEETING DATES FOR 2020

The Airport Board of Adjustment (Board) is a quasi-judicial body that meets monthly or on an as needed basis. The Board may hear and decide an appeal from an order, requirement, decision, or determination made in the enforcement of a provision of the Airport Compatible Land Use and Hazard Area Ordinances (Articles VI and VII, Chapter 9, City of Houston Code of Ordinances). All Board meetings, including special meetings, shall be open to the public and shall be held in full compliance with the provisions of the Open Meetings Act, Chapter 551 of the Texas Government Code, other State law, and the ordinances of the City of Houston.

For 2020, the meetings will be held at 6:00 p.m. in the City Hall Annex Council Chambers located at 900 Bagby, Public Level, Houston, Texas.
The regular meeting schedule is as follows:

January 16, 2020
February 20, 2020
March 19, 2020
April 16, 2020
May 21, 2020
June 18, 2020
July 16, 2020
August 20, 2020
September 17, 2020
October 15, 2020
November 19, 2020
December 17, 2020

Notices for regular and special meetings and other related information may also be found on the Houston Airport System web site at www.fly2houston.com or by calling 281-233-1364.

Secondary Practitioner Schools Inc.

The Secondary Practitioner Schools, Inc. is currently applying to the Texas Education Agency for the authorization of three open-enrollment charter high schools over a three year phase-in, each beginning with 9th grade. The target locations will be Shenandoah area (year 1), Katy area (year 2), and Fort Bend area (year 3). The board of the sponsoring entity, Secondary Practitioner Schools, and the charter will include Lori Meadows, Becky Strassner, and Jamie Campbell. The school's mission will be improving mental health of our teens by providing purpose and perspective. The schools will incorporate innovative structures to include a 4 day school week, systems, facilities, and strong career pathways (pre-med studies, veterinarian medicine, guidance and counseling, and educational studies). The alignment of these intentional decision will serve to build the social-emotional, academic, and physical strength of students during their high school career. Parents and community members interested in learning more about the proposed charter school, specifically, medical professionals and post-secondary institutions that would be willing to partner in our mission are encouraged to attend a public meeting.

A public information meetings will be held at the following location:
Saturday, January 11th at 1:30
Montgomery County Library – Conroe
104 Interstate 45 N, Conroe, TX 77301

**A board meeting will immediately follow the information meeting to vote and adopt the by-laws.*

The Houston Housing Authority ("HHA"), is soliciting sealed bids with the intent to establish a contract for the interior refurbishing of twenty-two (22) Apartment Units, located at Mansions at Turkey Creek Apartments, in accordance with the requirements and terms and conditions specified in IFB 19-23 Refurbishing of Mansions at Turkey Creek Apartments.

Interested parties are highly encouraged (but not required), to attend a pre-bid conference scheduled for 10 A.M. CDT January 13, 2020 at Mansions at Turkey Creek 20919 Birnamwood Blvd. Humble, Texas 77338.

Interested parties who wish to respond to this solicitation must submit the required documents in a sealed envelope by 4 P.M. CDT, February 3, 2020 to the Houston Housing Authority (HHA) Attn: Kevin M. Coleman, MS, C.P.M. Subject: IFB 19-23 Refurbishing of Mansions at Turkey Creek Apartments - DO NOT OPEN 2640 Fountain View Drive Houston, Texas 77057.

IFB 19-23 can be obtained by going to the doing business with HHA section of HHA's website at www.housingforhouston.com , or by sending an e-mail to HHA's Procurement Dept. at Purchasing@housingforhouston.com with IFB 19-23 in the subject line.

A Fair and Equal Employment Opportunity Agency, For assistance: Individuals with disabilities may contact the 504/ADA Administrator at 713-260-0528, TTY 713-260-0574 or 504ADA@housingforhouston.com

HARRIS COUNTY WATER CONTROL AND IM PROVEMENT DISTRICT NO. 157

NOTICE OF DESIGNATION OF ADDITIONAL MEETING PLACE OF BOARD OF DIRECTORS OUTSIDE THE DISTRICT

Secondary Practitioner Schools Inc.

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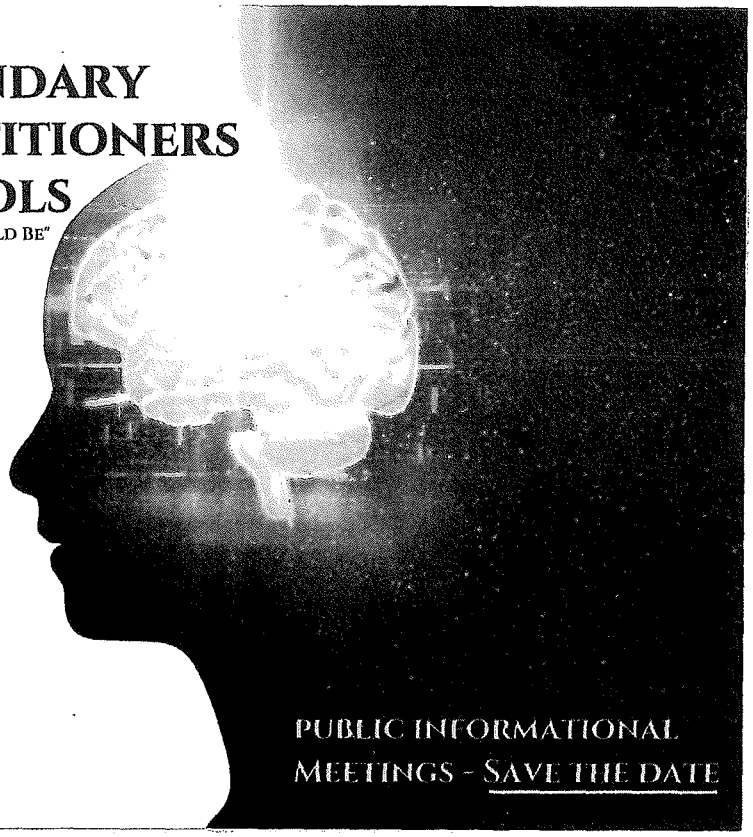
SECONDARY PRACTITIONERS SCHOOLS

"WHAT HIGH SCHOOL SHOULD BE"



PUBLIC INFORMATIONAL MEETINGS - SAVE THE DATE

SAVE THE DATES:

DECEMBER 9TH:
3:30PM & 4:30PM

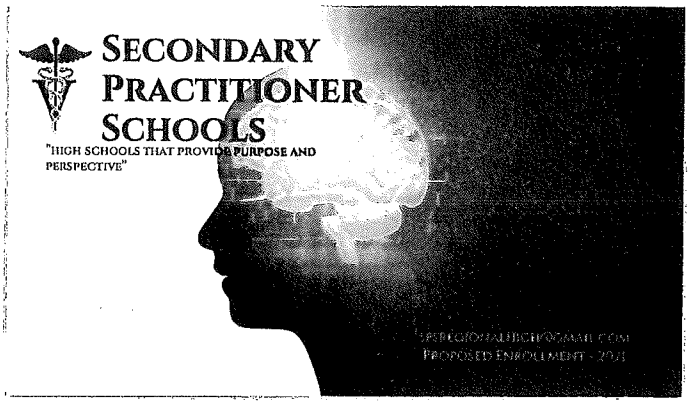
MONTGOMERY COUNTY LIBRARY-
WOODLANDS SOUTH
2101 LAKE ROBBINS DR. THE WOODLANDS, TX
77380

DECEMBER 12TH:
4:00PM & 5:00PM

MONTGOMERY COUNTRY LIBRARY-
CONROE
104 INTERSTATE 45 N. CONROE, TX 77301

DECEMBER 14TH:
2:30PM & 3:30PM

MONTGOMERY COUNTRY LIBRARY-
CONROE
104 INTERSTATE 45 N. CONROE, TX 77301



SECONDARY PRACTITIONER SCHOOLS

WHAT DO YOU WANT FOR YOUR MIDDLE SCHOOL CHILD IN A HIGH SCHOOL?

COULD YOU SERVE AS AN INDUSTRY SPEAKER OR PROVIDE AN ON-SITE EXPERIENCE FOR STUDENTS?

WWW.SPSREGIONALHIGH.ORG

SPSREGIONALHIGH@GMAIL.COM

@SPSREGIONALHIGH

COPYRIGHT MATERIAL

4 pages have been withheld

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

Attachment 7: Sample Course Scope and Sequence

Provide a sample scope and sequence for one course in a core content area that will be taught during the school's first year.

English I Lesson Plan Outline (4 Instructional Days)

Student Expectations/Learning Outcomes	The students must be able to write a poem or narrative that will explore the value of self. Students will write a rationale for why they made structural, stylistic, and content choices for their narrative or poem If writing a poem, students will also be required to do a TPCASTT their own poem.
Essential Questions	Who am I? What has shaped me? How much does one's past define one's future? How do I ensure that my future becomes what I would like it to be? What parts of my past do I appreciate and do I disdain?
TEKS	1C give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and 7B analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms; 9A plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing; 9B develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: (i) using an organizing structure appropriate to purpose, audience, topic, and context; and (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary; 10A (A) compose literary texts such as fiction and poetry using genre characteristics and craft
Materials & Resources	"Everyday Use"--Alice Walker Anticipation Guide John Greene's web series Crash Course Graphic Organizers--venn diagram (character comparison--foil), character tracker (tracks growth),
Lesson 1: Pre-reading and anticipating characterization and theme	1) Teacher introduces an anticipation guide for "Everyday Use" that asks students to look at characters who may or may not accept their heritage or culture in preparation for examination of characters who will grapple with these questions. 2) Teachers will do a four corners activity with the students using the anticipation guide. The anticipation guide questions will direct

Instructional Strategies: *Teach Like a Champion* strategies: Tight Transitions No Opt Out	discussion around heritage, culture, and identity. 3) Students and Teachers begin reading the first half of the short story considering the questions below in #4. 4) Once we've read the first half, students respond to questions from Dee and Maggie's perspective answering: Who am I? What has shaped me? What parts do I appreciate or not appreciate about my life?"
Lesson 2: Characterization _____ Instructional Strategies Think-Pair-Share Exit	1) Mini lesson on figurative language--characterization, foil, symbolism 2) Students and Teachers finish reading the text to annotate "Everyday Use" for figurative language: characterization, symbolism, foil. 3) Students will work in pairs to complete a Venn diagram parsing Maggie and Dee's characters and world view 4) Short reflection on how they see themselves. Are you more like Dee or Maggie? In what ways do you see yourself as Dee or Maggie? 5) Whole class discussion on these questions in order to hear differing perspectives.
Lesson 3: Themes _____ Instructional Strategies	1) John Greene's web series Crash Course 2) Mini-lesson on theme (What is theme? How do we find it? Is authorial intent important or not? How do we establish relevance of/for themes? If we make meaning from a text that wasn't intended by the author is it still a valuable contemplation?). 3) Identify and classify theme topics 4) Create thematic statements for "Everyday Use." Provide text evidence to support the thematic statement. 5) Students need to be able to start thinking about how does this theme apply in my own life.
Lesson 4: Constructing Text _____ Instructional Strategies	1) In order to build student choice, students will have 2 choices for assessment purposes. Begin brainstorming/prewriting a draft of a personal narrative that demonstrates themes from "Everyday Use" and important personal themes of the student writer that were cultivated through the process of reading the short story. They may also choose to write a short story in which characters demonstrate the themes from "Everyday Use" or important personal themes that the writer value within their own life. Characters struggles with identity and finally accepts or comes to terms with their own identity. Teacher will also define minimum length of 2) One of the criteria of the narrative, they need to have identified the 3 themes present in their narrative using textual evidence. They are REQUIRED to include the thematic topic of <u>self-acceptance</u>.

2021-2022 Regional High School English I Scope and Sequence

<table>
<tr>
<td rowspan="2">Unit 1: Understanding My Identity and Legacy

Description:
Upon entering Regional High School, this first unit will tackle the difficult questions of "Who am I?" and "What has shaped me?" In order to develop students who are tolerant and accepting of themselves, as well as their peers, students must first be able to discover the aspects of their lives that have shaped them into who they are today. Once they have an understanding of their current identity, then can then begin to shape themselves into the person they hope to be.

<u>Reading</u>
Reading will focus on texts that have a cultural connection--short stories, informational, and poetry. Readings will primarily</td>
<td>Pathway Connections:

The Vet Med Pathway may make connections by - understanding the impacts nature and animals have on human beings - understanding how animals aide humans in development and therapeutic practices.
The Pre-Med Pathway may make connections by - recognizing and navigating the complexities of diverse cultures and mindsets found in hospital patients
The Guidance Counseling Pathway may make connections by - recognizing how individual identity can manifest through particular patterns of student behaviors
The Education Pathway may make connections by - exploring early childhood development and the potential obstacles (bullying, low self-esteem, familial struggles, etc.) students face when developing a sense of self as a student - understanding how these obstacles impact learning.</td>
</tr>
<tr>
<td>TEKS/Students Will:
<u>Vocabulary/Mechanics</u>
2.B analyze context to distinguish between the denotative and connotative meanings of words; and

2.C determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.

<u>Reading</u>
3.Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
4.A establish purpose for reading assigned and self-selected texts;
4.D create mental images to deepen understanding;
4.E make connections to personal experiences, ideas in other texts, and society
4.F make inferences and use evidence to support understanding;
4.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
7.A read and respond to American, British, and world literature;
7.B analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;

<u>Writing</u>
5.B write responses that demonstrate understanding of texts, including comparing texts within and across genres;</td>
</tr>
</table>

center around characterization and the potential struggle with accepting one's culture and heritage. **Writing** Writing focus will center on narrative, short story, and poetry writing. These assignments will encourage the student to consider their own identity and the elements that are/were instrumental in shaping who they are.	5.E interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating; 10.A compose literary texts such as fiction and poetry using genre characteristics and craft; 10.B compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft; **Listening/Speaking** 1.A engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes 1.C give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively;

Supports

English Learners (ELs)

Sentence Stems - Familiarize English Learners with expectations for writing early in the school year. Begin to show them expected academic sentence structure and provide routine opportunity to create successful sentences using stems.

Graphic Organizers - ELs should be accommodated with graphic organizers to help them create word connections between genre-specific writing terms. For example, poetry will have several syntactical and literary differences from narrative or expository writing. An organizer to help them recognize those differences, keep track of genre specific vocabulary, and strengthen their understanding of the purpose of each genre will increase their chances for success.

Peer Interaction - Being multimodal and allowing students to have ample opportunity for academic discourse will help with both their social language development as well as their academic language acquisition. Partnering ELs with students who may speak their primary language, or who are strong, patient English speakers can also aid in language acquisition.

SPED

Graphic Organizers - Using graphic organizers with students with special needs may help with organizing information so that it may be easier to process as well as quickly access. Even if it isn't required for each particular reading, making them available or teaching students to make their own can be a useful, self-directed activity for SPED students when their learning breaks down or becomes confusing.

Hard Copy of Notes/Enlisting a Scribe - The creation of notes can be taxing and a time consuming activity. It can be even more of an obstacle for students with visual-motor skills,

fine-motor skills, dysgraphia disabilities. Creating notes for students or enlisting a scribe who is willing to help can save your students with disabilities valuable time and effort that can be directed elsewhere. Additionally, this support may present your students with time to prepare for lessons ahead of time.
Chunking - Chunking lessons into small, digestible pieces will support your students in gleaning the knowledge and directions they need at each step of the lesson process. It can also ensure smooth, logical transitions from each process/daily activity.
Clarifying/Rewording Vocabulary - SPED students may require support in committing large amounts of vocabulary to memory. By providing many concrete or visual examples of vocabulary, you can aid in the process of connecting the words to memorable objects/thoughts.

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Unit 2: Duality of Human Nature/Human Condition **Description:** Unit 2 seeks to answer questions such as: "What moral dilemmas and questions do we face as a species?" and "Am I alone in my struggles?" Students will observe the dual nature of humans as they witness characters struggle with choices of right and wrong, with actions filled with benevolence or malevolence. Through these observations, students will begin to gain perspective of how most, if not all, humans naturally deal with problems similar	**Pathway Connections:** **The Vet Med Pathway** may make connections by - gaining perspective into possible causes of animal cruelty - developing a stronger desire to help animals in need **The Pre-Med Pathway** may make connections by - understanding the potentially destructive behaviors and mindsets that keep patients from healing properly **The Guidance Counseling Pathway** may make connections by - identifying therapeutic outlets for depressive/harmful behaviors - recognizing the complexities of the struggles humans face and the power in sharing one's story **The Education Pathway** may make connections by - examining moral dilemmas as an avenue for students to learn important life lessons **TEKS/Students Will:** **<u>Vocabulary/Mechanics</u>** 2.B analyze context to distinguish between the denotative and connotative meanings of words; and 2.C determine the meaning of foreign words or phrases used frequently in English such as *bona fide, caveat, carte blanche, tête-à-tête, bon appétit*, and *quid pro quo*. **<u>Reading</u>** 3.Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. 4.A establish purpose for reading assigned and self-selected texts; 4.D create mental images to deepen understanding; 4.E make connections to personal experiences, ideas in other texts, and society.

to their own. **Reading** Reading will focus on fiction texts that tackle moral dilemmas and questions related to the human condition. Readings will provide opportunities to study morality and character development through coming of age stories. **Writing** Writing focus will be expository. When discussing the dual nature of human beings, students will respond to prompts such as: Explain how humans have the capacity to be both benevolently merciful and malevolently cruel. Students will respond to questions about human morality and moral dilemmas.	4.F make inferences and use evidence to support understanding; 4.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 6.B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils; 7.A read and respond to American, British, and world literature; 7.B analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms; 8.A analyze the author's purpose, audience, and message within a text; 8.B analyze use of text structure to achieve the author's purpose; **Writing** 5.B write responses that demonstrate understanding of texts, including comparing texts within and across genres; 5.E interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating; 10.A compose literary texts such as fiction and poetry using genre characteristics and craft; **Listening/Speaking** 1.A engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes 1.C give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively;

Supports

ELLs
Sentence Stems
Graphic Organizers
Peer Interaction

SPED
Graphic Organizers
Hard Copy of Notes
Chunking
Clarifying/Rewording Vocabulary

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Unit 3: Power Structures/Governing Bodies **Description**: What controls the individual? What makes the individual unique? How does the individual fit within the community and power structure? **Reading**: Will focus on speeches, letters, short stories, etc that encourage students to understand the ways in which governing bodies, social norms, and the structure of society have an impact on the way in which the individual functions in that communal space. **Writing**: The writing focus will continue to be expository with an additional focus on persuasive writing.	**Pathway Connections:** **The Vet Med Pathway** may make connections by - understanding how legislative bodies and activists created current practices and procedures within Veterinary Medicine **The Pre-Med Pathway** may make connections by - discussing the body of laws concerning the rights and responsibilities of medical professionals and their patients. **The Guidance Counseling Pathway** may make connections by - exploring the necessity of personal boundaries and the social decorum that we operate under in several social situations (schools, families, workplaces) **The Education Pathway** may make connections by - understanding why students can occasionally feel constrained or hesitant to demonstrate independence - evaluating educational systems for effectiveness and equality **TEKS/Students Will:** **Vocabulary/Mechanics** 2.B analyze context to distinguish between the denotative and connotative meanings of words; and 2.C determine the meaning of foreign words or phrases used frequently in English such as *bona fide, caveat, carte blanche, tête-à-tête, bon appétit,* and *quid pro quo*. **Reading** 3.Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. 4.A establish purpose for reading assigned and self-selected texts; 4.D create mental images to deepen understanding; 4.E make connections to personal experiences, ideas in other texts, and society. 4.F make inferences and use evidence to support understanding; 4 evaluate details read to determine key ideas; (H) synthesize information from two texts to create new understanding; and 4.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 6.B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character

	foils; 7.A read and respond to American, British, and world literature; 7.B analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms; 8.A analyze the author's purpose, audience, and message within a text; 8.B analyze use of text structure to achieve the author's purpose; **Writing** 5.B write responses that demonstrate understanding of texts, including comparing texts within and across genres; 5.C use text evidence and original commentary to support a comprehensive response; 5.D paraphrase and summarize texts in ways that maintain meaning and logical order; 5.E interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating; 5.F respond using acquired content and academic vocabulary as appropriate; 5.G discuss and write about the explicit or implicit meanings of text; 10.A compose literary texts such as fiction and poetry using genre characteristics and craft; **Listening/Speaking** 1.A engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes 1.C give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively;
Supports **ELLs** Sentence Stems Graphic Organizers Peer Interaction **SPED** Graphic Organizers Hard Copy of Notes Chunking Clarifying/Rewording Vocabulary	

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Unit 4:	**Pathway Connections**

Empowerment **Description**: How does the individual use his/her knowledge to shape/contribute to the world? How can the individual empower other and empower themselves? **Reading**: Will focus on nonfiction/informational texts and articles, commencement speeches, etc. that suggest to students that they should consider their own values, knowledge, and skills as useful for creating change within their own lives and communities. **Writing**: Students will be journaling in order to document their experience with their team project. Students will create a team presentation related to their ideas about how their own skills and knowledge could be useful to the world and how they can work in concert with others to better society. They will script	**The Vet Med Pathway** may make connections by - understanding how their choices to serve animals and humans will bring them fulfillment and foster positive relationships. **The Pre-Med Pathway** may make connections by - realizing how making quality medical care available can drastically improve communities. **The Guidance Counseling Pathway** may make connections by - exploring how giving back to one's community can be a positive force in improving one's social-emotional health. **The Education Pathway** may make connections by - understanding how to create a plan of action, create objectives, and discern the best path of accomplishing those objectives. **TEKS/Students Will:** **Vocabulary/Mechanics** 2.B analyze context to distinguish between the denotative and connotative meanings of words; and 2.C determine the meaning of foreign words or phrases used frequently in English such as *bona fide, caveat, carte blanche, tête-à-tête, bon appétit*, and *quid pro quo*. **Reading** 3.Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. 4.A establish purpose for reading assigned and self-selected texts; 4.D create mental images to deepen understanding; 4.E make connections to personal experiences, ideas in other texts, and society. 4.F make inferences and use evidence to support understanding; 4.G evaluate details read to determine key ideas; 4.H synthesize information from two texts to create new understanding; and 4.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 6.B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils; 7.A read and respond to American, British, and world literature; 8.A analyze the author's purpose, audience, and message within a text; 8.B analyze use of text structure to achieve the author's purpose; **Writing** 5.B write responses that demonstrate understanding of texts, including comparing texts within and across genres;

out their perception of how the knowledge they've gained in their pathways could be beneficial to their home or school communities and explain how they've applied this knowledge through their cumulative service project.	5.C use text evidence and original commentary to support a comprehensive response; 5.D paraphrase and summarize texts in ways that maintain meaning and logical order; 5.E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 5.F respond using acquired content and academic vocabulary as appropriate; 5.G discuss and write about the explicit or implicit meanings of text; **Listening/Speaking** 1.A engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes 1.C give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; 1.D participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
Supports **ELLs** Sentence Stems Graphic Organizers Peer Interaction **SPED** Graphic Organizers Hard Copy of Notes Chunking Clarifying/Rewording Vocabulary	

TEKS Gov historically struggles with
TEKS Eco historically struggles with
TEKS USH historically struggles with
TEKS WH historically struggles with
TEKS WG historically struggles with

TEKS they know students struggle with can be previewed in the lower classes. TEKS the students already struggled with are naturally going to be issues in the following course and so should be intentionally reinforced/reviewed. Obviously there will be more opportunities to help more in some areas than others.

Example:

- What can 9th, 10th do to help reinforce USH TEKS?
- What can 11th do to help review WH TEKS? (retesters in mind)
- And so on...

- Basically, what TEKS do the different subjects typically struggle with based on past 2-3 years of data?
- Where are there opportunities in the other subjects to preview/review material?

1. Each team uses existing data to determine which TEKS need assistance.
2. Each team shares this information with all the other teams. Other teams look for opportunities in their curriculum to assist. Especially think about how the lack of this knowledge/skill might affect your own future class.
3. Department members work in pairs/small groups to confirm information.
4. Make and record plans to incorporate opportunities into lesson plans. (spring semester and next school year)

I will have the departments initially fill out their struggling TEKS in a google doc so that I can quickly copy and paste for each of the other teams. Other teams can fill out online (I will provide templates).

*Also remember the SOCIAL STUDIES SKILLS CROSSOVERS

GOV TEKS - What to use for data? Most reliable sources for data?

	Data Set 1 -	Data Set 2 -	Data Set 3 -
Notable Findings or Trends			
Based on these findings, we wonder if...			

TEKS #	Student Expectation Language	Summary of General Struggles	What can other classes focus on to help your subject? Any brainstorm ideas?

ECO TEKS - What to use for data? Most reliable sources for data?

	Data Set 1 -	Data Set 2 -	Data Set 3 -
Notable Findings or Trends			
Based on these findings, we wonder if...			

TEKS #	Student Expectation Language	Summary of General Struggles	What can other classes focus on to help your subject? Any brainstorm ideas?

USH TEKS - Use Lead4Ward trends for data. Be sure to check language of TEKS as numbering has been adjusted for 2019-2020.

	Data Set 1 -	Data Set 2 -	Data Set 3 -
Notable Findings or Trends			
Based on these findings, we wonder if...			

TEKS #	Student Expectation Language	Summary of General Struggles	What can other classes focus on to help your subject? Any brainstorm ideas?

WH TEKS - What to use for data? Most reliable sources for data?

WG TEKS - What to use for data? Most reliable sources for data?

	Data Set 1 -	Data Set 2 -	Data Set 3 -
Notable Findings or Trends			
Based on these findings, we wonder if...			

TEKS #	Student Expectation Language	Summary of General Struggles	What can other classes focus on to help your subject? Any brainstorm ideas?

	Data Set 1 -	Data Set 2 -	Data Set 3 -
Notable Findings or Trends			
Based on these findings, we wonder if...			

TEKS #	Student Expectation Language	Summary of General Struggles	What can other classes focus on to help your subject? Any brainstorm ideas?

Attachment 8: Proposed Discipline Policy

Provide the school's proposed discipline policy.

Regional High School – Commitment Policy

Team Commitment

Team Members:

Students Parents Teachers Counselors Administrators

As a member, by enrollment and/or employment, I have read and understand the core values and understandings, commitments and responsibilities, and actionable items defined to maximize my success and the success of our team.

Core Values and Understandings (as defined by Webster dictionary):

- Respect - to feel admiration for (someone or something); to regard (someone or something) as being worthy of admiration because of good qualities; to act in a way which shows that you are aware of (someone's rights, wishes, etc.)
- Honesty – implies a refusal to lie, steal, or deceive in any way, honor suggests an active or anxious regard for the standards of one's profession, calling, or position, integrity implies trustworthiness and incorruptibility to a degree that one is incapable of being false to a trust, responsibility, or pledge

Core Commitment and Responsibilities:

Level 1: (Independent Practitioner)

- I will respect myself with integrity and honesty as indicated through my actions and words.
- I will strive daily to do my personal best to maximize my academic, emotional, and physical growth and maturity.
- I will serve as an independent representative of our campus in my school scrubs (dress code expectations).

Level 2: (Classroom Leaders)

- I will treat others and the property of other with respect.
- I will receive and give honest feedback in a respectful manner and tone for the purpose of self-growth and/or the growth of the team.

Level 3: (Campus Ambassadors)

- I will own my responsibility to act with integrity to ensure no harm to others or the community.

Actionable Items:

Level 1:

- I will take the necessary actions to restore my success academically, emotionally, and physical growth and maturity as outlined in a plan of action with a fellow team member.
  1:1 Action Plan between Teacher:Student, Counselor:Student, Admin:Student, Parent:Student

Level 2:

- I will take the necessary actions to restore relationships and/or property, including but not limited to small group restorative circles, community service to repair property (as appropriate) or improve campus property

Level 3:

- I will take the necessary actions and engage in a group restorative circle to repair any damaged relationships and/or commitments to self and/or the community.
- In collaboration with the team, I will fulfill the action items, as appropriate, to regain trust in myself and our team.
- If time is needed, I will take the necessary time on-campus or off to reflect prior to a restorative circle and action plan, to not extend for more than 2 days.

My signature signifies a commitment and ownership for self-growth, as well as developing as a contributing member to the team's and/or community's growth and success.

_____

Date

Violations of Core Commitments included but not limited too:

Level 1:

- Insubordination in class (passive refusal to do work or engage in the learning).
- Sleeping in class.
- Lying in relation to self or against others.
- Skipping class.

Level 2:

- Intentional class disruption despite reasonable request.
- Insulting others.
- Mutual fight with willingness to resolve as indicated by honesty and compliance with actionable items.
- Minor destruction of property (easy repairs that can be corrected by student, such as writing on any school surfaces).
- Offense that causes bodily harm unintentionally.
- Repeated violation of level 1.

Level 3:

- Instigate a fight despite intervention.
- Bullying, including cyber-bullying (defined as: seek to harm, intimidate, or coerce)
- Under the influence of non-prescribed drugs or alcohol.
- Bringing or distributing any items that can cause harm (knife, lighter, taser, drugs, etc.)
- Offense that causes bodily harm intentionally.
- Mutual fight with unwillingness to resolve.
- Repeated violation of level 1 despite Level 2 actions and/or repeated violation of Level 3.
- Public lewdness, inappropriate exposure of body parts, and/or sexual harassment.

Students who disagree with Action Items outlined in any Level as applied to their given situation, should follow-up with the Counselor and/or Dean of Students.

*Refusal to meet conditions outlined by a Level 3 or repeated violation could result in a DAEP placement.

**Only Expulsions and DAEP (contracted service), to include offenses with weapon on or off campus, will go through a due process with the Principal serving as Level 1, Chief at Level 2, Superintendent at Level 3, and Board will make final decision.*

Attachment 9: Evidence of Community Support

Provide evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Gmail Andria Schur <dr.aschur23@gmail.com>

Re: Out of office Re: Meeting

1 message

Dannette Suding [redacted] Thu, Oct 24, 2019 at 7:42 PM
To: Andria Schur <dr.aschur23@gmail.com>

I would volunteer.

Dannette Suding

On Oct 24, 2019, at 6:11 PM, Andria Schur <dr.aschur23@gmail.com> wrote:

I will just add one more thing. If, at any time, the person cannot or chooses to not serve on the board, then she or he could step down. I have a sufficient number of board members, but I need and value the expertise of MYS. I hope that this school will serve as a resource for MYS and vice versa.

Sent from my iPhone

On Oct 24, 2019, at 4:16 PM, Dannette Suding [redacted] wrote:

Do you know the time commitment involved? Hours per week etc .?

On Wed, Oct 23, 2019 at 9:17 PM Andria Schur <dr.aschur23@gmail.com> wrote:

> An employee would work and probably better since they are currently in the work to provide some thoughtful collaborations in building a model school for youth. Would you or Penny be interested? Or do you have someone in mind that I could meet with to discuss further?
> Let me know,
> Sent from my iPhone

On Oct 23, 2019, at 4:22 PM, Dannette Suding [redacted] wrote:

Can this be an employee or does it have to be a Board member?

On Wed, Oct 23, 2019 at 4:02 PM Andria Schur <dr.aschur23@gmail.com> wrote:

> Good afternoon,
> I wanted to follow-up to thank both you and Penny for your time yesterday. I have some good news as it relates to travel. After calling the TEA charter office for the fifth time over the last couple of weeks with some clarifying questions, I received a clear answer as it relates to establishing the board and the required attendance at the information meeting. I am not sure if they got tired of me calling or if I got better at asking questions but we will be able to establish our own standalone nonprofit and charter board. With that being said, a MYS Board Member will not be required at the November 1st meeting; however, I would like to seek any member of MYS to serve on the charter board. The board will work to inform and guide the completion of the application for the charter, in hopes of successfully communicating the intent of the school's vision and mission. Once the application is submitted, then I would step down as the founder to serve as the Instructional leader/Superintendent to fulfill the implementation of the charter with the ongoing guidance of the board. MYS is an essential partner to the foreseen implementation of the mission and vision. I am working to complete a one pager as we discussed that briefly narrates the mission and vision along with various components. I will bullet the various roles/supports based on area of expertise as it relates to the

charter components. Again, I would greatly appreciate a volunteer from MYS to serve on the charter board. Your guidance and expertise will help fulfill the vision we are hoping to accomplish. I look forward to future collaborations!
Thank you in advance for your time and support,

Sent from my iPhone

On Oct 17, 2019, at 10:49 AM, Dannette Suding [redacted] wrote:

> I am presently out of the office with little to no access to cell phone or internet.
>
> If this is an emergency, please contact Dennis or Penny at 281-292-6471. I will respond to emails upon my return.
>
> Have a great day and thank you for helping us Save Lives in Montgomery County Texas.

--

DANNETTE SUDING
Chief Executive Officer

yes TO youth
Counseling • Shelter • Empowerment
Montgomery County Youth Services

e: [redacted]
o: 281.292.6471 The Woodlands
o: 936.756.8682 Conroe
c: 936.537.3431
8701 New Trails Drive, Suite 118 The Woodlands, TX 77381
105 W Lewis St., Conroe, TX 77301
sayyestoyouth.org

--

DANNETTE SUDING
Chief Executive Officer

yes TO youth
Counseling • Shelter • Empowerment
Montgomery County Youth Services

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105 W Lewis St., Conroe, TX 77301
sayyestoyouth.org

Gmail Andria Schur <dr.aschur23@gmail.com>

Re: Your 501 (c) (3)

1 message

Dannette Suding [redacted] Wed, Oct 30, 2019 at 1:55 PM
To: Andria Schur <dr.aschur23@gmail.com>

Thank you for this information.

On Wed, Oct 30, 2019 at 1:26 PM Andria Schur <dr.aschur23@gmail.com> wrote:

> Good afternoon,
> I hope your past weekend and week have gone well thus far. I just wanted to keep you in the loop and share with you that I will be attending the informational meeting tomorrow in Austin. We have filed to establish our nonprofit, see attachment, and wanted to confirm and/or request any thoughts regarding the one pager that I sent you last week.
> I am extremely excited to begin the application process. Our instructional team will spend a good amount of time on it in November and December, which will continue to formulate more details and a deeper understanding of next steps, needs, etc. Once we organize the holes and/or gaps, I would like to touch base with you and/or anyone you recommend to give me insight or recommendations. We, with the partnership/recommendations of all board members, have an opportunity to truly make this a meaningful high school option for students and parents with some unmet needs, as well as an innovative campus that truly addresses students' mental well-being while preparing them to be successful society contributors (hopefully a proactive approach with the multi-facet medical focus, such as appropriate hours of operation based on research of teens, ways to imbed community-purpose-and-perspective through any known available resources like MCYS).
> Sorry to ramble, just super excited at the possibilities!
> Have a great day!
>
> Sent from my iPhone
>
> Begin forwarded message:
>
> **From:** Darren White <[redacted]
> **Date:** October 30, 2019 at 11:41:45 AM CDT
> **To:** Andria Schur <dr.aschur23@gmail.com>
> **Cc:** Lori [redacted]
> [redacted] **Your 501 (c) (3)**
>
> your company has been formed, let me know if you would like me to apply for a Tax ID with IRS and send the letter requesting tax deductible status?
>
> Sent from my iPhone

--

180

DANNETTE SUDING
Chief Executive Officer

yes TO youth
Counseling • Shelter • Empowerment
Montgomery County Youth Services

e: [redacted]
o: 281.292.6471 The Woodlands
o: 936.756.8682 Conroe
c: 936.537.3431
8701 New Trails Drive, Suite 118 The Woodlands, TX 77381
105 W Lewis St., Conroe, TX 77301
sayyestoyouth.org

Gmail **Mike Schur <2010nfcnorth@gmail.com>**

Fwd: Follow-up

1 message

Andria Schur <dr.aschur23@gmail.com> Mon, Jan 20, 2020 at 4:10 PM
[redacted]

Sent from my iPhone

Begin forwarded message:

From: Jenna Fondren [redacted]
Date: January 3, 2020 at 11:02:49 AM CST
To: Andria Schur <dr.aschur23@gmail.com>
Subject: RE: Follow-up

Good morning,

So sorry for my delayed response! I hope you had a wonderful Holiday and a Happy New Year!

What an amazing opportunity you are providing for the students in Montgomery County. Currently, our Safe School Institute is undergoing policy changes for 2020 that have not yet been finalized. One of which might be that the Safe School Institute limits our presentations to Harris County. I am keeping your request at the top of my list. Our CEO, Deputy Director, and myself are meeting on policy soon and will keep you updated the minute I know something.

My best,

Jenna Fondren

From: Andria Schur <dr.aschur23@gmail.com>
Sent: Friday, December 20, 2019 7:25 AM
To: Jenna Fondren[redacted]
Subject: Follow-up

Jenna,

I initially followed up with you after hearing your presentation in Montgomery. As an educator for more than 20 years, which include being a high school principal, teacher of preg middle schoolers and formerly incarcerated teens, you made a impact on me! I apologize for the delay, as both our schedules are extremely hectic, but your partnership is essential in a project that we are working on for Secondary Practitioner Schools. I have attached an article below regarding a public meeting that we held as we pursue opening a charter that specifically targets increasing and addressing the mental health of teens. I would like to consider you and Crimestoppers as a partner in our application and moving forward should we be granted the charter, what financials would I need to budget for? Is there a cost structure for teen info sessions, parent, and/or teacher training. As you will see in the article we are looking at doing mini mesters

between Thanksgiving and Christmas that we can consistently embed in our school structure. We see the value in ensuring our kids get the skills needed in navigating life and doing this at a time that is separate from the stress of core academics. I was curious who do I need to meet with or what steps do I need to take to solidify a partnership with Crimestoppers. We would like to build out the website as we post more community meetings and link Crimestoppers as a partner to provide access to parents regarding some of the resources and research that Crimestoppers has available. Our application for submission is January 21st, so our timeline is tight. We will not know whether we gain the charter until July or August of next year, so planning the logistics will occur in the year following their decision.

Let me know your thoughts! Can we partner with you guys? Can we add your website link as a resource and partner for our parents?

https://www.yourconroenews.com/neighborhood/moco/news/article/Nonprofit-to-submit-application-for-new-charter-14912686.php?utm_campaign=CMS%20Sharing%20Tools%20(Desktop)&utm_source=share-by-email&utm_medium=email

Thank you in advance for your support!!

Sent from my iPhone

Attachment 10: Bylaws

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.

Secondary Practitioner Schools

Meeting Minutes
January 11, 2020

Opening

The first annual Board meeting of Secondary Practitioner Schools was called to order at 2:10 on January 11, 2020 in Conroe, Texas at the Montgomery County Library by Lori Meadows.

Present

Lori Meadows
Jamie Campbell
Becky Strassner (by way of conference call)
Brandon Senegal
Andria Schur

Approval of Agenda

The agenda was unanimously approved as distributed.

Approval of Minutes

This was the first official meeting, so no prior minutes were available for approval but the meeting minutes for the January meeting were read and approved at the conclusion of the meeting.

Open Issues

Andria Schur resigned from the board, so new board member Jamie Campbell has volunteered and been appointed as a new board member.

New Business

Board Positions:
Lori Meadows elected for position of Chair/Board President
Becky Strassner elected for position of Vice President
Jamie Campbell elected for Secretary
All positions were approved and will be submitted to the state.
Bylaw were presented and adopted by majority vote.
Mission and vision were presented and adopted by majority vote.
Application action for filing and assigning Andria Schur as Chief Executive Officer and proposed Superintendent was approved.

Agenda for Next Meeting

Charter application status.

Adjournment

Meeting was adjourned at 2:40 by Lori Meadows. The next meeting is TBD.

Minutes submitted by: Jamie Campbell
Approved by: Lori Meadows and Becky Strassner

BYLAWS

of
Secondary Practitioner Schools, Inc.

a Texas Nonprofit Corporation

ARTICLE I.

NAME AND PURPOSES

Section 1.01 Name: The name of the Corporation is Secondary Practitioner Schools.

Section 1.02 Purpose: The Corporation is organized for the following purpose(s):

(a) Secondary Practitioner Schools is dedicated to *serve as a non-profit for educational purposes.*

(b) This corporation is not organized for profit, and no part of the net earnings of this corporation shall inure to the benefit of any member of the Board of Directors or any other individual except that this corporation may make payments of reasonable compensation for services rendered.

(c) The corporation shall not participate or intervene in any political campaign on behalf of, or in opposition to, any candidate for public office to an extent that would disqualify it from tax exemption under section 501 (c)(3) of the Internal Revenue Code.

(d) The corporation shall never be operated for the primary purpose of carrying on a trade or business for profit.

(e) Notwithstanding any provision of these Bylaws, this corporation shall not carry on any activities not permitted to be carried on by an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States internal revenue law).

ARTICLE II.

OFFICES AND REGISTERED AGENT

Section 2.01 Principal Place of Business: The principal place of business of the Corporation is located in Montgomery County. The Corporation may have such other offices, either within or without the State of Texas, as the Board may determine or as the affairs of the Corporation may require from time to time.

Section 2.02 Registered Office and Registered Agent: The Corporation shall have and continuously maintain in the State of Texas a registered office and a registered agent whose office is the Corporation's registered office, as required by the Texas Business Organizations Code.

(a) *Acceptance of Appointment.* The Registered Agent shall provide written Consent to Serve as Registered Agent pursuant to Texas Business Organizations Code §5.201(b). The written consent shall be maintained in the records of the Corporation.

(b) *Registered Office.* The registered office may, but need not, be identical to the principal office of the Corporation in the State of Texas, and the address of the registered office may be changed from time to time by the Board in accordance with applicable law.

ARTICLE III.

AUTHORITY AND DUTIES OF DIRECTORS

Section 3.01 Authority of Directors: The Board of Directors ("the Board") is the policy-making body and may exercise all the powers and authority granted to the Corporation by law. The Board shall oversee the Corporation's operations.

Section 3.02 Number of Directors: The Board shall consist of no more than fifteen or fewer than three (3) Directors. The number of Directors may be increased or decreased from time to time by Board resolution or amendment to these bylaws; however, a change in the number of Directors shall not remove a Director from his or her position as a Director prior to the expiration of his or her term of office. At all times, the majority of the members of the Board of Directors shall be appointed by Resolution of the Board of Directors of the Corporation. In the event that the number of Directors is zero, a nominating committee may appoint Directors to serve until the next meeting of the Board of Directors.

Section 3.03 Election and Term of Directors:

(a) The first Board of Directors of the Corporation shall consist of those persons named in the Certificate of Formation. Such persons shall hold office until the first election of Directors. Thereafter, at each Annual Meeting of the Board of Directors, Directors shall be elected, each Director to hold office for a term of two years and until his or her successor has been elected and qualified; however, Directors shall be elected so that the terms of approximately one-half of the Directors shall expire in alternate years. Directors may serve consecutive terms.

(b) The Board shall set the number of Directors to be elected at each Annual Meeting, so long as the total number of Directors does not exceed fifteen (15). The majority of the Directors of the Corporation shall be appointed by Resolution of the Board of Directors of the Corporation. The remaining members of the Board of the Corporation may be appointed by the Board of the Corporation. In making such appointments, the Corporation may obtain the advice of the Corporation's Board, its members, or the members of the Corporation itself.

Section 3.04 Resignation and Removal: Resignations are effective upon receipt by the Secretary (or receipt by the President or other officer if the Secretary is resigning) of written

notification or a later date if provided in the written notification. One or more Directors may be removed at a meeting called for that purpose, with or without cause, by majority vote of the entire Board. If a Director fails to attend three consecutive meetings of the Board, the Board shall evaluate the Director's contribution to the work of the Corporation, his or her reasons for not attending the meetings, as well as any other relevant factors, and if it appears to be in the best interest of the Corporation, may declare the position vacant.

Section 3.05 Vacancies: Vacancies existing by reason of resignation, death, incapacity, or removal before the expiration of a term may be filled by the Board. A Director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office and until his or her successor is elected and qualified.

Section 3.06 Meetings: The Board shall hold at least (1) regular meeting annually, which shall be known as the Annual Meeting, and any other regular meetings to be designated by the president in a notice to the Board. Special meetings may be called by any two (2) Directors with telephone or written notice, including notice by electronic mail. The notice of any meeting shall state the date, time, and place of such meeting.

Section 3.07 Notice and Waivers of Notice: Notice of each regular meeting of the board must be given at least two days prior to the date of the meeting. Whenever notice is required to be given to any Director under any provision of law, the Certificate of Formation, or these Bylaws, a written waiver signed by each Director entitled to such notice, whether before or after the time stated in the notice is equivalent to giving notice. The presence of any Director at a meeting, whether in person or by telephone conference who does not object to the lack of notice is considered to have waived notice of the meeting.

Section 3.08 Quorum and Voting: Unless a greater proportion is required by law, a quorum is a majority of the total number of Board members in office. All decisions will be by majority vote of those present at a meeting at which a quorum is present.

Section 3.09 Action Without a Meeting: Any action required or permitted to be taken at a meeting of the Board (including amendment of these Bylaws or the Certificate of Formation) or of any committee may be taken without a meeting if all the members of the Board or committee consent in writing to taking the action without a meeting and to approving the specific action. Such consents shall have the same force and effect as a unanimous vote of the Board or of the committee as the case may be.

Section 3.10 Participation in Meeting by Conference Telephone: Any or all members of the Board may participate in a meeting by conference telephone or similar communications equipment, so long as members participating in such meeting can hear one another, and such participation shall constitute presence in person at the meeting.

Section 3.11 Compensation of Directors: Directors shall not be compensated for serving on the Board, but the Corporation may reimburse Directors for documented reasonable expenses incurred in the performance of their duties to the Corporation.

ARTICLE IV.

COMMITTEES

Section 4.01 Composition: The Board may designate committees and appoint committee members. Committees shall consist of at least two (2) individuals. Those committees which exercise the authority of the Board shall consist only of Directors. An Executive Committee established under this paragraph, having and exercising the full power of the Board must consist of a minimum of three (3) Directors.

Section 4.02 Procedures & Authority: For both types of committees, the Board may make provisions for appointment of the Chair, establish procedures to govern their activities, and delegate authority as may be necessary or desirable for the efficient management of the property, affairs, business, and/or activities of the Corporation.

Section 4.03 Non-delegation of Fiduciary Duty: The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed upon it or him or her by law.

ARTICLE V.

AUTHORITY AND DUTIES OF OFFICERS, AGENTS, AND EMPLOYEES

Section 5.01 Officers: The officers of the Corporation shall be a President, Vice President, Secretary, and Treasurer, and such other officers as the Board may designate. Two (2) or more offices may be held by the same person, except the offices of Secretary and President.

Section 5.02 Election of Officers; Terms of Office: The President, the Vice President, the Secretary, and the Treasurer and other officers, shall serve 2-year terms, and shall be elected by the Board at its Annual Meeting in each year. The terms of office shall expire at the next succeeding Annual Meeting and shall be filled by the Board, at a meeting or by action in writing pursuant to Section 2.09 for a term expiring at the next succeeding Annual Meeting. Officers shall be eligible for reelection.

Section 5.03 Powers and Duties of Officers: Subject to the control of the Board of Directors, all officers shall have such authority and shall perform such duties as may be provided in these Bylaws or by resolution of the Board.

(a) President: The President shall preside at all meetings of the Board of Directors, shall perform all duties customary to that office, and shall supervise and control all of the affairs of the Corporation in accordance with the policies and directives approved by the Board of Directors.

(b) Vice President: In the absence of the President or in the event of the President's inability or refusal to act, the Vice President shall perform the duties of the President and shall have all of the powers of and be subject to all restrictions upon

the President. The Vice President shall perform such other duties and have such other powers as the Board of Directors may from time to time prescribe by resolution or as the President may from time to time provide, subject to the powers and supervision of the Board of Directors.

(c) Secretary: The Secretary shall be responsible for the keeping of an accurate record of the proceedings of all meetings of the Board of Directors, shall give or cause to be given all notices in accordance with these Bylaws or as required by law, and in general shall perform all duties customary to the office of Secretary.

(d) Treasurer: The Treasurer shall be responsible for all funds and securities of the Corporation. He or she shall keep complete and accurate accounts of receipts and disbursements of the Corporation and shall deposit money and other valuable property of the Corporation in the name and to the credit of the Corporation in banks or depositories designated by the Board of Directors. Whenever required by the Board of Directors, the Treasurer shall prepare and provide a statement of accounts. The Treasurer shall at all reasonable times exhibit the books and accounts to any officer or Director of the Corporation and shall perform all other duties incident to the office of Treasurer, subject to the supervision of the Board. If required by the Board, the Treasurer shall give such bond or security for the faithful performance of his or her duties, for which the Treasurer shall be reimbursed.

Section 5.04 Resignation: Resignations are effective upon receipt by the Secretary (or receipt by the President or other officer if the Secretary is resigning) of written notification or a later date if provided in the written notification.

Section 5.05 Removal: One or more officers may be removed by the Board at a meeting called for that purpose, with or without cause.

Section 5.06 Vacancies: Vacancies existing by reason of resignation, death, incapacity, or removal before the expiration of a term may be filled by the Board for the remainder of the unexpired term.

Section 5.07 Executive Director: The Board of Directors may hire an Executive Director of the Corporation. The Executive Director shall be a nonvoting member of the Corporation. The Executive Director shall have general and active management of the programs and affairs of the Corporation and shall see that all orders and resolutions of the Board are carried into effect. The Executive Director shall perform such other duties and have such other authority and powers as the Board of Directors may from time to time prescribe. Unless a contract, these bylaws, or a law provide otherwise, the Board may remove the hired Executive Director at any time with or without cause at a meeting called for that purpose. A resolution to remove the Executive Director requires the vote of three-quarters of the total membership of the Board of Directors

ARTICLE VI.

MEMBERS

The Corporation will not have members.

ARTICLE VII.

INDEMNIFICATION

Section 7.01 Definitions:

"Matter" shall mean any actual or threatened civil, criminal, or administrative action, arbitration proceeding, claim, suit, proceeding, or appeals therefrom, or any criminal, administrative, or congressional (or other body's) investigation, hearing, or other proceeding.

"Eligible Person" shall mean any person who at any time was or is a Director, a member of any committee or subcommittee, an officer, an agent, an employee, or a volunteer of the Corporation.

Section 7.02 Right to Indemnification: Any Eligible Person made a party to or respondent ill a Matter by reason of his or her position with or service to the Corporation shall, to the fullest extent permitted by law, be indemnified by the Corporation against all liabilities and all expenses reasonably incurred by him or her arising out of or in connection with such Matter, except in relation to Matters as to which (i) the Eligible Person failed to act in good faith and for a purpose which he or she reasonably believed to be in the best interests of the Corporation, (ii) in the case of a criminal Matter, the person had reasonable cause to believe that his or her conduct was unlawful, or (iii) the person shall be adjudged to be liable for misconduct or negligence in the performance of a duty.

Section 7.03 Limitation on Right of Indemnification: Except where an Eligible Person has been successful on the merits with respect to such Matter, any indemnification hereunder shall be made only after (i) the Board (acting by a quorum consisting of Directors who were not involved in such Matter) determines that the Eligible Person met the applicable indemnification standard set forth in Section 6.02 above; or (ii) in the absence of a quorum, a finding is rendered in a written opinion by independent legal counsel that the person or persons met the applicable indemnification standard set forth in paragraph Section 6.02 above.

Section 7.04 Other Rights: The right of indemnification provided hereunder shall not be deemed exclusive of any other right to which any person may be entitled in addition to the indemnification provided hereunder. This indemnification shall in the case of the death of the person entitled to indemnification inure to the benefit of his or her heirs, executors or other lawful representative.

Section 7.05 Interim Indemnification: The Corporation shall, with respect to a Matter described in Section 6.02, advance attorney's fees as interim indemnification to any Eligible Person if the following conditions are satisfied: (i)(a) the Board (acting by a quorum consisting of Directors who are not involved in such litigation) determines that the Eligible Person is likely to meet the applicable indemnification standard set forth in Section 6.02 above, or (b) in the

absence of such a quorum, a finding is rendered in a written opinion by independent legal counsel that the Eligible Person is likely to meet the applicable indemnification standard set forth in Secti011 6.02 above; and (ii) the Eligible Person (a) requests interim indemnification, (b) agrees to repay the interim indemnification promptly upon a determination unfavorable to him or her under Section 6.03, and (c) deposits a bond or equivalent security.

Section 7.06 Insurance: The Board may authorize the purchase of and maintain insurance on behalf of any Eligible Person against any liability asserted against or incurred by him/her which arises out of such person's status in such capacity or out of acts taken in such capacity, whether or not the Corporation would have the power to indemnify the person against that liability under law.

ARTICLE VIII.

CONFLICT OF INTEREST POLICY

Section 8.01 Purpose: The purpose of the conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable Corporations.

Section 8.02 Definitions:

"Interested Person": Any Director, principal officer, or member of a committee with Board delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

"Financial Interest": A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

(a) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;

(b) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or

(c) Is considering an ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

"Compensation": Direct and indirect remuneration, including gifts or favors that are not insubstantial.

"Conflict of Interest": A conflict between the personal or financial interests and the official or professional responsibilities of a person in a position of trust. A "Conflict of interest" includes situations in which the employee, family member, or board member has a financial interest in the business or individual selected for the contract. A financial interest is not necessarily a conflict of interest. Under Section 8.03 (b), a person who has a financial interest may have a conflict of interest only if the appropriate Board or committee decides that a conflict of interest exists.

Section 8.03 Procedures:

(a) *Duty to Disclose:* If an actual or possible conflict of interest arises, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Directors and members of committees considering the proposed transaction or arrangement.

(b) *Determining Whether a Conflict of Interest Exists:* After disclosure of the financial interest, whether direct or indirect, disclosure of all material facts, and after any discussion with the interested person, he or she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

(c) *Procedures for Addressing the Conflict of Interest:*

(i) An interested person may make a presentation at the Board or committee meeting, but after the presentation he or she shall leave the meeting during the discussion of and the vote on the transaction or arrangement involving the possible conflict of interest.

(ii) The Chair or President of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(iii) After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(iv) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested Directors or committee members whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

(d) *Violations of the Conflicts of Interest Policy:*

(i) If the Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the

member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(ii) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 8.04 Records of Proceedings: The minutes of the Board and all committees with Board delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE IX.

FINANCIAL ADMINISTRATION

Section 9.01 Fiscal Year: The fiscal year of the Corporation shall be January 1 to December 31 but may be changed by resolution of the Board.

Section 9.02 Loans to Management: The Corporation will make no loans to any of its Directors or Officers.

Section 9.03 Checks, Drafts, and Contracts: The Board of Directors shall determine who shall be authorized to sign checks, drafts, or other orders for payment of money; to sign acceptances, notes, or other instruments of indebtedness; to enter into contracts; or to execute and deliver other documents and instruments on the Corporation's behalf.

(a) *Checks*: All checks drawn on the funds of the Corporation must have two signatories, at least one of which must be a member of the Board of Directors.

(b) *Approval of Contracts:* The Board of Directors shall approve any contract that creates a financial obligation on behalf of the Corporation in advance of acceptance of the contract.

Section 9.04 Reimbursement: Requests for reimbursement by any member of the Board of Directors, officer or agent must be submitted within 6 months of the date the expense is incurred.

The request for reimbursement must be accompanied by receipts and any other supporting documents matching the amount requested for reimbursement.

Section 9.05 Annual Financial Statements: Complete financial statements prepared in conformity with generally accepted accounting principles (GAAP), accompanied by an audit report of an independent certified public accountant, may be presented to and reviewed by the Board after the close of each fiscal year. Financial statements should include: (i) significant categories of contributions and other income; (ii) expenses reported in categories corresponding to the description of major programs and activities contained in the Corporation's annual report, solicitations and other informational materials; (iii) a detailed schedule of expenses by natural classification (e.g., salaries, employee benefits, occupancy, postage, etc.), representing the natural expenses incurred for each major program and supporting activity; (iv) accurate presentation of all fund-raising and administrative costs; and (v) total costs and the basis for allocating any fund-raising or other expenses associated with multi-purpose activities (e.g., fund raising combined with social advocacy or public education campaigns).

Section 9.06 Audit: The Board of Directors may authorize an audit of the Corporation.

Section 9.07 Procurement Policy: The policies and procedures below will be followed when equipment, materials, supplies, property, or services are purchased for Secondary Practitioner Schools.

(a) *Conflict of Interest:* All directors, employees, or agents who participate in the selection or acceptance of a contract for equipment, materials, supplies, or services must comply with the Conflict of Interest Policy set forth in Article VIII of these Bylaws. No director, employee, or agent will participate in the selection or acceptance of a contract involving a conflict of interest without the approval of the board.

(b) *Purchase of Items for Personal Use:* Directors, employees, or agents who participate in the selection or acceptance of a contract for equipment, materials, supplies, or services shall not use such items for personal use.

(c) *Receipt of Gratuities:* Directors, employees, or agents of Secondary Practitioner Schools shall not solicit or accept gratuities, favors, or anything of value from contractors, potential contractors, or parties to agreements with the nonprofit.

(d) *Purchase of Items Not Approved in the Budget:* Directors, employees, or agents shall not solicit or accept any equipment, materials, supplies, or services that have not been approved by the Board of Directors in the annual budget without prior approval of the board.

(e) *Cost Analysis:* The nonprofit shall conduct a cost analysis and document the analysis in the procurement files in conjunction with every purchase. The procurement file should include a justification for the lack of competition if competitive bids or offers are not obtained.

(f) *Contract with Winning Bidder:* If a contract is competitively bid, Secondary Practitioner Schools will enter into a contract with the winning bidder that specifies the equipment, materials, supplies, property, or services to be purchased and the payment terms.

(g) *Acquisition Procedure:* Secondary Practitioner Schools will conduct all procurement transaction in a manner that maximizes opportunities, increases quality, and reduces the cost of purchase. Secondary Practitioner Schools reserves the right to reject any bids or offers if deemed to be in its best interest.

(h) *Purchases:* The Board of Directors must approve all purchases made on behalf of the nonprofit. Two approved signatories are required for all checks.

(i) *Property and Inventory Policy:* When purchasing property (both real estate and equipment), the title must be in the name of Secondary Practitioner Schools. All property purchased belongs to Secondary Practitioner Schools and title vests with Secondary Practitioner Schools. A list of all property owned by the nonprofit shall be kept showing the type of property, identification number, original cost, and depreciated value.

(j) *Whistleblower Policy:* The Corporation will not retaliate against an individual who discloses or threatens to disclose to a supervisor, board member or a public body, any activity, policy, or practice of the Corporation that the employee reasonably believes is in violation of a law, or a rule or regulation mandated pursuant to law, or is in violation of a clear mandate or public policy concerning the health, safety, welfare, or protection of the environment.

ARTICLE X.

RECORDS

Section 10.01 Recordkeeping: The Secretary or his or her designee shall keep or cause to be kept adequate minutes of all Board or committee reflecting at a minimum the names of those in attendance, any resolutions passed and the outcomes of any votes taken.

Section 10.02 Public Disclosure: After receiving IRS recognition of its 501(c)(3) status, the Corporation shall keep available for public inspection at its principal place of business and any branch office copies of the Form 1023 (exemption application) as filed and any Form 990 (information tax return) filed within the past three years. Names and identifying information of contributors shall be redacted from publicly available copies. In addition, as required by the tax code and regulations, the Corporation shall either (i) make such materials widely available to the public, such as by posting on the Internet, or (ii) provide copies of the materials to any member of the public making a request in person during normal business hours or in writing. This public disclosure obligation shall be no broader than required by law and shall not apply, for example, if the Corporation is the target of a campaign of harassment.

Section 10.03 Record Retention and Destruction Policy:

(a) *Scope:* All employees, directors and officers of the Corporation must comply with the document retention requirements within this record retention policy.

(b) *Purpose:* Corporate records include essentially all records produced by the Corporation and its directors, officers and agents, whether paper or electronic. Records include but are not limited to items such as memoranda, emails, contracts, computerized desk calendars and appointment books and expense records. This policy is meant to establish the requirements for document destruction and end the accidental or innocent destruction of necessary documents.

(c) *Inspection of Books and Records:* All books and records of this Corporation may be inspected by any Director for any purpose at any reasonable time on written demand.

(d). *Policy:* Specific documents, identified below, are subject to a retention schedule and should not be destroyed until the expiration of the schedule.

i. Financial Records

Financial records, including bank statements, invoices and payroll records, expense reports, proof of deductions, and other documents should be maintained for at least 7 years from the date of filing the applicable tax return. Year-end financial statements, audit reports and 990 forms should be maintained permanently and should be available for public inspection upon request.

ii. Corporate Records

Incorporation documents, including certificate of formation, bylaws, and related documents should be kept permanently in the corporate records. Meeting minutes and related documents should also be retained in perpetuity in the corporate record book. Tax-exemption documents, including application for tax exemption (IRS Form 1023), IRS determination letter, and any related documents should be kept permanently in the corporate record book and should be available for public inspection upon request.

iii. Legal Files

Legal documents should generally be maintained for a period of 10 years.

iv. Legal Agreements & Contracts

Final, executed copies of legal agreements and contracts, such as mortgages and leases, should be maintained for three years after their expiration. Publicly filed contracts should be maintained longer.

v. Electronic Mail

E-mail that needs to be saved should be either:

a. Printed in hard copy and kept in the appropriate file; or
b. Downloaded to a computer file and kept electronically or on disk as a separate file.

ARTICLE XI.

AMENDMENTS

Section 11.01 Amendments: The Bylaws may be amended at any time by a vote of the two-thirds of the Board of Directors at a meeting where a quorum is present. The Board of Directors may adopt amendments to the Certificate of Formation by a vote of two-thirds of Directors present at a meeting where a quorum is present.

CERTIFICATION

I hereby certify that these bylaws were adopted by the Board of Directors of Secondary Practitioner Schools at its meeting held on this

11th day of January, 2020

Secretary

Attachment 11: Code of Ethics and Conflict of Interest Policy

Provide the following:

- Governing board's proposed Code of Ethics
- Governing board's proposed Conflict of Interest policy
- Identify any existing relationships that could pose actual or perceived conflicts if the application is approved.
- Outline specific steps the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

BYLAWS

of
Secondary Practitioner Schools, Inc.

a Texas Nonprofit Corporation

ARTICLE I.

NAME AND PURPOSES

Section 1.01 Name: The name of the Corporation is Secondary Practitioner Schools.

Section 1.02 Purpose: The Corporation is organized for the following purpose(s):

(a) Secondary Practitioner Schools is dedicated to *serve as a non-profit for educational purposes.*

(b) This corporation is not organized for profit, and no part of the net earnings of this corporation shall inure to the benefit of any member of the Board of Directors or any other individual except that this corporation may make payments of reasonable compensation for services rendered.

(c) The corporation shall not participate or intervene in any political campaign on behalf of, or in opposition to, any candidate for public office to an extent that would disqualify it from tax exemption under section 501 (c)(3) of the Internal Revenue Code.

(d) The corporation shall never be operated for the primary purpose of carrying on a trade or business for profit.

(e) Notwithstanding any provision of these Bylaws, this corporation shall not carry on any activities not permitted to be carried on by an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States internal revenue law).

ARTICLE II.

OFFICES AND REGISTERED AGENT

Section 2.01 Principal Place of Business: The principal place of business of the Corporation is located in Montgomery County. The Corporation may have such other offices, either within or without the State of Texas, as the Board may determine or as the affairs of the Corporation may require from time to time.

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Section 2.02 Registered Office and Registered Agent: The Corporation shall have and continuously maintain in the State of Texas a registered office and a registered agent whose office is the Corporation's registered office, as required by the Texas Business Organizations Code.

(a) *Acceptance of Appointment.* The Registered Agent shall provide written Consent to Serve as Registered Agent pursuant to Texas Business Organizations Code §5.201(b). The written consent shall be maintained in the records of the Corporation.

(b) *Registered Office.* The registered office may, but need not, be identical to the principal office of the Corporation in the State of Texas, and the address of the registered office may be changed from time to time by the Board in accordance with applicable law.

ARTICLE III.

AUTHORITY AND DUTIES OF DIRECTORS

Section 3.01 Authority of Directors: The Board of Directors ("the Board") is the policy-making body and may exercise all the powers and authority granted to the Corporation by law. The Board shall oversee the Corporation's operations.

Section 3.02 Number of Directors: The Board shall consist of no more than fifteen or fewer than three (3) Directors. The number of Directors may be increased or decreased from time to time by Board resolution or amendment to these bylaws; however, a change in the number of Directors shall not remove a Director from his or her position as a Director prior to the expiration of his or her term of office. At all times, the majority of the members of the Board of Directors shall be appointed by Resolution of the Board of Directors of the Corporation. In the event that the number of Directors is zero, a nominating committee may appoint Directors to serve until the next meeting of the Board of Directors.

Section 3.03 Election and Term of Directors:

(a) The first Board of Directors of the Corporation shall consist of those persons named in the Certificate of Formation. Such persons shall hold office until the first election of Directors. Thereafter, at each Annual Meeting of the Board of Directors, Directors shall be elected, each Director to hold office for a term of two years and until his or her successor has been elected and qualified; however, Directors shall be elected so that the terms of approximately one-half of the Directors shall expire in alternate years. Directors may serve consecutive terms.

(b) The Board shall set the number of Directors to be elected at each Annual Meeting, so long as the total number of Directors does not exceed fifteen (15). The majority of the Directors of the Corporation shall be appointed by Resolution of the Board of Directors of the Corporation. The remaining members of the Board of the Corporation may be appointed by the Board of the Corporation. In making such appointments, the Corporation may obtain the advice of the Corporation's Board, its members, or the members of the Corporation itself.

Section 3.04 Resignation and Removal: Resignations are effective upon receipt by the Secretary (or receipt by the President or other officer if the Secretary is resigning) of written

notification or a later date if provided in the written notification. One or more Directors may be removed at a meeting called for that purpose, with or without cause, by majority vote of the entire Board. If a Director fails to attend three consecutive meetings of the Board, the Board shall evaluate the Director's contribution to the work of the Corporation, his or her reasons for not attending the meetings, as well as any other relevant factors, and if it appears to be in the best interest of the Corporation, may declare the position vacant.

Section 3.05 Vacancies: Vacancies existing by reason of resignation, death, incapacity, or removal before the expiration of a term may be filled by the Board. A Director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office and until his or her successor is elected and qualified.

Section 3.06 Meetings: The Board shall hold at least (1) regular meeting annually, which shall be known as the Annual Meeting, and any other regular meetings to be designated by the president in a notice to the Board. Special meetings may be called by any two (2) Directors with telephone or written notice, including notice by electronic mail. The notice of any meeting shall state the date, time, and place of such meeting.

Section 3.07 Notice and Waivers of Notice: Notice of each regular meeting of the board must be given at least two days prior to the date of the meeting. Whenever notice is required to be given to any Director under any provision of law, the Certificate of Formation, or these Bylaws, a written waiver signed by each Director entitled to such notice, whether before or after the time stated in the notice is equivalent to giving notice. The presence of any Director at a meeting, whether in person or by telephone conference who does not object to the lack of notice is considered to have waived notice of the meeting.

Section 3.08 Quorum and Voting: Unless a greater proportion is required by law, a quorum is a majority of the total number of Board members in office. All decisions will be by majority vote of those present at a meeting at which a quorum is present.

Section 3.09 Action Without a Meeting: Any action required or permitted to be taken at a meeting of the Board (including amendment of these Bylaws or the Certificate of Formation) or of any committee may be taken without a meeting if all the members of the Board or committee consent in writing to taking the action without a meeting and to approving the specific action. Such consents shall have the same force and effect as a unanimous vote of the Board or of the committee as the case may be.

Section 3.10 Participation in Meeting by Conference Telephone: Any or all members of the Board may participate in a meeting by conference telephone or similar communications equipment, so long as members participating in such meeting can hear one another, and such participation shall constitute presence in person at the meeting.

Section 3.11 Compensation of Directors: Directors shall not be compensated for serving on the Board, but the Corporation may reimburse Directors for documented reasonable expenses incurred in the performance of their duties to the Corporation.

ARTICLE IV.

COMMITTEES

Section 4.01 Composition: The Board may designate committees and appoint committee members. Committees shall consist of at least two (2) individuals. Those committees which exercise the authority of the Board shall consist only of Directors. An Executive Committee established under this paragraph, having and exercising the full power of the Board must consist of a minimum of three (3) Directors.

Section 4.02 Procedures & Authority: For both types of committees, the Board may make provisions for appointment of the Chair, establish procedures to govern their activities, and delegate authority as may be necessary or desirable for the efficient management of the property, affairs, business, and/or activities of the Corporation.

Section 4.03 Non-delegation of Fiduciary Duty: The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed upon it or him or her by law.

ARTICLE V.

AUTHORITY AND DUTIES OF OFFICERS, AGENTS, AND EMPLOYEES

Section 5.01 Officers: The officers of the Corporation shall be a President, Vice President, Secretary, and Treasurer, and such other officers as the Board may designate. Two (2) or more offices may be held by the same person, except the offices of Secretary and President.

Section 5.02 Election of Officers; Terms of Office: The President, the Vice President, the Secretary, and the Treasurer and other officers, shall serve 2-year terms, and shall be elected by the Board at its Annual Meeting in each year. The terms of office shall expire at the next succeeding Annual Meeting and shall be filled by the Board, at a meeting or by action in writing pursuant to Section 2.09 for a term expiring at the next succeeding Annual Meeting. Officers shall be eligible for reelection.

Section 5.03 Powers and Duties of Officers: Subject to the control of the Board of Directors, all officers shall have such authority and shall perform such duties as may be provided in these Bylaws or by resolution of the Board.

(a) President: The President shall preside at all meetings of the Board of Directors, shall perform all duties customary to that office, and shall supervise and control all of the affairs of the Corporation in accordance with the policies and directives approved by the Board of Directors.

(b) Vice President: In the absence of the President or in the event of the President's inability or refusal to act, the Vice President shall perform the duties of the President and shall have all of the powers of and be subject to all restrictions upon

the President. The Vice President shall perform such other duties and have such other powers as the Board of Directors may from time to time prescribe by resolution or as the President may from time to time provide, subject to the powers and supervision of the Board of Directors.

(c) Secretary: The Secretary shall be responsible for the keeping of an accurate record of the proceedings of all meetings of the Board of Directors, shall give or cause to be given all notices in accordance with these Bylaws or as required by law, and in general shall perform all duties customary to the office of Secretary.

(d) Treasurer: The Treasurer shall be responsible for all funds and securities of the Corporation. He or she shall keep complete and accurate accounts of receipts and disbursements of the Corporation and shall deposit money and other valuable property of the Corporation in the name and to the credit of the Corporation in banks or depositories designated by the Board of Directors. Whenever required by the Board of Directors, the Treasurer shall prepare and provide a statement of accounts. The Treasurer shall at all reasonable times exhibit the books and accounts to any officer or Director of the Corporation and shall perform all other duties incident to the office of Treasurer, subject to the supervision of the Board. If required by the Board, the Treasurer shall give such bond or security for the faithful performance of his or her duties, for which the Treasurer shall be reimbursed.

Section 5.04 Resignation: Resignations are effective upon receipt by the Secretary (or receipt by the President or other officer if the Secretary is resigning) of written notification or a later date if provided in the written notification.

Section 5.05 Removal: One or more officers may be removed by the Board at a meeting called for that purpose, with or without cause.

Section 5.06 Vacancies: Vacancies existing by reason of resignation, death, incapacity, or removal before the expiration of a term may be filled by the Board for the remainder of the unexpired term.

Section 5.07 Executive Director: The Board of Directors may hire an Executive Director of the Corporation. The Executive Director shall be a nonvoting member of the Corporation. The Executive Director shall have general and active management of the programs and affairs of the Corporation and shall see that all orders and resolutions of the Board are carried into effect. The Executive Director shall perform such other duties and have such other authority and powers as the Board of Directors may from time to time prescribe. Unless a contract, these bylaws, or a law provide otherwise, the Board may remove the hired Executive Director at any time with or without cause at a meeting called for that purpose. A resolution to remove the Executive Director requires the vote of three-quarters of the total membership of the Board of Directors

ARTICLE VI.

MEMBERS

The Corporation will not have members.

ARTICLE VII.

INDEMNIFICATION

Section 7.01 Definitions:

"Matter" shall mean any actual or threatened civil, criminal, or administrative action, arbitration proceeding, claim, suit, proceeding, or appeals therefrom, or any criminal, administrative, or congressional (or other body's) investigation, hearing, or other proceeding.

"Eligible Person" shall mean any person who at any time was or is a Director, a member of any committee or subcommittee, an officer, an agent, an employee, or a volunteer of the Corporation.

Section 7.02 Right to Indemnification: Any Eligible Person made a party to or respondent ill a Matter by reason of his or her position with or service to the Corporation shall, to the fullest extent permitted by law, be indemnified by the Corporation against all liabilities and all expenses reasonably incurred by him or her arising out of or in connection with such Matter, except in relation to Matters as to which (i) the Eligible Person failed to act in good faith and for a purpose which he or she reasonably believed to be in the best interests of the Corporation, (ii) in the case of a criminal Matter, the person had reasonable cause to believe that his or her conduct was unlawful, or (iii) the person shall be adjudged to be liable for misconduct or negligence in the performance of a duty.

Section 7.03 Limitation on Right of Indemnification: Except where an Eligible Person has been successful on the merits with respect to such Matter, any indemnification hereunder shall be made only after (i) the Board (acting by a quorum consisting of Directors who were not involved in such Matter) determines that the Eligible Person met the applicable indemnification standard set forth in Section 6.02 above; or (ii) in the absence of a quorum, a finding is rendered in a written opinion by independent legal counsel that the person or persons met the applicable indemnification standard set forth in paragraph Section 6.02 above.

Section 7.04 Other Rights: The right of indemnification provided hereunder shall not be deemed exclusive of any other right to which any person may be entitled in addition to the indemnification provided hereunder. This indemnification shall in the case of the death of the person entitled to indemnification inure to the benefit of his or her heirs, executors or other lawful representative.

Section 7.05 Interim Indemnification: The Corporation shall, with respect to a Matter described in Section 6.02, advance attorney's fees as interim indemnification to any Eligible Person if the following conditions are satisfied: (i)(a) the Board (acting by a quorum consisting of Directors who are not involved in such litigation) determines that the Eligible Person is likely to meet the applicable indemnification standard set forth in Section 6.02 above, or (b) in the

absence of such a quorum, a finding is rendered in a written opinion by independent legal counsel that the Eligible Person is likely to meet the applicable indemnification standard set forth in Secti011 6.02 above; and (ii) the Eligible Person (a) requests interim indemnification, (b) agrees to repay the interim indemnification promptly upon a determination unfavorable to him or her under Section 6.03, and (c) deposits a bond or equivalent security.

Section 7.06 Insurance: The Board may authorize the purchase of and maintain insurance on behalf of any Eligible Person against any liability asserted against or incurred by him/her which arises out of such person's status in such capacity or out of acts taken in such capacity, whether or not the Corporation would have the power to indemnify the person against that liability under law.

ARTICLE VIII.

CONFLICT OF INTEREST POLICY

Section 8.01 Purpose: The purpose of the conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable Corporations.

Section 8.02 Definitions:

"Interested Person": Any Director, principal officer, or member of a committee with Board delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

"Financial Interest": A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

(a) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;

(b) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or

(c) Is considering an ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

"Compensation": Direct and indirect remuneration, including gifts or favors that are not insubstantial.

"Conflict of Interest": A conflict between the personal or financial interests and the official or professional responsibilities of a person in a position of trust. A "Conflict of interest" includes situations in which the employee, family member, or board member has a financial interest in the business or individual selected for the contract. A financial interest is not necessarily a conflict of interest. Under Section 8.03 (b), a person who has a financial interest may have a conflict of interest only if the appropriate Board or committee decides that a conflict of interest exists.

Section 8.03 Procedures:

(a) *Duty to Disclose*: If an actual or possible conflict of interest arises, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Directors and members of committees considering the proposed transaction or arrangement.

(b) *Determining Whether a Conflict of Interest Exists:* After disclosure of the financial interest, whether direct or indirect, disclosure of all material facts, and after any discussion with the interested person, he or she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

(c) *Procedures for Addressing the Conflict of Interest:*

(i) An interested person may make a presentation at the Board or committee meeting, but after the presentation he or she shall leave the meeting during the discussion of and the vote on the transaction or arrangement involving the possible conflict of interest.

(ii) The Chair or President of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(iii) After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(iv) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested Directors or committee members whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

(d) *Violations of the Conflicts of Interest Policy:*

(i) If the Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the

member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(ii) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 8.04 Records of Proceedings: The minutes of the Board and all committees with Board delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE IX.

FINANCIAL ADMINISTRATION

Section 9.01 Fiscal Year: The fiscal year of the Corporation shall be January 1 to December 31 but may be changed by resolution of the Board.

Section 9.02 Loans to Management: The Corporation will make no loans to any of its Directors or Officers.

Section 9.03 Checks, Drafts, and Contracts: The Board of Directors shall determine who shall be authorized to sign checks, drafts, or other orders for payment of money; to sign acceptances, notes, or other instruments of indebtedness; to enter into contracts; or to execute and deliver other documents and instruments on the Corporation's behalf.

(a) *Checks*: All checks drawn on the funds of the Corporation must have two signatories, at least one of which must be a member of the Board of Directors.

(b) *Approval of Contracts:* The Board of Directors shall approve any contract that creates a financial obligation on behalf of the Corporation in advance of acceptance of the contract.

Section 9.04 Reimbursement: Requests for reimbursement by any member of the Board of Directors, officer or agent must be submitted within 6 months of the date the expense is incurred.

The request for reimbursement must be accompanied by receipts and any other supporting documents matching the amount requested for reimbursement.

Section 9.05 Annual Financial Statements: Complete financial statements prepared in conformity with generally accepted accounting principles (GAAP), accompanied by an audit report of an independent certified public accountant, may be presented to and reviewed by the Board after the close of each fiscal year. Financial statements should include: (i) significant categories of contributions and other income; (ii) expenses reported in categories corresponding to the description of major programs and activities contained in the Corporation's annual report, solicitations and other informational materials; (iii) a detailed schedule of expenses by natural classification (e.g., salaries, employee benefits, occupancy, postage, etc.), representing the natural expenses incurred for each major program and supporting activity; (iv) accurate presentation of all fund-raising and administrative costs; and (v) total costs and the basis for allocating any fund-raising or other expenses associated with multi-purpose activities (e.g., fund raising combined with social advocacy or public education campaigns).

Section 9.06 Audit: The Board of Directors may authorize an audit of the Corporation.

Section 9.07 Procurement Policy: The policies and procedures below will be followed when equipment, materials, supplies, property, or services are purchased for Secondary Practitioner Schools.

(a) *Conflict of Interest:* All directors, employees, or agents who participate in the selection or acceptance of a contract for equipment, materials, supplies, or services must comply with the Conflict of Interest Policy set forth in Article VIII of these Bylaws. No director, employee, or agent will participate in the selection or acceptance of a contract involving a conflict of interest without the approval of the board.

(b) *Purchase of Items for Personal Use:* Directors, employees, or agents who participate in the selection or acceptance of a contract for equipment, materials, supplies, or services shall not use such items for personal use.

(c) *Receipt of Gratuities:* Directors, employees, or agents of Secondary Practitioner Schools shall not solicit or accept gratuities, favors, or anything of value from contractors, potential contractors, or parties to agreements with the nonprofit.

(d) *Purchase of Items Not Approved in the Budget:* Directors, employees, or agents shall not solicit or accept any equipment, materials, supplies, or services that have not been approved by the Board of Directors in the annual budget without prior approval of the board.

(e) *Cost Analysis:* The nonprofit shall conduct a cost analysis and document the analysis in the procurement files in conjunction with every purchase. The procurement file should include a justification for the lack of competition if competitive bids or offers are not obtained.

(f) *Contract with Winning Bidder:* If a contract is competitively bid, Secondary Practitioner Schools will enter into a contract with the winning bidder that specifies the equipment, materials, supplies, property, or services to be purchased and the payment terms.

(g) *Acquisition Procedure:* Secondary Practitioner Schools will conduct all procurement transaction in a manner that maximizes opportunities, increases quality, and reduces the cost of purchase. Secondary Practitioner Schools reserves the right to reject any bids or offers if deemed to be in its best interest.

(h) *Purchases:* The Board of Directors must approve all purchases made on behalf of the nonprofit. Two approved signatories are required for all checks.

(i) *Property and Inventory Policy:* When purchasing property (both real estate and equipment), the title must be in the name of Secondary Practitioner Schools. All property purchased belongs to Secondary Practitioner Schools and title vests with Secondary Practitioner Schools. A list of all property owned by the nonprofit shall be kept showing the type of property, identification number, original cost, and depreciated value.

(j) *Whistleblower Policy:* The Corporation will not retaliate against an individual who discloses or threatens to disclose to a supervisor, board member or a public body, any activity, policy, or practice of the Corporation that the employee reasonably believes is in violation of a law, or a rule or regulation mandated pursuant to law, or is in violation of a clear mandate or public policy concerning the health, safety, welfare, or protection of the environment.

ARTICLE X.

RECORDS

Section 10.01 Recordkeeping: The Secretary or his or her designee shall keep or cause to be kept adequate minutes of all Board or committee reflecting at a minimum the names of those in attendance, any resolutions passed and the outcomes of any votes taken.

Section 10.02 Public Disclosure: After receiving IRS recognition of its 501(c)(3) status, the Corporation shall keep available for public inspection at its principal place of business and any branch office copies of the Form 1023 (exemption application) as filed and any Form 990 (information tax return) filed within the past three years. Names and identifying information of contributors shall be redacted from publicly available copies. In addition, as required by the tax code and regulations, the Corporation shall either (i) make such materials widely available to the public, such as by posting on the Internet, or (ii) provide copies of the materials to any member of the public making a request in person during normal business hours or in writing. This public disclosure obligation shall be no broader than required by law and shall not apply, for example, if the Corporation is the target of a campaign of harassment.

Section 10.03 Record Retention and Destruction Policy:

(a) *Scope:* All employees, directors and officers of the Corporation must comply with the document retention requirements within this record retention policy.

(b) *Purpose:* Corporate records include essentially all records produced by the Corporation and its directors, officers and agents, whether paper or electronic. Records include but are not limited to items such as memoranda, emails, contracts, computerized desk calendars and appointment books and expense records. This policy is meant to establish the requirements for document destruction and end the accidental or innocent destruction of necessary documents.

(c) *Inspection of Books and Records:* All books and records of this Corporation may be inspected by any Director for any purpose at any reasonable time on written demand.

(d). *Policy:* Specific documents, identified below, are subject to a retention schedule and should not be destroyed until the expiration of the schedule.

i. Financial Records

Financial records, including bank statements, invoices and payroll records, expense reports, proof of deductions, and other documents should be maintained for at least 7 years from the date of filing the applicable tax return. Year-end financial statements, audit reports and 990 forms should be maintained permanently and should be available for public inspection upon request.

ii. Corporate Records

Incorporation documents, including certificate of formation, bylaws, and related documents should be kept permanently in the corporate records. Meeting minutes and related documents should also be retained in perpetuity in the corporate record book. Tax-exemption documents, including application for tax exemption (IRS Form 1023), IRS determination letter, and any related documents should be kept permanently in the corporate record book and should be available for public inspection upon request.

iii. Legal Files

Legal documents should generally be maintained for a period of 10 years.

iv. Legal Agreements & Contracts

Final, executed copies of legal agreements and contracts, such as mortgages and leases, should be maintained for three years after their expiration. Publicly filed contracts should be maintained longer.

v. Electronic Mail

E-mail that needs to be saved should be either:

a. Printed in hard copy and kept in the appropriate file; or
b. Downloaded to a computer file and kept electronically or on disk as a separate file.

ARTICLE XI.

AMENDMENTS

Section 11.01 Amendments: The Bylaws may be amended at any time by a vote of the two-thirds of the Board of Directors at a meeting where a quorum is present. The Board of Directors may adopt amendments to the Certificate of Formation by a vote of two-thirds of Directors present at a meeting where a quorum is present.

CERTIFICATION

I hereby certify that these bylaws were adopted by the Board of Directors of Secondary Practitioner Schools at its meeting held on this

11th day of January, 2020

Jamie Ingram Campbell
Secretary

Attachment 12: Board Members' Résumés and Biographical Affidavits

For each member of the proposed school's governing board, provide a résumé AND a notarized Board Member Biographical Affidavit, a template for which is available on the Subchapter D application page.

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

***NOTE*: Substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy, and may be removed from consideration. Applicants must ensure that each board member individually provides her/his own personal response.**

Lori Meadows

2907 Whispering Spring
Spring, Texas 77373
(281) 799-5366

Objective

Licensed Real Estate Agent with over 20 years of experience dedicated to giving clients professional service and honest advice enabling them to make the best financial decision on the sale and purchase of real estate. Provide exceptional customer service to build a strong referral base. Excellent communication and interpersonal skills, with organized planning and time management.

Experience

1997 - Present

Accustar Real Estate
2219 Sawdust Road, Suite 102
The Woodlands, Texas 77380

Licensed Texas Real Estate Agent

- Analyze market trends, conditions, and activities to accurately advise clients and develop competitive market proposals.
- Cultivate relationships with appraisers, mortgage lenders and brokers, escrow personnel, and real estate attorneys to best serve my client
- Successfully guide home buyers and sellers through sales and purchases of properties
- Counsel customers on current market statistics for local properties
- Maintain a high referral rate and exceptional feedback from previous clients
- Advertise client properties on websites through social media and in real estate guides
- Continually stay up to date on mortgage rates and related real estate trends
- Generate listings for sales through cold calls and referrals
- Follow up with prospective buyers regarding incentives from the builder and new developments in the surrounding areas
- Prepare documents such as representation contracts, purchase agreements, closing statements and leases
- Accompany buyers during visits and advise them on the suitability and value of the home they are visiting based on current market conditions
- Advise sellers on how to make their home more appealing to potential buyers
- Create comparative market analysis for clients
- Stay up to date on legal and ethical law practices as related to real estate

2006 - 2018

Carl Wunsche Senior High School
Spring Independent School District
900 Wunsche Loop
Spring, Texas 77373

High School Professional Registrar

- Analyze state reporting data to ensure accuracy of records reported to the state
- Cross-collaboration campus meetings with ADA clerk, counselors, and administrators
- Disseminate information acquired from parents to appropriate campus personnel regarding services and programs
- Monitor and update student data for PEIMS reporting
- Maintain physical and computerized records required by federal, state, and local laws/regulations
- Provide training to staff for reports required by the district
- Utilization of the Texas Records Exchange (TREX) system for incoming and outgoing records of students
- Work closely with Colleges/Universities and remain updated on admissions requirements and dates
- Process new student records including requesting transcripts and records from other schools, setting up cumulative folder and entering student data into appropriate databases
- Process and transmit requests for student information to court parole or probation officers

- Calculate grade point averages, class rank
- Assist campus administration and counselors with preparation of reports and student data information, grades and placement
- Maintain confidentiality of information
- Campus PEIMS Coordinator
- Campus AT-Risk Coordinator
- Work closely with the administration on the development of the Master Schedule
- Continued education of changing laws, regulations and school board policies on secondary state and federal accountability standards and policies
- Proficient use of Excel
- Notarize documents when needed

2003 - 2006 Westfield 9th Grade Center
Spring Independent School District
1500 Southridge
Houston, Texas 77090

High School Professional Registrar

- Maintain physical and computerized records including student cumulative folders, transcripts, report cards, failure reports
- Process new student records including requesting transcripts and records from other schools, setting up cumulative folder and entering student data into appropriate databases
- Process and transmit requests for student information to court parole or probation officers
- Calculate grade point averages, class rank
- Assist campus administration and counselors with preparation of reports and student data information, grades and placement
- Schedule transfer ARDS for incoming students and determine special education
- Schedule ESL testing for incoming students and assist in eligibility
- Maintain confidentiality of information
- Campus PEIMS Coordinator
- Campus AT-Risk Coordinator
- Continued education of changing laws, regulations and school board policies of student enrollment and student records
- Notarize documents when needed

1992 - 2003 Westfield High School
Spring Independent School District
16713 Ella Boulevard
Houston, Texas 77090

Administrative Secretary Assistant Principal

- Maintain student discipline records on Vista and hard files
- Maintain student daily attendance records on Vista and hard files
- Communicate with parents concerning student's discipline and attendance
- Greet students, faculty, parents and district personnel and provide assistance as needed in person and/or on the telephone
- Proficient use of Microsoft Outlook, Work, Excel, and Vista
- Provide all clerical support to the assistant principal
- Answer all incoming calls
- Maintain a schedule of appointments for assistant principal

1991 - 1992 T. K. Gorman Catholic School
Tyler Catholic School System
1405 ESE Loop 323
Tyler, Texas 75703

High School Secretary

- Maintain schedule of appointments for Principal and schedule meetings and ensure Principal is fully briefed on the matters to be considered at meetings
- Maintain and monitor campus personnel files
- Coordinate school's master calendar of activities
- Assist in preparation of campus budget
- Coordinate registration and travel arrangements for the Principal
- Prepare and maintain records required by federal, state or local laws/regulations
- Take dictation and transcribe
- Take minutes at all meetings required by Principal
- Maintain confidentiality
- Serve as the benefits contact secretary
- Maintain records for general operating accounts

1983 - 1992 Westfield High School
Spring Independent School District
16713 Ella Boulevard
Houston, Texas 77090

Administrative Secretary to Associate Principal

- Greet students, faculty, parents and district personnel and provide assistance as needed in person and/or on the telephone
- Coordinate school's master calendar of activities
- Provide all clerical support to the associate principal
- Answer all incoming calls
- Maintain a schedule of appointments for associate principal
- Maintain and monitor campus personnel files
- Prepare various periodic reports
- PEIMS coordinator

Professional Affiliations

National Association of Realtors
Texas Association of Realtors
Houston Association of Realtors

References Available upon request

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Regional High School
Name of Sponsoring Entity:	Secondary Practitioner Schools

BACKGROUND

Full Legal Name:	Lori Brooke Meadows
Home Mailing Address:	2907 Whispering Springs, Spring, TX 77373
Phone Number:	2817995366
E-mail Address:	loriwillsell4u@yahoo.com
Business Name:	Accustar Real Estate
Business Mailing Address:	2219 Sawdust Road, Suite 102, The Woodlands, Texas 77380
Business Phone Number:	2813500004
E-Mail Address:	loriwillsell4u@yahoo.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: n/a

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

My personal experience in both my education and career provides a unique ability to lead as a board member. Retiring with 33 years from Spring ISD, I have understanding of important key factors of graduation requirements, transcripts, record keeping, and special populations.

I have seen firsthand the value of partnerships between educators and professionals. These partnerships are crucial for providing students with invaluable experiences which allow them to apply skills learned in the classroom. I firmly believe in this school's mission.

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

A public charter school board member assists in overseeing the operations and effectiveness of the organization. Board members are involved in curriculum adoption, budget hiring, evaluation, and both short and long term planning and capital outlay.

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

As stated I have extensive experience in public school education. In my role as registrar in Spring ISD, I became intimately familiar with policies governing high school graduation requirements, special populations, state accountability, and Peims reporting.

As a real estate professional I have knowledge of the community and understand that schools play a roll in the community.

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

As stated I have extensive experience in public school education. In my role as registrar in Spring ISD, I became intimately familiar with policies governing high school graduation requirements, special populations, state accountability, Peims reporting.

As a real estate professional I have knowledge of the community and understand that schools play a roll in the community.

SCHOOL MISSION AND PROGRAM

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

This school will prepare students to be highly productive contributers to the well being of our community in the areas of healthcare and education. Students will gain unique experiences which will ensure that they are well prepared for real-world experiences. The school will marry rigorous classroom curriculum with practitioner mentorships, allowing students to apply learning.

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

This school will prepare students to be highly productive contributers to the well being of our community in the areas of healthcare and education. Students will gain unique experiences which will ensure that they are well prepared for real-world experiences. The school will marry rigorous classroom curriculum with practitioner mentorships, allowing students to apply learning.

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

A successful school holds high expectations for students while also empowering students to meet those

expectations. Successful schools employ highly engaging educational methods, which ensure student's success. They are innovative, creative, and allow student choice and voice.

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

Student success will be a top indicator of organizational success. If students are well prepared to move into the fields of education and/or healthcare as effective practitioners, our mission will have been fulfilled. Mentor evaluations, professional certifications, college readiness

GOVERNANCE

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

Assist in overseeing the operations and effectiveness of the organization. Board members are involved in curriculum adoption, budgeting, policy making, hiring, evaluation, and both short and long term planning and capital outlay.

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

Students will be well prepared to move into the fields of education and/or healthcare as effective practitioners, by mentor evaluations, professional certifications, and college readiness.

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

The school will be serving more students. Students will be well prepared to move into the fields of education and/or healthcare as effective practitioners, by mentor evaluations, professional certifications, and college readiness.

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

The school board will need to be selective in hiring, allocate resources appropriately, and consistently evaluate effectiveness.

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

It is my duty to protect the integrity of the organization; therefore, the moment I gained knowledge of a board members unethical behavior, I would take measures to both correct the situation and ensure the removal of that particular board member.

DISCLOSURES

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

○ Yes

◉ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship. n/a

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

◉ Yes

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

If yes, describe the precise nature of your relationship. Andria Schur, former Principal Spring 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. n/a

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

○ Yes

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

If yes, describe the precise nature of your relationship. n/a

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

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

○ Yes

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

If yes, describe the precise nature of your relationship. n/a

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

○ Yes

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

If yes, describe the precise nature of your relationship. n/a

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

n/a

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

n/a

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

○ Yes

◉ Does not apply to me.

If yes, state the compensation you expect to receive. n/a

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

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship. n/a

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 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). n/a

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

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship. n/a

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CERTIFICATION

I, Lori Brooke Meadows, 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 Lori Brooke Meadows Date 1/13/2020

State of Texas

County of Harris

On this day, Lori Brooke Meadows (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 13th day of January, 2020.

(Notary Public) K. Powell (Seal)

My commission expires 9-21-2020

K. POWELL NOTARY PUBLIC STATE OF TEXAS I.D. No. 130833018 09-21-2020

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Becky Strassner (512) 576-7199
712 George Wilson Rd meandu2r1@yahoo.com Belton, Tx. 76513

Personal Interests and Career Goals

To expand an EAGALA model equine-assisted therapy practice to successfully provide mental health services in an ongoing mental health program for youth.

Professional Educational/Management Profile

I am a retired Texas certified teacher with 21 years teaching experience, comprised of early childhood education, gifted education, adult education, teacher coaching, instructional design, grant writing, and consultation for adult career schools. I earned a B.A. in psychology from UH before entering education. Experience as a project manager/accreditation officer for a career school developed my management skills in coordinating with 34 employees of various levels to successfully complete a 3 year accreditation project.

Professional Horsemanship Profile

I am an accredited horsemanship instructor, EAGALA certified equine specialist, and trained horses for the public since 2005. I have a lifetime of experiences with horses, including 20 years of barrel racing competitions, training Mustangs for the Extreme Mustang Makeover, and volunteering as Director for Bluebonnet Equine Humane Society's Rescue Horse Training Challenge for 4 years. I have rehabilitated many rescue horses, helped new horse owners, and currently conduct equine assisted therapy sessions with RTC youth in a local center.

Accomplishments/Tasks

- Instructional Literacy Coach for teachers 2008-2009
- Outstanding and Superior teacher appraisals
- Texas Veterans Commission Mental Health grant awarded $75,000 2015-2016
- Texas Reads Grant - awarded over $500,000 in 2001
- TIF(Telecommunications Infrastructure) Grant - awarded $89,000 in 1998
- National Youth Gardening Assoc. Grant – awarded $1,000 in 2000
- Community Involvement Grant – awarded $500 in 1988
- Leadership/Teamwork: SBM, Curriculum Alignment, PBIS, Accreditation, DEC
- TAGT Gifted Awareness Certificate
- Gifted Program Assistant Coordinator
- 21 yrs experience in teaching grades K-2
- ESL certified (Elementary)
- Gained approval for Veteran Services funding in Career Schools
- C.O.E Accreditation Standards approved for Career School
- Mustang Makeover Trainer Finalist (placed 3rd yearling division)
- Finalist for NBHA barrel racing competitions at state and national levels
- Accredited Frank Bell Horsemanship Instructor, Gentle Solutions, 2008
- EAGALA Certified Equine Specialist, 2009-current
- Author of Buy the Right Horse guide, 2014

Equine Specialist Mental Health Experience

Rising Star Equine Therapy, 501c3 non-profit

Equine Specialist Director 2019-current

Providing underserved youth with equine assisted mental health care

Natural Horse Way/Horse Wisdom

Equine Specialist 2009-current

Providing equine assisted mental health services for adolescents aged 12-17 at RTC center, individuals, veterans, homeless veterans, families and groups since 2009 (part time and full time)

Professional Educational/Management Experience

Elgin ISD
Teacher 10/2013-6/2014
Teaching duties, campus PBIS facilitator, UIL coach, mentor

Career Boosters/Able Careers/Job Training Institute
Programs Director/Government Liaison/Consultant 6/2009-10/2013
Designed curricula and submitted training programs for state approval
Trained employees in TWC and state regulations and career school guidelines
Prepared School Directors for compliance inspections
Researched and recommended programs to administration

Manor ISD – Decker Elementary and Oak Meadows Elementary
Instructional Literacy Coach 2/2008 - 6/2009
Coached teachers in presentation skills and district expectations
Promoted district balanced literacy program
Collected and analyzed assessment data
Presented professional development in reading and RTI
Served on multiple committees
Ordered guided reading books, created and organized a literacy library for new campus
Secured teaching materials for teachers, met with first grade new teachers daily
Communicated and coordinated with campus and district level staff and coaches
Assessed students for guided reading level, tutored small groups and individual students
Attended Region IV coaching workshops and district coaching meetings

Job Ready Training 314 E. Highland Mall Blvd., Suite 507, Austin, Tx
Programs Director /Accreditation Officer/Coordinator of Education 8/2005 - 12/2007
Gained approvals from various state and federal governing agencies
Edited final revision of website, developed catalogs of programs and policies
Coordinated with technical specialists to develop and revise multiple programs
Proofread and created forms, documents and catalogs as required
Supervised committees composed of 34 employees to gain federal accreditation
Coordinated with technical specialists to develop and revise multiple programs
Trained and evaluated instructors in presentation skills, lead instructor meetings
Interviewed and hired instructors

Austin ISD (Graham Elementary) 11211 Tom Adams Dr, Austin, Tx
Teacher 10/2003-6/2005
Teaching duties for first grade (2003-2004) and kindergarten (2004-2005)
Supervised Alternative Certification teacher 2005
Earned AISD 3 year contract at end of first school year

CyberTex Austin, Tx 5400 LaCalma Dr., Austin, Tx
Programs Manager 02/2002 -10/2003
Gained approvals from various state and federal governing agencies
Edited final revision of website
Developed catalogs of programs and policies
Coordinated with technical specialists to develop and revise multiple programs
Proofread and created forms and documents as required
Supervised, trained and hired instructors for technical school

Cleveland ISD Cleveland, Tx Charles Barker Ave, Cleveland, Tx
Teacher/Gifted Education Assistant Coordinator 1996-2001
Teaching responsibilities for grades K-2 Gifted and Talent Pool
Created identification measures appropriate for school population
Created and edited technical school policies, manuals and articles to local newspaper
Proofread articles, documents and correspondence for administrators
Developed and revised educational policy manuals and articles
Consistently earned "Clearly Outstanding" on job performance appraisals
Prepared compliance reports for DEC visits from TEA
Wrote proposals and responded to RFI for competitive and non-competitive grants

Cleveland ISD (Southside Elementary)
Teacher, Kindergarten1987-1996
Teaching duties

Houston ISD (McDade Elementary)
Teacher, Kindergarten 1985-1987
Teaching duties

Education/Certifications

University of Houston B.A. Cum Laude 1978
Texas Teaching Certificate 1987 (Lifetime)
Gifted Awareness Certificate in Gifted Education - 2001
ESL Certification - 2008
Accredited Instructor, Natural Horsemanship - 2007
Equine Assisted Growth and Learning Association (EAGALA) – 2009-current

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Regional High School
Name of Sponsoring Entity:	Secondary Practitioner Schools, Inc

BACKGROUND

Full Legal Name:	Becky Strassner
Home Mailing Address:	712 George Wilson Rd, Belton, Tx 76513
Phone Number:	512-576-7199
E-mail Address:	becky@naturalhorseway.com
Business Name:	Natural Horse Way and Rising Star Equine Therapy
Business Mailing Address:	712 George Wilson Rd, Belton, Tx 76513
Business Phone Number:	512-576-7199
E-Mail Address:	becky@naturalhorseway.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: Rising Star Equine Therapy, Job Ready Training

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

The mission of this charter school combining early childhood education, mental health wellness and animal assisted therapy for teens is an exciting endeavor. These are all areas where I can bring my lifelong experiences and insight to help guide the charter school in whatever ways I am needed.

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

A public charter school board member is responsible for the education of the community in which it serves, and promotes the mission of the charter school.

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

I served as a board member for Job Ready Training, a career school in Austin, Texas. We served the needs of the unemployed and underemployed with a variety of courses designed to help low income students become certified in a high needs field, and assisted them in job placement.
I currently serve as director of a new non-profit equine assisted therapy center for mental health treatment.

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

I have an extensive background in both education and animal assisted mental health services, and currently work with counselors to provide equine assisted therapy with teens who are in a residential treatment setting. I am an accredited horse trainer and a certified EAGALA equine specialist. I bring knowledge of animals, mental health care and education to the board. I have also worked as a veterinary technician for several years.

SCHOOL MISSION AND PROGRAM

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

Secondary Practitioner Schools will offer an alternative relational approach to high school students who seek an apprenticeship partnership with career professionals. Social emotional development of the individual students is promoted and fostered through a lower than average counselor to student ratio than in conventional public school settings. The guiding belief is that not all students fit into a traditional curriculum and we will be providing students with a different pathway to graduation, keeping them in school and giving them the skills and opportunity to shine in a career of their choice.

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

The proposed educational program will be multi-faceted in providing students with career choices in the medical field, veterinary sciences, and early childhood education. Students will experience hands on training in their area of interest. The program is also unique in the social emotional development piece, as employers often complain that employees lacking "soft skills" create a high turnover and are not able to advance or keep their jobs.

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

Many teens are vulnerable to anxiety, depression, drug abuse and suicide. A successful school will not only provide a highly creative and motivating curriculum for a student's educational needs and preferences, but will attend to their emotional needs and social well being.

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

Ongoing assessment will be an integral part of the program to determine effectiveness. Student feedback and progress, teacher input, attendance and graduation rates are some of the assessments that will allow us to determine our success as a school.

GOVERNANCE

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

The board will make decisions regarding the direction of the school curriculum, changes necessary for success, address student and parental needs and be responsible for the school's educational quality, and adhering to the bylaws.

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

State accountability measures, progress and retention rates of students, and retention of high quality teachers will serve as feedback for effectiveness at the end of the first year.

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

Continued monitoring of state accountability measures, retention rates of students and high quality teachers, ability to attract and retain new high quality teachers, and graduation rates of students will determine the success of the school.

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

Communication with the school principals
Communication between school board members and the chief operating executive
Communication with the community via regularly scheduled school board public meetings
Accountability for following the mission, bylaws and laws regarding school boards

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

The board and chief operating executive would hold a special meeting to determine the best course of action. The school's bylaws will be followed after determining if a school board member is acting unethically or not in the best interest of the school.

DISCLOSURES

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

○ Yes

◉ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

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.

Natural Horse Way/Horse Wisdom

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

None

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

○ Yes

◉ Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes

◉ Does not apply to me.

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

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

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Becky Strassner, 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 Becky Strassner Date 1/14/2020

State of Texas

County of Bell

On this day, Becky Strassner (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) Patricia Cotham (Seal)

My commission expires 12-31-2022

PATRICIA A. COTHAM
Notary Public, State of Texas
Comm. Expires 12-31-2022
Notary ID 7606995

Jamie Campbell

20522 Windrose Bend Drive
Spring, TX 77379
dcampbell28@comcast.net
Mobile: (713) 927-4477

Career Objective: Account Manager position where I can utilize my 20+ years of B2B sales experience in the telecommunications / call center software industry.

Education:

Dec 1996 – Dec 1998 **University of Houston – Clear Lake - *Bachelor of Science, American Jurisprudence***

Work Experience:

March 2013 - Present **NICE / inContact / Uptivity / CallCopy (Acquisitions Occurred)**

April 2017-Present **Senior Key Account Manager- NICE/ inContact**

- Continuously achieves regional revenue growth quarter over quarter
- Identify upsell and cross-sell opportunities within the customer base
- Consult with clients regarding their contact center business, identifying areas in which they can use their existing inContact products more effectively in coordination with best practices in the contact center industry.
- Work with existing customers to enroll them in the inContact Reference program and with the Technical team to ensure the customer remains reference-able.
- Work with inContact's Implementation team to play a role in smooth customer implementations by providing on-site assistance as directed and provide appropriate feedback to the greater sales team post turn up.
- Call Center Software Knowledge Base – ACD/IVR, Dialer, Chat, Email, SMS, Work Force Optimization Software

March 2013- March 2017 **Account Manager – Uptivity (formerly CallCopy)**

- Exceeded annual sales quota multiple times (quota ranged from 600K – 1.2M / yr)
- Achieved President Club Status in years 2014 and 2015
- Assisted accounting department to close complex maintenance agreements for Enterprise Clients
- Assisted resellers/partners in the sale of maintenance agreements and system upgrades
- Pursued upgrade opportunities with existing client base
- Kept clients abreast of new technology and potential upgrade opportunities
- Led a cross-functional team to resolve client issues and maintain client satisfaction
- Partnered with the Project Management team to ensure seamless upgrades and timeline adherence
- Partnered with engineers to develop unique solutions that align with clients' specific goals and needs
- Integration knowledge base: Avaya, Nortel, Cisco, Mitel, Siemens, Shoretel, and NEC

Jan 2004 – March 2013 **Co-nexus Communications / CXM - Account Manager**

- Exceeded an annual sales quota of 1.2 million dollars
- Assisted Management team with their maintenance program - 70% increase in year one
- Pursued upgrade opportunities with existing clients
- Led product demonstrations
- Partnered with the Project Management team, ensuring seamless upgrades and timeline adherence
- Integration knowledge base:– Avaya, Nortel, Cisco, Mitel, Siemens, Toshiba and NEC

Nov 2002- Jan 2004 **ICS, Inc. – Sales Consultant / Account Manager**

- Exceeded an annual sales quota of $600K
- Developed a grassroots, proactive maintenance program
- Sold Tadiran and Toshiba telecommunications platforms and local and long distance contracts
- Developed new business through lead referrals
- Consulted with existing clients regarding upgrading their current platforms
- Led product demonstrations
- Directed service team to resolve customer disputes
- Trained clients on products post installation

Jan 1992- Oct 2002 **Integrated Voice & Data / Exp@nets**

Oct 2001 – Oct 2002 **Marketing Manager**

- Directed Call Center Sales Team on how to sell maintenance contracts to existing base of clients
- Reported to Vice-President of Marketing

Jan 2001 –Oct 2001 **Sales Manager - five direct reports**

- Directed sales team to exceed annual multi-million dollar quota
- Coached team members on how to sell upgrades and maintenance to existing client base

May 1995 – Jan 2001 **Account Manager**

- Over-delivered annual upgrade and maintenance quota to existing client base
- Sold local and long distance contracts
- Trained client on products post installation

May 1992 – May 1995 **Various Administrative Roles**

Professional Skills: SalesForce, Microsoft Suite including Outlook, Word and Excel

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Regional High School
Name of Sponsoring Entity:	Secondary Practitioner Schools, Inc

BACKGROUND

Full Legal Name:	Jamie Campbell
Home Mailing Address:	20522 Windrose Bend Drive, Spring, TX 77379
Phone Number:	713-927-4477
E-mail Address:	dcampbell28@comcast.net
Business Name:	NICE inContact
Business Mailing Address:	Home Office
Business Phone Number:	713-927-4477
E-Mail Address:	dcampbell28@comcast.net

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

○ Yes

◉ No, does not apply to me

If Yes, state the name of the entity: N/A

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

As a parent of a high school student, I hope to both help guide in the development of high schools to best meet the needs of students. In addition, given my background knowledge, I want to bring both a quality in decision making from a business and legal perspective to ensure equity in how we serve students and the community.

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

Board members serve as both advocates for the community and the school organization. In addition, we are to ensure that there is an alignment between the established mission and operation of the schools to include establishing policies to support teachers and students, financial integrity, and ongoing successful outcomes.

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

While I have not had board experience, my degree is in American Jurisprudence to help our team in ensuring high integrity in the work we do. In addition, my work experience as an Account Manager and sales will allow me to contribute in financial reviews, as well as provide insight in marketing of our mission.

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

As mentioned previously, both my educational background and work experience will serve as assets to the board. In addition, my first hand experiences as a parent and community member will allow me to provide feedback from an additional perspective.

SCHOOL MISSION AND PROGRAM

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

We are seeking to provide quality education and educational experiences at the high school level by bridging industry professionals with students that seek or need additional purpose and perspective. We believe that the traditional comprehensive high school experience is not working for all students, but all students deserve to have a valuable, rewarding high school experience.

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

As mentioned, the educational program is bridging industry professionals with teacher to better serve students, specifically in service oriented careers: Medical, Vet, Counseling, and Education. The educational program is focused around supporting teen social emotional development and high academic achievement.

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

Students should be graduating not only academically ready for post-secondary or the workforce, but also emotionally able to serve as positive contributors to society. If our kids are not only independent and/or self-sufficient, but also make positive contributions to their community, then we have fulfilled our mission.

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

As with any school, business, or household, there is quantitative and qualitative measures. In schools, we want the academic measures to reflect students progressing on state and national exams, graduating high school with accolades such as scholarship earnings. In addition, we want to see measures of a positive culture with community service and engagement that makes positive impacts in students' lives. Teacher, parent, and student feedback that is positive. High attendance because kids like to come to school. Low turn-over with teachers because teachers enjoy what they do. Growing partnerships because of the impact our kids are making in the lives of others.

GOVERNANCE

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

The board will oversee, review, and vote on decisions such as policies, financial decisions, staffing decisions, and actions necessary to ensure the success and health of the school thrives.

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 based on enrollment, attendance, state assessment, and applicants for the following year. In addition, the retention rates of teachers and students will also show our level of success.

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

As mentioned previously, the data measured of any school to include state assessments, attendance, graduation rates, etc., but after four years we should meet our projections with enrollment based on retention and growing community partnerships. When teachers, students, parents, and community are committed to the mission, we will know that our schools are being successful.

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

The board will need to stay abreast of what is happening both in our schools, as well as the traditional schools. Support the Superintendent and campuses in any way necessary. We will need guidance in various aspects of board procedures as it relates specifically to educational boards, such as financial and state monitoring requirements that we may not be aware of to ensure all compliance pieces are met.

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

I would bring the issue forward to the entire board and proceed as outlined in the bylaws.

DISCLOSURES

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

○ Yes

◉ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

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 live currently and have lived in communities where there are educators.

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

○ Yes

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

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

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

○ Yes

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

If yes, describe the precise nature of your relationship. N/A

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

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

○ Yes

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

If yes, describe the precise nature of your relationship. N/A

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

○ Yes

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

If yes, describe the precise nature of your relationship. N/A

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

None

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

None

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

○ Yes

◉ Does not apply to me.

If yes, state the compensation you expect to receive. N/A

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

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship. N/A

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 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). N/A

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

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship. N/A

CERTIFICATION

I, Jamie Campbell, 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 Jamie Campbell Date 1-17-2020

State of Texas

County of Harris

On this day, Jamie Campbell (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 Janvary, 2020.

(Notary Public) _____ (Seal)

My commission expires 03-11-2023

DENISE MARTINEZ
Notary Public, State of Texas
Comm. Expires 03-11-2023
Notary ID 13007629-1

Brandon Senegal

Email: senegal.brandon@gmail.com
2302 Shady Cove Ct., Pearland, TX 77584
Phone: (832) 943 -2043

SKILLS & CERTIFICATIONS

- SAP, ACL 9, PeopleSoft
- Proficient in Microsoft Office Professional
- CPA eligible with 151 hours of completed course work

EMPLOYMENT

KIPP Texas Public Schools Houston
2018-Present
Campus Business Manager

- Responsible for team performance as measured by state determined Key Performance Indicators (KPI's)
- Schedule daily maintenance and custodial work for on-time completion with high standards/quality via a work order system
- Communicate and coordinate with school administrative teams for functioning of department to include event set ups, reservations, shared spaces, etc
- Manage custodial and maintenance teams on campus, including KIPP Texas employees as well as outsourced cleaning services
- Manages Custodial and Sr Manager of Facilities staff at assigned facility, including hiring and firing
- Responsible for recruiting, hiring, training, and scheduling of all maintenance and custodial staff
- Administer and audit the campus facilities budget and manage employee time
- Point of contact for all vendors completing facilities work on campus
- Manages campus security (in some locations), sets expectations, develops post orders, creates schedule, manages budget
- Support school operations and sometimes Lead for Campus emergency planning and response
- Responsible for maintaining a safe and secure campus environment.
- On call emergency resource during hours and ensuring proper coverage for response after hours
- Planning and execution of major projects and annual summer work including painting, floor care, deep cleaning, and furniture needs for the assigned property
- Responsible for facility related compliance
- Manages preventive maintenance programs, custodial supply orders, and key management for the entire campus
- Attend meetings, professional development meetings and training session "Continuous Learning

Faith Family Academy, Dallas, TX
2015- 2018
District Accountant/ Finance/Purchasing Department

- Analyze financial data to ensure budget allocations are spent properly.
- Test quality controls and purchasing procedures to minimize purchases/expenditures.
- Prepare Journal Entries as needed.
- Monitor annual expenditures to provide CFO with historical spending patterns.
- Ensure Federal Funds are spent promptly and properly.
- Prepare RFQ templates to engage external auditors for annual financial audits.
- Ensure purchasing procedures are followed in contract negotiations for all capital asset and lease purchases.

- Maintain monthly projected financial statements to ensure district spending comply with TEA regulations/ spending ratios.

S.P. Waltrip High School, Houston, TX
2010-2015
School Business Manager

- Administered audits of the campus budget and payroll process while monitoring other school financial activities for a single campus.
- Lead and Coordinate non- instructional initiatives as well as research and implement best practices.
- Managed, trained, and evaluated non-instructional personnel in addition to preparing work schedules and adjusting job duties.
- Arranged payments, delivery and drop off of general supplies to meet staff needs.
- Supervised and coordinated school operations such as purchasing, security, technology, maintenance, school safety and fixed assets inventory tests.
- Managed day to day campus operations, school finance recordkeeping and storage, finance procedure compliance and other campus fund management duties to ensure all comply with district/ board policy.
- Advised, recommended, and implemented solutions to various business-related requests, questions, and concerns to campus administrator (CEO/ Principal).

Houston Independent School District, Houston, TX
2008- 2010
Office of Inspector General – Senior Campus Auditor

- Planed, organized, directed, and controlled campus-based audit activities.
- Developed audit plans, internal control questionnaires and risk assessments during pre -planning period.
- Made recommendations to improve campus productivity and efficiency based on audit findings.
- Examined cash receipts for completion, proper coding, and possible alterations.
- Traced cash receipts to the general ledger.
- Inspected deposits for timeliness.
- Examined weekly cafeteria food sales to ensure all receipted monies are deposited in a timely manner.
- Traced transfers to the proper account for the disposition of net proceeds.
- Made certain that bid documents for purchases that required bid quotations complied with policy.
- Performed special audits when allegations are reported at a campus.
- Performed orientation and training as part of the summer internship program.

EDUCATION

Houston Baptist University, Houston, TX

- Bachelor of Business Administration and Accounting (dual degree)

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools

BACKGROUND

Full Legal Name: Brandon J Senegal

Home Mailing Address: 2302 Shady Cove Ct Pearland , TX 77584

Phone Number: 832-643-2043

E-mail Address: Brandon.Senegal@me.com

Business Name: N/A

Business Mailing Address: N/A

Business Phone Number: N/A

E-Mail Address: N/A

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: N/A

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 offer my working knowledge of Finance and School Business to see the Charter Succeed.

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

To assist and support in the decision making processes so that the charter school is operating successfully.

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.

No

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

Given my 12 years of School Business Experience ranging from Internal Auditing (HISD), Campus Business Manager, District Accountant and Campus Facilities Manager. I would consider myself focused, determined and able to complete tasks effectively and efficiently. My wide range of skills underpinned by a solid educational background and work experience allows me to bring all of my assets to the board.

SCHOOL MISSION AND PROGRAM

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

Provide insight and help drive focus for teens wanting to acheive academic success and gain social-emotional skills.

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

4 Day Instructional weeks which will allow students to focus on career paths as well as their social-emotional skills on Fridays. Students will have the ability to fulfill remaining State graduation requirements during 3 week minimester courses .

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

A successful school is engaged in student learning while providing the necessary life skills to students so that once a student leaves the school they are equiped with everyday life skills to become a positive citizen to their community and society.

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

At the end of 4 years once the first class has graduated and gone on to acheive life goals(measured through our alumni tracker) we will know that the school is succeeding in its mission.

GOVERNANCE

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

Board will be in charge of ensureing the school is on track financially and academically and will make decisions based on the school's academic and financial goals.

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

financial surplus given the school's instructional model along with student scores we know that the school will be a success.

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

Given the financial sustainability and score card from the first fiscal year audit , we know the success of the school.

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

To ensure success the board will need to be informed of academic success as well as financial statements monthly to ensure the charter school is on track to becoming successful.

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

There will need to be a full investigation launched and a vote to remove the board member, if facts conclude that the board member acted unethically.

DISCLOSURES

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

○ Yes

◉ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

○ Yes

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

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

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

N/A

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

Faith Family Academy- District Accountant
Kipp Texas Public Schools- Campus Facilities Manager

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, BRANDON SENEGAL, 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 1/17/20

State of Texas

County of Harris Brandon J. Senegal

On this day, 01/17/2020 (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) [signature] (Seal)

My commission expires 03/19/2023

NAYELI LOREDO GUERRERO
My Notary ID # 131935815
Expires March 19, 2023

Attachment 13: Organizational Charts for Year 1 and Full Capacity

Submit two organizational charts that show the school's governance, management, and staffing structures: (1) one organizational chart will represent the school's structure during Year 1; and (2) the second chart will represent the school's structure at full capacity. If the organizational structure is not projected to change during the 5-year initial contract period, include a statement to indicate that the same organizational chart will apply in Year 1 and at full capacity.

Each organizational chart must clearly delineate the roles and responsibilities of—and lines of authority and reporting among—the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts must also document clear lines of authority and reporting within the charter school.

All positions listed on the organizational charts must be noted on the Staffing Chart provided in Attachment 22 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment 23.

SECONDARY PRACTITIONER SCHOOLS

Organizational Chart Year 1

Board of Directors

2 Year Terms, beginning January, 2020

Year 0: Attend Board trainings as outlined by TEA serve as a voice to promote vision and mission of the board, establish policies and set evaluation measures to maximize success of organication.

Year 1-Year 5: Oversee and ensure success of the organization, maintain professional development of the board members, as outlined by TEA, support the vision and mission in all decisions.

CEO/Superintendent

Year 0: School operation development, marketing and communication, recruitment for staff and enrollment, building partnerships, fundraising/grant writing, establish facilities, etc

Year 1-Year 5: Manage and maintain school operations, report progress and needs to board, build and maintain partnerships between school(s) and community.

Chief Financial Officers/Director of Finance

Year 0: Input on Financial Planning

Year 1: Handle all financials as it relates to contracted services, facilities, operations, supplies/materials, and staffing.

Year 2-Year 5: Build operations and HR team based on need and enrollment to ensure needs met to handle all contracted services, facilities, operations, and financials.

Chief of Instruction and Accountability

Year 0: Work closely with instructional team to build out curriculum, master schedule adjustments, and recruitment efforts.

Year 1: Support and monitor campus instruction to include delivering PD, engaging in PLCs, modeling lessons, and serving in interventions as needed. Ensure calendar for testing and lead required accountability testing, monitor testing to ensure compliance and no testing irregularities occur, ensure textbook and instructional resources are available and maintained.

Year 2-5: Monitor instructional programs, alignment of evaluations, engage in PLCs, as needed, lead district PD.

Chief of Operations and Sp. Programs

Year 0: Work closely with Chiefs, Superintendent, and Principal to maket school, obtain facilities and partnerships, develop policies for proposal to the board, establish safety procedures and processes.

Year 1: Manage and support facility and operational processes, support and monitor processes to support special population, including transportation, work closely with Principal on implementation of Commitment Policy.

Support and monitor campus instruction to include delivering PD, engaging in PLCs, modeling lessons, and serving in interventions as needed.

Year 2-5: Evaluate areas for effectiveness to make adjustments collaborative efforts of administrative team, repeat year 0 and 1 actions in build out of 2nd campus.

REIMS Coordinator

Will support both campus and district as it relates to testing, coding, PD, compliance, and shipment.

HR Director

Will support the campus and the district in processing hires, terminations, HR policy development, and maintaining HR files.

Principal

Year 0: Recruit and market school for enrollment and staffing, collaborate with the administrative team in establish facility, partnerships, and instructional plans.

Year 1: Serve as lead for all campus operations, engage in PLCs, lead PD, provide classroom instruction as needed.

Year 2-5: Reflect on Yr 1 to inform decisions as it relates to instructional services, PD, facilities, campus safety processes, communication.

Dean of Student

Year 0: Work with team on recruitment and student safety processes.

Year1:Support all student behavior related intervention, establish processes to track, monitor, and communicate behavior data to administration. Lead PD as it relates to student commitment and restorative practices. Serve in classrooms and lead mini-courses, as needed.

Year 2-5: Monitor and evaluate student commitment data. Propose adjustments to processes to best meet mission of district and campus. Support counselors and Principal in addressing at-risk students, specifically discipline concerns at level 3 and/or expulsions.

Counselors

Year 0: Work with team on recruitment and calendar sessions and topics to build student social emotional skills.

Year1:Support all student behavior related intervention, collaborate in establishing processes to track, monitor, and communicate commitment expectations. Lead PD as it relates to student commitment and restorative practices. Serve in classrooms and lead mini-courses, as needed.

Year 2-5: Monitor and evaluate student commitment data. Propose adjustments to processes to best meet mission of district and campus. Support students and teachers in addressing at-risk students, specifically behavior concerns that impact Level 1 and 2 commitments.

Students

Year 0: Enroll, sign Commitment Policy, and serve to market mission of school.

Year 1 - Year 5: Engage in ownership of academica and social emotional development.

Dean of Instruction

Year 0: Work with team on recruitment, staffing, PD, and instructional resources. Assess and address instructional tech needs for recommendation to Chiefs.

Year1:Lead and support all instructional items related to PD, coaching, appraisal, intervention. In collaboration with Instructional Specialist teams, communicate processes to track and monitor academic data. Lead PD as it relates to instruction in support of district mission. Serve in classrooms and lead mini-courses, as needed.

Year 2-5: Monitor and evaluate student academic data. Propose adjustments to processes to best meet mission of district and campus. Support Instructional Specialist and Principal in addressing interventions, specifically those to meet the needs of Special Populations to include our ELLs and Special Education students.

Instructional Specialist

Year 0: Work with team on recruitment, staffing, PD, and instructional resources

Year1:Lead and support all instructional items related to PD, coaching, appraisal, intervention. In collaboration with teacher teams, communicate processes to track and monitor academic data. Lead PD as it relates to instruction in support of district mission. Serve in classrooms and lead mini-courses, as needed.

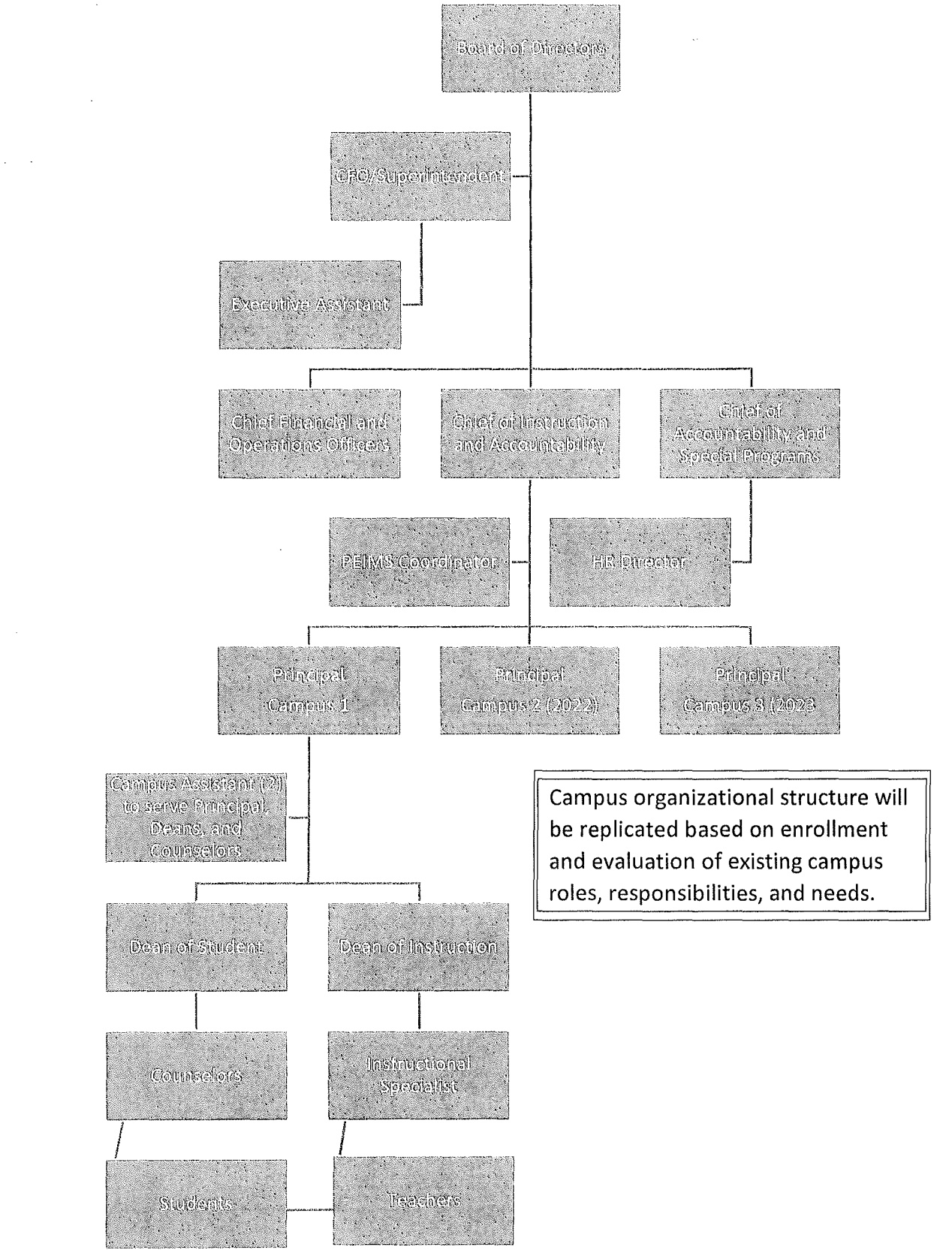
Year 2-5: Monitor and evaluate student academic data. Propose adjustments to processes to best meet mission of district and campus. Support teachers and Principal in addressing interventions, specifically those to meet the needs of Special Populations to include our ELLs and Special Education students.

Teachers

Year 0: Work with team on recruitment, staffing, PD, and instructional resources.

Year 1-5: Maximize quality teaching and learning for all students by strengthening academic potention and developing social emotional skills.

Organizational Chart Year 2



Campus organizational structure will be replicated based on enrollment and evaluation of existing campus roles, responsibilities, and needs.

Attachment 14: Superintendent Evaluation Tool(s)

Provide any superintendent evaluation tool(s) that have been developed.

Secondary Practitioner Schools Superintendent Evaluation Instrument

General Information

The TASB Recommended Instrument consists of three parts: 1) Report on student performance and additional information required in the Annual Performance Report, 2) Key performance indicators, and 3) Other management responsibilities of the superintendent. In completing the evaluation, the board will consult data provided by the superintendent and other legally appropriate data the board deems relevant.

At the start of the evaluation cycle, the board and superintendent shall agree upon the process for evaluation and weight given to each part. Please note that the commissioner's recommended appraisal process and criteria in 19 Tex. Admin. Code § 150.1031 requires that a student performance domain, "at a minimum," be considered in the evaluation. Other procedures and criteria are determined by the board. In addition, the information in a district's annual performance report as set forth in Tex. Educ. Code § 39.306 must be a primary consideration of the board for the superintendent's evaluation. Tex. Educ. Code § 39.307(3)(C).

Part One: Report on student performance features a worksheet prepared by the superintendent using the most recent student performance data from the Texas Academic Performance Reports (TAPR). The Texas commissioner of education, through Region 13 ESC, annually provides the Commissioner-Recommended Student Performance Domain worksheet. The completed worksheet should be distributed to the board at the same time that all parts of the instrument are given to trustees for individual completion. (Please refer to your local board practice concerning your evaluation cycle.)

Additional information required to be reported in the district's annual report under Tex. Educ. Code § 39.306 must be considered for the superintendent's evaluation, including the following: campus performance objectives; the district's accreditation status; special education compliance status; statement on violent or criminal incidents; information on school violence and intervention policies and procedures; evaluative findings under the Safe and Drug-Free School and Communities Act; information on student performance in post-secondary institutions; the number of school counselors providing counseling services; and the financial section of the TAPR.

Part Two: Key performance indicators are developed in alignment with your district goals. The superintendent develops superintendent performance targets, which are reviewed by the

board. The job targets should be SMART—Specific, Measurable, Attainable, Results-Oriented, and Time-Bound.

Part Three: Other management responsibilities is designed to function as an evaluation of general management performance and to assist the board and superintendent in identifying priorities for the coming year. These responsibilities include the superintendent's individual and collaborative duties identified in Board Policy BJA(Legal) and BJA(Local).

Reflecting the philosophy that the Superintendent Evaluation Instrument is a planning document, at the same meeting when the board and superintendent review the Instrument for the coming year, agreement is reached on which areas of Part Three items will be included. Not all may be relevant in a particular evaluation cycle. In this manner, an individual board may customize Part Three of the instrument.

Rating Scale:

E Exceptional	Progress exceeds expectation and criteria noted in the instrument
P Proficient	Progress meets the expectation and criteria noted in the instrument
N Needs Improvement	Progress does not meet the expectations and criteria noted in the instrument

Comments may be added on any item. Any rating of "Needs Improvement" must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.

Part One: Report on student performance

The board reviews and uses the completed Commissioner-Recommended Student Performance Domain Worksheet for the portion of the superintendent appraisal on student performance.

The board reviews and uses the additional information required to be reported in the district's annual performance report as set forth in Tex. Educ. Code § 39.306.

Part Two: Key performance indicators

The board, in discussion with the superintendent, established the following Superintendent performance targets for the year.

District Goal – Student performance

Click or tap here to enter text.

Key performance indicators

Click or tap here to enter text.

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

District goal (replicate for each goal adopted by the Board of Trustees for the evaluation cycle)

Click or tap here to enter text.

Key performance indicators

Click or tap here to enter text.

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

Part Three: Assessment of ongoing responsibilities

Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

A. **Instructional management:** The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement. The board may want to see:
   - Information on how the district determines deficiencies or areas for improvement in instruction and curriculum.
   - An annual report of instructional areas needing attention, as revealed by the system.
   - Annual reports of remediation and instructional improvement efforts implemented, cost, progress, and results as they become available.
   - A trend of ongoing improvement as reflected in longitudinal data on student scores.
   - Other (Insert specific data or reports to be furnished by the administration.)

   Rating: Click or tap here to enter text.

   Comments: Click or tap here to enter text.

B. **Student services management:** The superintendent oversees a program of students services tied to defined goals and objectives. The board may want to see:
   - Annual goals, targets, or benchmarks, and the rationale behind them for counseling services, health and safety programs, extracurricular programs, and students discipline.
   - Semi-annual monitoring reports for student services programs, related to goals and targets.
   - Other (Insert specific data or reports to be furnished by the administration.)

   Rating: Click or tap here to enter text.

   Comments: Click or tap here to enter text.

C. **Staff development and professional growth:** The superintendent oversees a program of staff development designed to improve district performance. The board may want to see:
   - An annual summary of the staff development plan, including goals for the program tied to district assessment data and staff appraisal data, and administration-defined measures for assessing program success.
   - An annual report on the success of the staff development program as demonstrated by administration-defined measures.
   - Other (Insert specific data or reports to be furnished by the administration.)

   Rating: Click or tap here to enter text.

   Comments Click or tap here to enter text.

District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

A. **Facilities and operations management:** The superintendent maintains a management system designed to produce ongoing efficiencies in major district operations, including transportation, food services, and building maintenance and operations. The board may want to see:
   - Annual goals, targets, or benchmarks and the monitoring process, to be used by administration to assess efficiency in the targeted areas.
   - An annual report on success in terms of the goals, including longitudinal data.
   - A general trend toward improvement in each area, as defined by the goals, targets, and benchmarks used.
   - Other (Insert specific data or reports to be furnished by the administration.)

   Rating: Click or tap here to enter text.

   Comments: Click or tap here to enter text.

B. **Fiscal management:** The superintendent manages a budget development, implementation, and monitoring process that reflects sound business and fiscal practices and that supports district goals. The board may want to see:
   - Budget assumptions and priorities, prior to development of the budget.
   - Contingency plans for addressing any anticipated changes in district circumstances that could affect district finances in future years.
   - Recommended budget in line with established assumptions and strict priorities. Quarterly financial reports showing implementation compared to adopted budget.
   - End of year results that are generally consistent with adopted budget.
   - Administrative procedures instituted to reduce the risk of fraud.
   - Other (Insert specific data or reports to be furnished by the administration.)

   Rating: Click or tap here to enter text.

   Comments: Click or tap here to enter text.

C. **Human resources management:** The superintendent oversees a comprehensive human resources program (recruitment, retention, staff organization, compensation and benefits, staff recognition, and support), tied to defined goals and targets developed by administration for board review. The board may want to see:
   - An annual list of goals, targets, or benchmarks for human resource services, related to one or more of the major functions listed above.
   - An annual report of district success toward meeting the year's goals, targets, or benchmarks.
   - Other (Insert specific data or reports to be furnished by the administration.)

   Rating: Click or tap here to enter text.

   Comments: Click or tap here to enter text.

Board and Community Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

A. **Board relations:** The superintendent maintains a positive and productive working relationship with the board of trustees. The board may want to see:
   - Evidence that during the prior evaluation year the board was kept informed of significant issues as they arose.
   - Evidence that during the prior evaluation year the superintendent responded in a timely and complete manner to board requests for information that were consistent with board policy and established procedures.
   - Recommendations and appropriate supporting materials on matters for board decision.
   - Evidence that the superintendent's actions appropriately supported board policy and decisions with the staff and community.
   - Other (Insert specific data or reports to be furnished by the administration.)

   (The board acknowledges that individual members' judgment on the indicators above may vary from member to member and from incident to incident. Differences among members of the board about superintendent performance in this area should be discussed among the board so that consistent direction and expectations can be provided to the superintendent.

   *Board members should assess this item based on whether or not the members feel the superintendent exercised sound judgment on a **generally** consistent basis in meeting the corporate body's expectations in the above areas. The board's rating on this item should reflect the assessment of a majority of the board.)*

   Rating: Click or tap here to enter text.

   Comments: Click or tap here to enter text.

B. **Community Relations:** The superintendent maintains a positive and productive working relationship with the community. The board may want to see:
   - Information detailing the district's internal and external communication strategies.
   - Evidence of methods for community and business involvement in schools. Evidence of methods or programs to encourage community and business participation in and with the school district.
   - Other (Insert specific data or reports to be furnished by the administration.)

   Rating: Click or tap here to enter text.

   Comments: Click or tap here to enter text.

Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

To be included as one component of the locally developed appraisal instrument

Texas statute requires that the board use the district performance report as a primary consideration in its appraisal of superintendent performance (TEC §39.054). This worksheet provides an analysis of district student performance based on the district Accountability Reports.

To meet the statutory requirement for primary consideration, the board should consider the information on this worksheet in discussing and evaluating each area of superintendent responsibility on the local appraisal instrument. Such areas of responsibility often include: instructional management; personnel management; student management; management of fiscal, administrative, and facilities functions; organization morale; organization improvement; school-community relations; school board relations; and professional growth and development.

The information on this worksheet should be used as only one indicator of the success of the superintendent in managing specified areas of district operations for increased student achievement. In addition, the board should use locally determined and other indicators of success in discussing and evaluating the job performance of the superintendent in specified areas of responsibility.

Goals for the superintendent should ideally be developed by board consensus in collaboration with the superintendent.

Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

Directions for cover sheet: Click once on the "Click here to enter text" button to enter the Superintendent name and District. Click once on the "Click here to enter a date" button and a drop down arrow will appear. Click on the arrow and choose the completion date for this form.

Data Sources for worksheet: The superintendent should use the 2018 and 2019 Accountability Reports by District, the comprehensive online Texas Academic Performance Report system, 2018-2019 Texas Academic Performance Reports, and www.txschools.org to complete Steps 1-3.

STEP 1: 2019 STATUS

DISTRICT

Overall District Rating

☐ A ☐ B ☐ C ☐ D ☐ F ☐ District is identified for Distinction Designation in Post-Secondary Readiness

Student Achievement Domain Rating

☐ A ☐ B ☐ C ☐ D ☐ F

School Progress Domain Rating

☐ A ☐ B ☐ C ☐ D ☐ F

-Part A (Academic Growth) Rating: ☐ A ☐ B ☐ C ☐ D ☐ F
-Part B (Relative Performance) Rating: ☐ A ☐ B ☐ C ☐ D ☐ F

Closing the Gaps Domain Rating

☐ A ☐ B ☐ C ☐ D ☐ F

Superintendent Comments: Click here to enter text.

Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

CAMPUS(ES)

Campus Information (State Accountability)	
Number of campuses with letter grade of A (Exemplary Performance)	
Number of campuses with letter grade of B (Recognized Performance)	
Number of campuses with letter grade of C (Acceptable Performance)	
Number of campuses with letter grade of D (In Need of Improvement)	
Number of campuses with letter grade of F (Unacceptable Performance)	
Number of campuses with **multi-year** F rating	
Number of campuses with D/F in a Domain	

Campus Information (Federal Accountability)	
Number of campuses labeled as Additional Targeted Support	
Number of campuses labeled as Targeted Support	
Number of campuses labeled as Comprehensive Support	

Distinction Designations								
Number of Campuses	**Read/ELA**	**Math**	**Science**	**Social Studies**	**Academic Growth**	**Gap**	**Post-Secondary**	**Total #**
Eligible for Distinction Designation								**0**
Identified for Distinction Designation								**0**

Superintendent Comments: Click here to enter text.

Step 2: Closing the Gaps

Complete district information. Indicate types of campuses (i.e., elementary, secondary, etc.) and number of campuses within each category. The data can be found on the Closing the Gaps Report. Indicate number of campuses within each type which "Met Indicators". For participation, enter percent of participation for All Students for ELA/Reading and Mathematics. When needed, use "NA" to indicate not applicable.

Closing the Gaps

		Academic Achievement Status		Growth/Federal Graduation Status		English Language Proficiency Status		School Quality/ Student Success Status		Participation	
		# Indicators Met	# Indicators Evaluated	# Indicators Met	# Indicators Evaluated	# Indicators Met	# Indicators Evaluated	# Indicators Met	# Indicators Evaluated	% of ELA / Reading	% of Mathematics
District											
Campus Type	Number										
EX. HS	*5*	*29*	*31*	*26*	*31*	*4*	*5*	*63*	*70*	*98%*	*97%*

Superintendent Comments: Click here to enter text.

Step 3: Summary of Current Year Results.

A. Post district State Assessment results below. Possible data sources may include comprehensive online Texas Academic Performance Report system, 2018 and 2019 STAAR Performance Data Table. The column to the right of the percentage should be used to indicate direction of rates comparing 2019 to 2018. For an increase in percentage, mark a "+". For a decrease in percentage, mark a "-". For a neutral, mark a "/". When needed, use "NA" to indicate not applicable.

STAAR Percent at Approaches Grade Level or Above All Grades																												
	District*		African American*		Hispanic*		White*		American Indian*		Asian*		Pacific Islander*		Two or More Races*		Econ Disadv*		EL (Current & Monitored)*		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled	
EXAMPLE	**88%**	**+**	**84%**	**/**	**79%**	**-**	**93%**	**-**	**88%**	**+**	**84%**	**/**	**79%**	**-**	**93%**	**-**	**78%**	**-**	**93%**	**+**	**73%**	**-**	**73%**	**-**	**84%**	**+**	**82%**	**/**
All Subjects																												
Reading																												
Mathematics																												
Writing																												
Science																												
Social Studies																												

*State Accountability student group for state assessment (if group size meets minimum requirements)

Superintendent Comments: Click here to enter text.

Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

STAAR Percent at Meets Grade Level or Above All Grades																															
	District*		African American*		Hispanic*		White*		American Indian*		Asian*		Pacific Islander*		Two or More Races*		Econ Disadv*		EL (Current & Monitored)*		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled	
EXAMPLE	88%	+	84%	/	79%	-	93%	-	88%	+	84%	/	79%	-	93%	-	78%	-	93%	+	73%	-	73%	-	84%	+	82%	/
All Subjects																															
Reading																															
Mathematics																															
Writing																															
Science																															
Social Studies																															

*State Accountability student group for state assessment (if group size meets minimum requirements)

Superintendent Comments: Click here to enter text.

STAAR Percent at Master Grade Level All Grades																															
	District*		African American*		Hispanic*		White*		American Indian*		Asian*		Pacific Islander*		Two or More Races*		Econ Disadv*		EL (Current & Monitored)*		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled	
EXAMPLE	88%	+	84%	/	79%	-	93%	-	88%	+	84%	/	79%	-	93%	-	78%	-	93%	+	73%	-	73%	-	84%	+	82%	/
All Subjects																															
Reading																															
Mathematics																															
Writing																															
Science																															
Social Studies																															

*State Accountability student group for state assessment (if group size meets minimum requirements)

Superintendent Comments: Click here to enter text.

Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

B. Post Academic Growth Rates below. Possible data sources may include 2018 and 2019 Academic Growth Data Table. For an increase in percentage, mark a "+". For a decrease in percentage, mark a "-". For a neutral, mark a "/". When needed, use "NA" to indicate not applicable.

	District	District	District
	2018	2019	+, -, /
All Subjects			
Reading			
Mathematics			

Superintendent Comments: Click here to enter text.

C. Post district Graduation and Dropout Rates below. The data can be found on the 2019 Graduation Rate Data Table and online Texas Academic Performance Report system.

Graduation Rate

	District*	African American*	Hispanic*	White*	American Indian*	Asian*	Pacific Islander*	Two or More Races*	Econ Disadv*	EL	Special Ed
4-Year Graduation Rate (Gr. 9-12) Class of 2018											
5-Year Extended Graduation Rate (Gr. 9-12) Class of 2017											
6-Year Extended Graduation Rate (Gr. 9-12) Class of 2016											

*State Accountability student group for Graduation (if group size meets minimum size requirements)

	District*	African American*	Hispanic*	White*	American Indian*	Asian*	Pacific Islander*	Two or More Races*	Econ Disadv*	EL	Special Ed
Grade 7-8											
Grade 9-12											

*State Accountability student group for dropout rate (if group size meets minimum requirements)

Superintendent Comments: Click here to enter text.

Step 4: Strengths and Areas of Need

Using the student performance data summarized in Steps 1-3 above, the superintendent and board should identify strengths and areas that may need to be addressed.

A. Strengths in district student performance: Click here to enter text.

B. Areas that may need to be addressed in district student performance. In the spaces provided, indicate approaches to improve student performance.

STAAR Reading/ELA	
STAAR Writing	
STAAR Math	
STAAR Social Studies	
STAAR Science	
Participation	
Dropout	
Graduation	
Special Education	
English Learners	
Economically Disadvantaged	
Other	

Superintendent Comments: Click here to enter text.

Step 5: Goal Setting

The board should review the information on this worksheet as part of its local procedures for setting goals with the superintendent for the next evaluation cycle. District student performance identified on the worksheet as needing to be addressed should be reflected in appropriate locally developed goals. Goals for the superintendent should ideally be developed by board consensus in collaboration with the superintendent.

Legal Authority: The analysis of district student performance provided on this worksheet should be used by the board in the evaluation of the superintendent. The results of the analysis should be incorporated into the local appraisal instrument. TEC §39.054; TAC §150.1022(d)

The information in this domain should be incorporated into the locally adopted appraisal instrument in a manner consistent with locally adopted procedures for evaluating the superintendent. In addition, the information should be used to set priorities for ongoing improvement with the superintendent and as additional data to appraise other aspects of the superintendent's job performance.

Attachment 15: Résumé and Qualifications for Proposed Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

Andria M. Schur, Ed.D.

dr.aschur23@gmail.com

EDUCATION

Doctoral of Education: Cooperative Superintendency and Education Leadership Program
The University of Texas, 2015 — Austin, Texas

Master of Science: Education Management
University of Houston – Clear Lake, 2006 — Houston, Texas

Bachelor of Science: Interdisciplinary Studies
University of Houston, 1998 — Houston, Texas

CERTIFICATIONS

Superintendent Certification, Texas, 2016
Principal Certification (EC-12), Texas, 2006
Elementary Self-Contained Certification (grades 1-8), Texas, 1998
Early Childhood Certification (grades Pre-K - 6), Texas, 1998
History Certification (grades 1-8), Texas, 1998

PROFESSIONAL EXPERIENCE:

2017-present — **Spring Independent School District** — Spring, Texas

- Campus development to align budget, instruction, staffing, and facilities
- SIP (School Improvement Plan) Lead
- Build Community/Partnerships
- CTE/CATE Program Development and Recruitment
- Recruit/Interview/Hire new staff

2015-2017 — **Faith Family Academy** — DeSoto, Texas

Executive Director of Teaching and Learning

- Served on Superintendent cabinet
- Developed and managed district curriculum and technology budget
- Responsible for complete roll-out of new LMS (Learning Management System)
- Served as Executive Coach for all Assistant Principals
- Proposed new model of Master Teachers to extend quality teacher reach
- Improved alignment between community partnerships and large grant initiatives

2010-2015 — **Houston Independent School District** — Houston, Texas

Principal, Waltrip High School
Responsibilities:

- Campus development to align budget, instruction, staffing, and facilities
- SIP (School Improvement Plan) Lead
- Managed $23 million+ budget
- Bond Lead (2 overlapping bonds, 37 million renovation)
- Community/Partner Liaison
- PowerUp (1:1 laptop initiative) Campus Lead
- CTE/CATE Program Development and Recruitment
- Master Schedule
- Recruit/Interview/Hire new staff
- Instructional Coaching (administrative teams and teacher teams)
- Implementation of Common Instructional Framework

Principal, Barbara Jordan High School for Careers
Responsibilities:

- Campus development to align budget, instruction, staffing, and facilities
- Campus Instructional Leader/SIP (School Improvement Plan) Lead
- Managed $7 million+ budget (balanced $1.5 state reduction over 2 yrs)
- PLC Chief Facilitator (Grade level and Department)
- CTE/CATE Program Development and Recruitment
- Master Schedule
- Magnet Promotion and Recruiting
- Recruit/Interview/Hire new staff
- Implementation of Common Instructional Framework

2006-2010 **Clear Creek Independent School District** League City, Texas

Dean of Instruction, Clear Horizons Early College High School, 2008-2010
Responsibilities:

- Instructional Leader: Professional Development, Co-teaching, Coaching, Modeling,
- 504 Campus Coordinator, ELL Campus Coordinator, PSAT Campus Coordinator
- Supported Deans at all the comprehensive high schools in CCISD, as well as district, in staff development model and instructional practices that were adopted district wide.
- Parent and Community Meetings and Presentations
- TEA, ECHS, and THSP Collaboration

At-Risk District Coordinator, Clear Creek Independent District Administration, 2006-2008
Responsibilities:

- District Professional Development (campus and district administrators, teacher teams)
- District Compensatory Education Budget Manager
- Strategic plan development and implementation (3-5 year for district: RtI system K-12)
- District Homeless Liaison
- Process Improvement Team Leader: Truancy Intervention and Credit Recovery
- Coordinate and Evaluate Summer Programs
- District Drop-out Programs and Process.
- Pre-K District Committee to expand Pre-K Initiative

1998-2006 **Pasadena Independent School District** Pasadena, Texas

Math Teacher (8th Grade), The Summit, 2005-2006

- Math Department Head

Intermediate Academic Teacher: (6th-8th Grade), Tegeler Career Center, 2002-2005
Math and History Teacher, (6th-8th Grade), Beverly Hills Intermediate, 2000-2002
Kindergarten Teacher, Morales Elementary, 1998-2000

Leadership/Honors:

- Presented at National Career Academy Coalition, 2019
- "Principal of the Year" SAFE Diversity Communities, 2019
- Published, "Implications of HB5 at the High School Level," 2015
- HISD District Career Pathways and Compensation Administrator Advisory Committee, 2011-2015
- TACSAP (Texas Association Concerned with School Aged Parenthood) Board Member, 2005 – 2007
  - 2006 Committee Chair

GENERATION 25 SUPPLEMENTAL HR FORM-CEO

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practioner Schools

Position Title: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: 150,000 - 220,000

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.

None

Proposed Location (City and County): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Master's Degree
preferred Doctoral Degree

Experience Required: 5 years leadership experience to include high school leadership.
5 years teaching experience.

Certification Required: Superintendent 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
Needville ISD	079-906	Needville	3,262	211,136
Barbers Hill ISD	036-902	Mont Belvieu	5,732	348,940
Stafford MSD	079-910	Stafford	3,589	269,116

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools

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. In collaboration with all stakeholders, set and monitor goals through well communicated strategic plans.
2. Maintain and monitor the daily operations of the school district.
3. Ensure quality of district culture and outcomes in alignment with district vision and mission.
4. Maintain and monitor the financial expenditures of the district.
5. Maintain and monitor the recruitment and retention of students.
6. Ensure all legal requirements are met as outlined by TEA.
7. Maintain and grow community partnerships to enhance the vision and mission of the district.
8. Ensure on-going communication with all stakeholders: board, staff, students, parents, and community.
9. Maintain and monitor the recruitment and retention of highly qualified staff members.
10. Report operations, staffing, student accountability, financial, and community status/updates to the board.

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 16: Job Description or Qualifications for Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

N/A

Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team

Provide all résumés and qualifications of the instructional leadership team members who have been selected. Clearly indicate the position that is associated with each résumé. If some of the instructional leadership team members have been selected, but some have not, complete this attachment for those who have been selected and complete Attachment 18 for positions that do not currently have candidates identified.

If none of the instructional leadership team members have been selected, write "N/A" on this Attachment and complete Attachment 18.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Administrative Assistant

Reports to: Admin Team (Campus or District)

Salary Range: 40,000-55,000

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

N/A

Proposed Location (City and County): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Associate's and/or Bachelor's preferred.

Experience Required: Minimum of 5 years campus and/or district administrative assistant experience.

Certification Required: Certification in area of expertise, as appropriate.
Microsoft Office, Excel

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
Montgomery ISD	170903	Montgomery	8,857	28,325-39,493
Conroe ISD	170-092	Conroe	62,837	27,764-33,239
Fort Bend	079-907	Fort Bend	76,122	37,584-54,063

Name of Proposed Charter School:	Regional High School
Name of Sponsoring Entity:	Secondary Practitioner Schools, Inc.

Position Title:	Administrative Assistant
Reports to:	Admin Team (Campus and/or District)

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Engage in on-going development to strengthen customer service, office related skills in written and verbal communication, and scheduling.
2. Maintain confidential communication with designated stakeholders, as appropriate.
3. Maintain calendar of events and provide reminders, as necessary, to ensure deadlines are met.
4. Contribute to the campus culture in supporting all staff, students, and parents.
5. Maintain and organize files.
6. Maintain status of all office equipment and supplies, as appropriate.
7. Prepare agendas, sign-in sheets, meeting minutes, etc. as appropriate.
8. Compile any necessary documents in preparation for meetings, PD, etc.
9. Assist and/or organize the preparation of training and/or meeting rooms, as appropriate.
10. Other duties as assigned.

MICHELLE DAVILA

731 Misty Lea Ln, Houston, Texas. 77090, 281/380-7458 cell

Skills Summary

I have a professional image, excellent customer service skills, knowledgeable in office management procedures, proficient understanding of popular computer software and other office equipment. I am pleasant, energetic, highly organized, dependable, honest, and able to multi task, self-directed, skilled in working with students and staff with diverse backgrounds. **Bilingual in English and Spanish.**

Experience

Gordon B. Morgan and Associates, P.C. - Office Manager – 1993-1998

Notary Public, court filing (District & County), answer phones (PBX 10+ lines), all daily secretarial work, typing, dictation, photocopying, meet and greet clients, set up client files, ordering office supplies, monthly tenant billing, faxing documents, maintain office calendar, scheduling conference rooms, translate for Spanish speaking clients.

Houston Independent School District - Attendance Secretary – 1997 – 2000

Maintain attendance records for district and state. File court documents for excessive absences. Home visits, send letters to parents in regards to excessive absences. Implement state/district attendance policies and procedures, report and document attendance issues, guide parents and students in making good decisions concerning compulsory attendance issues. Substitute as receptionist and Assistant Principal Secretary when needed. Maintain attendance records communicate orientation information to Spanish speaking families. Notary Public

Cypress Fairbanks Independent School District - Attendance Secretary – 2001 – 2008

Implement state/district attendance policies and procedures, report and document attendance issues, guide parents and students in making good decisions concerning compulsory attendance issues. Substitute as receptionist and Assistant Principal Secretary when needed. Maintain attendance records and communicate orientation information to Spanish speaking families.

Spring Independent School District – Receptionist – 2008 – 2019

Screen parents and visitors using a background check scanner system. Responsible for routing calls promptly and correctly to the proper staff person or voicemail, correctly and politely take messages when necessary, maintain a neat, welcoming & organized environment, maintain student early dismissal, visitor, and parent volunteer logs. Respond to inquiries from staff members, students, and the general public. Maintain computerized files, including employee roster, and mailing list. Receive, sort, and distribute mail and other deliveries. Perform other duties as assigned.

Spring Independent School District - Assistant Principal Secretary – 2019 – Present

Answering phone calls and making parents appointment for meeting with the Assistant Principal or Counselor. Providing administrative assistance to Principal, Counselor and teaching staff. Organizing and maintaining school correspondence records, students records and petty cash. Maintain school master calendar, schedule teacher conferences, provides routine and general clerical support. Maintain office equipment and furnishings. Support during transitions, arrival, dismissal, lunch, etc. Perform other duties as assigned.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: PEIMS Coordinator

Reports to: Chief of Instruction and Accountability

Salary Range: 60,000-85,000

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

N/A

Proposed Location (City and County): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Bachelor's degree in Education

Experience Required: A minimum of three years of testing and/or PEIMS experience.
A minimum of 3-5 years teaching experience

Certification Required: Valid teaching certification in any content area.

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
Stafford MSD	079-910	Stafford	3,589	61,700-87,900
Barbers Hill ISD	036-902	Mont Belvieu	5,732	36,290-75,290
Needville ISD	079-906	Needville	3,262	38,000-78,000

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc.

Position Title: PEIMS Coordinator

Reports to: Assistant Superintendent/Chief School Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Provide state testing security, state accommodations, state testing administration and all other state testing updates to all school level personnel.
2. Collaborate with school counselors to ensure all students are properly identified for state testing.
3. Ensure that students are coded correctly in PEIMS for state testing.
4. Collaborate with special population coordinators and counselors to ensure that students who receive accommodations are indicated for the purposes of state testing.
5. Collaborate with school administrators to ensure the safety and security of all state testing documents
6. Work with school administrators to organize and facilitate the distribution and collection of state testing materials and administration of all state testing.
7. Maintain confidentiality of highly sensitive and privileged information.
8. Collaborate with the Dean of Instruction and Content Specialists the administration and facilitation of all local testing.
9. Keep up-to-date with the latest HR trends and best practice.
10. Other duties as assigned.

Bernard Alexander Nativi

9722 Sundew Drive, Houston, TX 77070
nativi@utexas.edu
832-283-2217

Objective I am seeking a position as a Campus Testing Coordinator.

Education

The University of Texas, Austin, TX
Bachelors of Science in Nutrition, 2009
Concentration in Dietetics – Nutritional Counseling

Experience

Spring Independent School District, Spring, TX
Student Support Specialist / Bilingual Educator
August 2015 – Present

- Campus State Testing Coordinator for high school and elementary schools.
- Coordinated campus meetings and documentation for file reviews of the Office of Civil Rights Section 504 program
- Coordinated Response to Intervention programs by leading meetings with staff members, administration, parents, and community members
- Upheld the highest of confidentiality while devising an action plan, referrals for special education, testing, or placement
- Served as the Campus Testing Coordinator for both state and local testing
- Created campus testing schedules, logistics and trainings for staff members
- Maintained testing security while handling secure state documents
- Worked alongside and aided the Assistant principal with discipline, staff development, district policy and procedures, and safety practices
- Monitored and held meetings for campus PEIMS data submission when relating to state funds as the Data Steward
- Maintained an active role in the Language Proficiency Assessment Committee member by leading monthly meetings to discuss educational placement for students

Bilingual Educator / Mentor
August 2010 – June 2015

- Advised first year educator with lesson preparation, classroom and time management, as well as weekly evaluations and debriefings
- Provided one-on-one instruction for non-English speaking students and English Language Learners
- Developed and implemented differentiated curriculum to effectively meet the needs of each student's learning style and ability

Skills

- Proficient in: Microsoft Office Windows OS, OS X, Adobe Photoshop, NetStar Enterprise, Webmaster, Food Wise Pro, Diet Analysis +
- Native in English and Spanish: speaking, reading, writing, and comprehension

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Dean of Students

Reports to: Principal

Salary Range: 80,000-95,000

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): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Earned Master's degree or equivalent from an accredited college or university.

Experience Required: Equivalent to at least three years of full-time instructional and instructional support services experience in education. Equivalent to one year's experience in a lead role such as a division/ department chair, manager, or administrator, etc.

Certification Required: Certification in area of expertise, as appropriate.

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
Stafford MSD	079-910	Stafford	3,589	$57,110 - $105,890
Barbers Hill ISD	170-903	Montgomery	5,732	$57,110 - $105,890
Needville ISD	079-906	Needville	3,262	$57,110 - $105,890

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc.

Position Title: Dean of of Students

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. Build smooth and efficient working relations with all stakeholders that positively impact students; specifically at-risk students.

2. Observe, coach, and mentor students and teachers to ensure that the mission in building social skills and consistency in our commitment statement are met.

3. Create collaborative structures and processes within the school to ensure safety for students and staff, specifically implementing actions at level 3 as it relates to the Commitment Policy

4. Plan, schedule and help conduct professional development and trainings,around restorative practices and including drill processes and procedures.

5. Assist counselors in determining effective methods and processes for the integration of restorative practices and social emotional skill development across all levels.

6. Analyze and prepare required data reports and serve as a resource to facilitate development of campus plans, as it relates to discipline and student behavioral intervention.

7. Provide resources and support regarding restorative practices to help implement campus mission, vision and goals.

8. Administer, coordinate and supervise those duties related to the Commitment Policy and additional, as assigned by the principal that assist in the dailyoperation of the school and enhance its efficiency.

9. Work closely with the school's principal , counelors, and leadership team to implement, model, develop, and improve the overall instructional program of the school.

10. Other duties as assigned.

REGINALD B. WHITE
16306 Breakwater Path Drive
Houston, Texas 77044
Cell: (281)728-2515
reginald-white@att.net

OBJECTIVE

To secure a Dean of Student position that will effectively utilize my creativity, enthusiasm, and organizational skills as a leader and team player.

EDUCATION

Masters of Science in Leadership
Belhaven University, May 2014

Masters in Business Administration
University of Phoenix, May 2012

Bachelor of Science Liberal Arts
Excelsior College, May 2007

Certification:

- JROTC Instructor
- First Aid Certified Instructor, Houston, TX
- Certificate, Microsoft PowerPoint, Central Texas Community College
- Certificate, Microsoft Outlook, Central Texas Community College

EDUCATIONAL EXPERIENCE

Computer/Technology

- Proficient With Microsoft Word and Power Point
- Proficient in Outlook
- Proficient with Classroom Performance System, and JROTC Curriculum Manager

Special Training

- Professional Development Appraisal System (PDAS)
- Ethics Training United States Army JROTC
- Instructional Leadership Development
- Threat Assessment Training
- Drug-Free Supervisory Training
- Attendance Matters
- Non-Teacher Appraisal Training

Military Leadership Schools

- Primary Leadership Course
- Basic Leadership Course
- Advance Leadership Course
- First Sergeant Course

ADMINISTRATIVE SKILLS AND EXPERIENCE

Leadership

As an At Risk Administrator

Assist in developing and implementing plans that:

- Lowered Out-of- Suspension by ten percent
- Provide alternative consequences; reversal suspension; tutorials etc.
- Increase male participation in the Ascending to Men program
- Lowered DAEP placement by ten percent
- Increase student attendance by one percent
- Increase graduation rate
- Provide a safe learning environment
- Comply with federal, state, and local laws and Board policies and procedures
- Communicate, collaborate and build strong relationships with key stakeholders

As a JROTC Instructor

- Worked with other teachers to align our curriculum with theirs
- Coordinate with several community leaders, including local Congress, to conduct special events and ceremonies
- Collaborated with several colleges for scholarships
- Effectively and efficiently ran a large organization
- Worked with various people to collaborate and mitigate conflict situation
- Maintained the logistics for the JROTC Program

EMPLOYMENT HISTORY

At Risk Manager/Dean of Students August 2014-Present
Waltrip High School, 1900 W. 34th St. Houston, TX
Supervisor: Michael Niggli: 713-459-5073

Army Junior Reserve Officer Training Corp (JROTC) Instructor
July 2005 - July 2014
Waltrip High School, 1900 W. 34th St. Houston, TX
Supervisor: Kenneth Shaw: 281-636-2527

Project Manager May 2005 - September 2005
MEC Engineer, Houston, TX
Contract: U.S. Army
Supervisor: Robert Griggs

US Army January 1984- June 2005
Retired as a First Sergeant

References

Dale Mitchell, emitch35@houstonisd.org 281-727-6462
Dr. Cornell McGhee, Cmcghee@houstonisd.org 713-967-5227
Joyce Rogers, [redacted] 713-499-0712

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Counselor

Reports to: Principal

Salary Range: 70,000-80,000

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

N/A

Proposed Location (City and County): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Bachelor's Degree from accredited college/university
Master's Degree from accredited college/university

Experience Required: Minimum 3 years teaching experience
Knowledge of career and technology education programs

Certification Required: Valid Texas Teacher Certification
Valid Texas Counselor Certifcation

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
Stafford MSD	079-910	Stafford	3,589	61500-76400
Barbers Hill ISD	036-902	Mont Belvieu	5,732	36290-75290
Needville ISD	079-906	Needville	3,262	53500-71500

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc.

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. Engage in on-going development to strengthen craft meeting student needs and development of social emotional strength, as it relates to specific position, roles, and responsiblities.
2. Maintain communication with all stakeholders, as appropriate to ensure the safety and success of students.
3. Working with students who have discipline, attendance and academic problems and are referred by teachers, parents or administrators.
4. Making necessary schedule changes for individual students that are both appropriate for their abilities and aligned with their educational, career plans, and emotional needes.
5. Supply admission requirements for colleges and training programs, and otherwise help students with graduation preparedness.
6. Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services.
7. Make referrals to outside sources when extended counseling or support is necessary.
8. Assuring that appropriate, accurate information is maintained in each student's permanent, cumulative record.
9. Participates in the Special Education ARD/IEP and process to interpret results of the vocational assessment and assist with transition issues.
10. Other duties as assigned.

9011 Kinnel Lane Tomball, TX 77375 | 337-304-0146 | erikazeno316@gmail.com

Erika Zeno

Professional Experience

Tomball Memorial High School-Tomball, TX *7/2019-Current*
Carl Wunsche High-A Career Academy – Spring, TX *01/2017 – 6/2019*
School Counselor

- Guide individual students, groups of students & parents on planning, monitoring & managing the student's own educational & career development
- Design & implement training sessions for staff & students; create Master Schedule of classes for the school
- Coach students & parents on how to apply for colleges, scholarships, etc.
- Diagnose student's emotional, academic, social & personal needs; implement interventions for students when necessary
- Facilitate mediations between students & staff; provide preventative, remedial & crisis counseling
- Coordinate school, home, & community resources to refer students, parents & others to special programs, as needed
- Research program appropriateness as it relates to the individual subject's needs
- Assist with developing & implementing guidance & counseling curriculum
- Maintain open communication with parents & students, while adhering to confidentiality & federal & state laws
- Conduct 504 evaluations & meetings; assist with ARD committee

Houston Community College – Houston, TX *01/2016 – 12/2016*
Adjunct Professor

- Demonstrated effective classroom management through the use of student-centered discipline & utilization of student data.
- Reporting student learning outcomes, class reviews; collaborated with colleagues on course curriculum
- Evaluated student progress, provided feedback, & adjusted instruction accordingly
- Designed engaging lessons to increase student involvement & retention
- Delivered lessons through use of multiple software tools: PowerPoint, Google Applications, Kahoot, Prezi, etc.

Spring ISD – Spring, TX *08/2014 – 05/2017*
Teacher: Psychology & Counseling

- Developed curriculum & instruction plans for secondary leveled students in Forensic Psychology, Counseling & Mental Health, Human Growth & Development
- Forensic Psychology is an innovative career & technical course, which had not been taught in Spring ISD prior to my class.
- Designed hands-on activities to promote student interaction & critical thinking skills; challenged students through rigorous, relevant information
- Maintained budgets & all money for both organizations; sponsored school's FCCLA & Class Officer organizations
- Created activities & events; planned, organized, & implemented our school's first prom, senior trip & senior night

Education

Jan. 2011- Dec.2013 McNeese State University Lake Charles, LA
M.A. in Psychology

Aug. 2006-May 2010 University of Louisiana at Lafayette Lafayette, LA
B.S. in Psychology, Minor in Criminal Justice

Family and Consumer Science Certification ACT♦Houston
Summer 2014 Institute
Passed FCS Exam# **200** on **July 22, 2014** to meet the "Highly Qualified" requirement of No Child Left Behind

School Counselor Certification Region IV Inspire
April 2016 Cohort
Passed Exam **#152** on **March 24, 2017** to meet certification requirements

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Teacher (General/SpEd/CTE)

Reports to: Principal

Salary Range: 59,00-69,000

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): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Bachelor's Degree from accredited college/university or Industry background as it relates to CTE course to be taught.

Experience Required: N/A

Certification Required: Texas Educator Certificate in area of expertise or Industry Certification as it corresponds to CTE course to be taught.

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
Stafford MSD	079-910	Stafford	3,589	55,500-68,900
Barbers Hill ISD	036-902	Mont Belvieu	5,732	41,100-68,500
Needville ISD	079-906	Needville	3,262	52,500-70,150

Name of Proposed Charter School:	Regional High School
Name of Sponsoring Entity:	Secondary Practitioner Schools, Inc.

Position Title:	Teacher (General/SpEd/CTE)
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. Engage in on-going development to strengthen craft of teaching based on student learning and development of social emotional strength, as defined by mission.
2. Prepare Lessons that are aligned to standards and engage student learning to develop academic and social emotional skills.
3. Prepare students for local, state, and national assessments, as appropriate (TSI, PSAT, EOC, SAT, Industry Certifications).
4. Prepare assessments aligned to state and national standards, as appropriate.
5. Data analysis/monitoring student progress
6. Engage in professional development opportunities
7. Classroom management and manage student behavior to build social emotional skills
8. Develop a safe and positive classroom culture through restorative circles.
9. Maintain parent communication about student progress
10. Model lessons and engage in instructional walks to strengthen craft of teaching with the team by providing feedback based on student learning.

BRIAN PATE BUCHANEK

BUCHANEK11@GMAIL.COM

361-935-7069

OBJECTIVE

To become an educator at Regional High School.

SKILLS

Team Building – I enjoy helping campus departments unlock their maximum potential!

Creating Positive Learning Environments – I thrive in a classroom that is open, honest, and full of compassion.

Creating Effective Grade-Level Curriculum – I also enjoy helping teachers create a solid foundation for teaching English!

EXPERIENCE

CARL WUNSCHE SR. HIGH SCHOOL
TEACHER/DEPT. CHAIR

Dates From 08/2018 To Present

Teacher/ English Department Chair – Aside from educating students, I've worked with campus leaders to grow and develop new teachers into quality educators who see the potential in young minds. From developing Capstone Curriculum to modeling best practices, I've enjoyed helping educators ensure that their students succeed in and out of the classroom.

WALTRIP HIGH SCHOOL - TEACHER/ DEPT CHAIR

Dates From 08/2014 To 06/2018

During my third year of teaching, I worked hard enough to become Department Chair and worked diligently to transform a stagnant campus culture into a thriving, progressive school. My biggest focuses and accomplishments were creating Literacy Plans that instilled Literacy focused lessons across all content areas, as well as implementing practices such as Teacher led PDs to incorporate more effective, engaging teaching methods into every classroom.

EDUCATION

M.ED – CURRICULUM AND INSTRUCTION

Texas A&M University @ College Station

BACHELOR'S DEGREE – ENGLISH (RHETORIC)

Texas A&M University @ College Station

LEADERSHIP AND PASSIONS

I am immensely passionate about ensuring that those around me, both teachers and students, are finding something to dedicate themselves to. To teach is to love learning, and I make it a personal goal of mine to ensure that those around me progress towards believing in that.

TIMOTHY DAVIS
25053 Authors Dr, Magnolia, TX 77355 • (936) 661-6803 • davista17@gmail.com

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OBJECTIVE

Obtain a position as a secondary teacher that will focus on the mental well-being of students through the implementation of social and emotional learning.

CERTIFICATION

- Mathematics 7-12
- Special Education EC-12
- English as a Second Language EC-12

EDUCATION

Sam Houston State University — Huntsville, TX
Bachelor of Business Administration, Management — August 2014

EXPERIENCE

Spring Independent School District
Chair, Special Education Department
August 2019 – Present

- Serve as the instructional leader of the department.
- Assist department staff regarding curriculum, instructional strategies, use of data to determine student needs, and increase student achievement.
- Take part in student testing and IEP meetings.

Mathematics Instructor
August 2017 – May 2019

- Taught Pre-AP Algebra I and Pre-AP Algebra II.
- Used formative assessment data to plan and drive instruction.
- Developed and presented differentiated lessons to students in preparation for the STAAR Algebra I EOC assessment.

Stubblefield Learning Center
Mathematics Instructor
May 2015 – June 2017

- Facilitated learning by using Edgenuity software for all high school mathematics courses.
- Analyzed data to develop engaging lessons for students in EOC prep classes.

REFERENCES

Available upon request

Genessa Jagdeo

2539 Cypress Road• Apt 4311 • Spring, TX 77388
(919) 208-6332 • gjagdeo1@gmail.com

CERTIFICATIONS

Texas State Educator Certificate, Feb 2016
Endorsement: **English Language Arts and Reading Grades 7-12**
Endorsement: **ESL Supplemental**

EDUCATION

University of West Florida, TeacherReady, January 2015
Master of Arts, English, North Carolina State University (NCSU), May 2010
Bachelor of Arts, Literature, University of North Carolina at Asheville (UNCA), May 2005

TEACHING EXPERIENCE

Carl Wunsche High School, Spring, TX
English Teacher, August 2018-Present *Dual Credit English 1301 and English 1302*

- Develop assignments that encouraged the composition of multi-paragraph essays in a variety of rhetorical styles which promoted advanced persuasive discourse.
- Focus on implementing assignments, which allowed students to synthesize primary and secondary source material in research-based, argumentative essays
- Design lessons that assisted students in mastering the analysis of authors' rhetorical style(s).
- Offer written and oral feedback for student writing assignments from the brainstorming stage to the final product

Waltrip High School, Houston, TX
English Teacher, August 2015-June 2018 *9th Grade (Pre-AP and On-Level English I)*

- Focused on developing inferencing skills for reading through novel and drama studies
- Created formative and summative assessments and review activities that utilized STAAR stems to foster student understanding of the varied levels of questioning
- Implemented activities that utilized collaborative learning approaches
- Designed assignments that expanded students writing abilities for expository and persuasive arguments

Cary Senior High School, Cary, NC
Student Teacher, August 2014-January 2015 *9th Grade (Honors & Academic English)*

- Helped develop reading, writing, and listening skills through DGP/grammar practice, vocabulary instruction, and discussion of literature
- Created homework assignments and review activities that connected and built upon the information from previous lessons

Daewon High School (대원고등학교) Daegu, South Korea
English Foreign Language Teacher, February 2011-February 2013

- Designed lessons that encouraged the development of English conversation skills for native Korean speakers
- Created individual and group assignments that allowed students to practice English
- Developed original written and oral assessments to monitor language progression

North Carolina State University, Raleigh, NC
Instructor, August 2008-May 2010 *English 101: First Year Writing Program*

- Designed a syllabus and planned assignments and lectures that promoted the development of research, writing, and critical thinking skills for multiple disciplines
- Instructed students on the use of critical reading skills to help in the creation of persuasive written arguments

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Master Instructor/CTE Lead Instructor

Reports to: Principal

Salary Range: 65,00-70,000

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

N/A

Proposed Location (City and County): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Bachelor's Degree from accredited college/university or appropriate alignment to industry requirements.
preferred Masters

Experience Required: Minimun 3 years teaching experience and/or work experience in designated CTE Course.

Certification Required: Texas Educator Certificate in area of expertise or Industry Certification as it corresponds to CTE course to be taught.

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
Stafford MSD	079-910	Stafford	3,589	55,500-68,900
Barbers Hill ISD	036-902	Mount Belvieu	5,732	41,100-68,500
Needville ISD	079-906	Needville	3,262	52,500-70,150

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc.

Position Title: Master Instructor/CTE Lead Instructor

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. Lead PLCs in preparing differentiated lessons aligned to state standards and school mission
2. Presenting Lessons that support Social Emotional skill development
3. Prepare students for success on rigorous measures, as appropriate: local, state ,and national exams (EOC exams , PSAT, TSI, SAT, Industry Certifications),
4. Create common assessments aligned to local, state, national standards, as appropriate.
5. Prepare and present data analysis/monitoring of student progress measures within small group and campus wide.
6. Engage in and lead professional development opportunities.
7. Model classroom management and manage student behavior that builds student voice and ownership of learning.
8. Develop a safe and positive classroom culture utilizing classroom circles and community discussions, as appropriate.
9. Build partnerships with parent and community partners to strengthen student success and experiences.
10. Model lessons and engage in instructional walks to strengthen craft of teaching with the team by providing feedback based on student learning.

Toni A. Tennison RN, MSN
408 Largent Ave
Ballinger, TX 76821

hoopdna42@gmail.com
(832) 277-4026

EDUCATION:

Texas Tech University Health Sciences Center — Master of Science in Nursing, 2008
Honors: Cum Laude

McMurry University — Bachelor of Science in Nursing, 2005
Major: Nursing
Honors: Cum Laude

CERTIFICATIONS:

Health Science Technology Certificate (9-12) *Health Professions Endorsement*
American Red Cross CPR/AED Certification

WORK EXPERIENCE:

Olfen ISD **2019-Current**
Teacher Facilitator
Dual Credit Coordinator

Currently serving as the district (pre-K – 12th) instructional specialist by modeling research-based teaching techniques and providing instructional feedback to instructors. I am responsible for scheduling and coordinating district wide teacher led professional development and all aspects of the dual credit program such as college dual credit registration, scheduling, mentoring, monitoring grades, communicating with parents and principal.

Wunsche High School, Spring, Texas **2018-2019**
Health Science Technology Instructor (grades 9-12)
9th grade Team Lead

Provide Health Science Curriculum instruction consistent with the TEKS, utilize technology in the classroom, provide scaffolding during instruction, collaborate with colleagues, students, and parents and demonstrated leadership in the classroom.

Served as mentor teacher for first year teachers, HOSA advisor, and pathway lead for Project Based Learning.

Waltrip High School, Houston, Texas **2014-2018**
Health Science Technology Instructor (grades 9-12)
Healthcare Pathway Team Lead
Campus Mentor Teacher

Provide Health Science Curriculum instruction consistent with the TEKS, utilize technology in the classroom, provide scaffolding during instruction, collaborate with colleagues, students, and parents and demonstrated leadership in the classroom.

Served as mentor teacher for first year teachers, HOSA advisor, and pathway lead for Linked Learning (PBL).

Freer High School, Freer, Texas **2012-2014**
Health Science Technology Instructor (grades 9-12)

Started the Health Science program at the school. Provided Health Science curriculum instruction consistent with the TEKS, utilize technology in the classroom, provide scaffolding during instruction, collaborate with colleagues, students, and parents and demonstrated leadership in the classroom.

Methodist Hospital, San Antonio, Texas **2005 to 2012**
Staff Nurse Adult Emergency Department

Primary care nurse in a busy emergency department. Provided emergent and non-emergent care to clients presenting to the ED. Prioritized care based on client condition. Collaborated with physicians to provide quality patient centered care.

San Antonio College, San Antonio, Texas **2009-2010**
Nursing Instructor

Theory and clinical instructor for large ADN nursing program. Instructor for "Fundamentals In Nursing" for first year nursing students. Supervised and instructed students in a nursing home/long term care facility.

Jessica Ann Graham

14 Villa Circle Huntsville, Texas 77320
(936) 661-1705
Jessicag507@hotmail.com

ACADEMIC HISTORY

Masters of Education, Instructional Leadership and Curriculum/Instruction **August 2015**
Sam Houston State University, Huntsville, TX

Licensed Veterinary Technician License **December 2010**
Cedar Valley College, Dallas County Community College District
Dean's List, 2010

Bachelor of Science, Agriculture Science—Production **December 2005**
Teaching Certification 6-12 grade, 2005
Texas A&M University, College Station, TX
College of Agriculture and Life Sciences – Dean's List, 2005

PROFESSIONAL EXPERIENCE

Carl Wunsche Senior High School
Spring Independent School District

Career and Technical Education Department Head **June 2018 - present**

- Provide leadership in the development of quality instruction for students in coordination with departments, such as the curriculum and instruction, school leadership, and student support services.
- Assist the principal in planning, scheduling, and curriculum implementation, as well as with staffing and coordinating the operation of the team and department with building and district guidelines and procedures.
- Participate in district-wide leadership and curriculum training/meetings.

Agricultural Science Teacher **August 2007 - present**

- Responsible for educating high school students about agricultural science, primarily focusing on the veterinary sciences.
- Offer students an intense program of courses, all of which are focused on the veterinary sciences. After successful completion of the program, the students will have the opportunity to test and become certified as a Level I, and after the next year, a Level II, Veterinary Assistant.
- Oversee the work of a student organization of approximately 70 students as the Wunsche FFA Advisor.

Curriculum Developer **June 2008 – present**

- Responsible for writing, revising, and editing curriculum for Spring ISD Career and Technical Education courses, Languages Other Than English courses, Fine Arts courses, and Physical Education courses.
- Develop curriculum for new courses that meets the standards set forth by the district and state.
- Ensure that all courses have curriculum that is rigorous and relevant, meets TEKS, provides College and Career Readiness to students, allows for ELPS integration, and gives examples of accommodations and modifications that can be used for the individual courses.

Agriculture Science Career Cluster Coordinator for Spring ISD **May 2011 - 2013**

- Responsible for ensuring that the Agriculture Science teachers in the district have all needed material, information, and resources to properly perform their instruction.
- Serve as a liaison between the teachers and the Career and Technical Education Director for the district as Cluster Coordinator.
- Serve on the Action Team for Spring ISD to ensure that the Agriculture Science departments are represented throughout the district.
- Monitor the horizontal and vertical alignment and integration of instruction through the Agriculture Science career cluster pathway, and ensure that students are being delivered the most thorough education possible as they progress through the Agriculture Science courses in the district.

Texas FFA Veterinary Science Career Development Event **2008 - Present**

- As an instructor teaching veterinary medicine, I saw the need for a competition for the students who are enrolled in any veterinary medicine class in the state of Texas that would test the knowledge that the students have gained in their classes. Therefore, I created the Veterinary Medicine Competition for the State of Texas. I utilized the knowledge I gained through my course work and the knowledge I gained from teaching the subject to create this competition for the state. Once the competition became popular, Texas FFA took over the competition from me because it became too large for one person to do.

Host of Veterinary Science Career Development Event Invitational, 2012 – present

- Due my expansive knowledge of this competition, I was asked by McLennan Community College in Waco, Texas and Prairie View A&M University in Prairie View, Texas to put on the Vet Tech Invitational as a part of the campus-wide invitational events that they host each year. I am able to utilize my knowledge and skill in this field, as well as my organizational and interpersonal skills, to effectively and efficiently host this event for over 800 high school students each year.

SKILLS

- Developing, presenting, and implementing instructional materials and curriculum
- Ability to effectively and efficiently lead, as well as an integral member of any team
- Excellent written and oral communication skills
- Computer utilization: Educational and Instructional Design Programs, Educational and Instructional Delivery Programs, Google Documents and Classroom, Email, Microsoft Outlook, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Publisher, FrontPage, Prezi, Social Media Applications
- Well-organized with attention to detail and time management

PROFESSIONAL ORGANIZATIONS, ACTIVITIES, AND HONORS

- **Texas A&M University College of Agriculture and Life Sciences Outstanding Early Career Alumni Award Recipient**
- **Advance CTE National Excellence in Action Award for Agriculture, Food, and Natural Resources Cluster Recipient**
- **Spring ISD Point of Pride Recipient**
- **Educator of Distinction – National Society of High School Educators**
- **Distinguished Educator Recognition in Spring ISD**
- **Vocational Agriculture Teacher Association of Texas**
- **Texas Association of Registered Veterinary Technicians**
- **Texas Farm Bureau**
  - Active Member, 2005 – present
  - Young Farmers and Ranchers, 2005 - present
- **Houston Livestock Show and Rodeo, Tours Committee**
  - Vice Chairman, 2014 – present
  - Captain, 2011 – 2014
  - Assistant Captain, 2010 – 2011
  - Active Member, 2008 - present
- **Sigma Alpha Professional Agriculture Sorority**
  - National Sorority Board Member, 2015 – present
    - National Vice President, 2019 – present
    - National Director of Professional Programming, 2015 – 2019
  - Alumni Chapter Member, 2005 – present
    - Scholarship Chair, 2006 - present
  - Active Member, 2002 – 2005
    - Social Chair, 2002-2005
- **Cedar Valley Community College District Dean's List**
- **College of Agriculture and Life Sciences Dean's List, Texas A&M University**

REFERENCES

Available Upon Request

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc.

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. Manage day to day operations at the school to develop and improve systems and processes.
2. Ensuring campus safety and positive learning environment for all students.
3. Coaching teachers and supporting Instructional Specialist with PD development based on campus needs.
4. Monitoring budget alignment to instructional need.
5. Handling level 3 discipline concerns, and others as needed to ensure support of all team members.
6. Ongoing recruitment of teachers and students.
7. Maximizing collaborative opportunities and communication with parent and community stakeholders.
8. Managing and communicating calendar of events.
9. Promoting high standards and expectations for all staff and students by leading by example.
10. Monitoring and communicating facility needs.

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: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Principal

Reports to: Superintendent

Salary Range: $110,000- $140,000

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

N/A

Proposed Location (City and County): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Master's Degree

Experience Required: Three to five years of experience serving in an administrative level

Certification Required: Principal certification; teaching certificate

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Stafford MSD	079-910	Stafford	3,589	$76,445- $110,446
Willis ISD	170-904	Willis	7,493	$101,124
Montgomery ISD	170-903	Montgomery	8,857	$105,231- $139,198

8326 Columbia Forest Drive
Houston, TX 77095
Aahmad@Houstonisd.org
(832)768-9420

Ayesha Ahmad

Education

Bachelor of Science Degree, Minor in Chemistry — 2008
Texas Southern University, Houston, TX

Master of Educational Administration — 08/2018
Lamar University, Beaumont, TX

Texas Educator Certification- Life Science 8-12

Education Experience

Spring Independent School District, Spring, Tx — July 2018 - Present
Assistant Principal – Carl Wunsche High School

- Supervise instruction and non- instructional staff
- Meeting with parents and students to discuss educational goals and learning concerns
- Meet with parents and students to discuss disciplinary concerns
- Facilitating professional learning communities consistently to increase STAAR scores
- Facilitate restorative circles and mediate between student groups or teacher/student concerns
- Monitor and analyze student data to collect student growth data
- All other duties assigned

Houston Independent School District, *Houston, TX* — August 2017 – July 2018
Recruiter – Teacher Recruitment and Selection

- Design and present training workshops to principals on hiring and retention strategies and university pre-service teachers, student teachers, aspiring teachers, and district employees on resume writing, interviewing skills, and district information
- Mentor and coach student teachers, teaching and leadership candidates, and new hires to provide support and promote success and retention throughout the student teaching experience, hiring process, and teaching placement respectively
- Develop relationships with campus administrators, with an emphasis on Superintendent and Achieve 180 Schools, to understand campus needs and provide differentiated support including campus visits, candidate referrals, specified candidate lists, and on campus hiring assistance
- Identify and cultivate strong teaching candidates through university partnerships, alternative certification programs, the student teacher pool, and hiring events matching skill sets with district and campus needs
- Organize campus tours for university students and recent graduates to both showcase district strengths and provide principals with the opportunity to vet quality candidates

- Plan and implement recruitment and retention events at the central office, on campuses, and at third party sites for the superintendent, student teachers, candidates, new hires, administrators and teachers, and district staff
- Work with Business Partners to ensure vacancies are filled in a timely manner, Professional Development to execute the student teaching program, Onboarding to assist with New Teacher Academy, and Communications to promote and advertise recruitment strategies and events
- Compile and analyze data to develop appropriate management reports, goals, and strategies for Teacher Recruitment and Human Resources
- Document the results of recruiting efforts, identify trends in data, and recommend changes in recruiting strategies as needed

Houston Independent School District, Houston, TX June 2014 – August 2017
Instructional Specialist- Waltrip High School

- Developed and facilitated professional development to the whole campus based on campus vision and mission
- Supported teachers in implementation of the HUB and master course lessons
- Collaborated with the Instructional Specialist team to implement a STAAR Intervention program that resulted in Waltrip High School receiving distinctions in Algebra I, Biology, and English
- Coached the science department teachers on planning lessons, what student centered instruction looks like, maximizing instructional time, differentiating instruction, checking for understanding, and building and maintaining a respectful classroom with management
- Facilitated Science department PLC's that centered around data driven instruction
- Led first year Biology teachers to a 20 percent increase in the number of students receiving a Level III Advanced sore on Biology EOC
- Collaborated with the campus administrative team to develop the School Improvement Plan, Discipline Management Systems, and Master Schedule
- Evaluated transcripts to ensure students were scheduled in the correct courses based on House Bill 5 requirements
- Appraised the entire Science department and teachers from other departments using the district's TADS rubric
- Observed, demonstrated, and modeled student centered instruction for individual teachers struggling in specific instructional practices
- Met and conferred with parents on student achievement
- Administered campus events and attended relevant school, district, and professional events
- Coached previously placed teachers off of a PPA plan
- Placed struggling teachers on a PPA plan and provided resources and support to help grow them in specific instructional areas

Houston Independent School District, Houston, TX August 2010 – June 2014
Biology and Anatomy Teacher- Waltrip High School

- Planned and created Biology lessons that resulted in my students having a 100% passing rate on Biology STAAR

- Facilitated data driven Biology PLC's to analyze student data for evidence in mastery or reteaching
- Created a classroom environment that was conducive to learning
- Prepared lessons that reflect accommodations for individual differences
- Utilized different instructional practices to reach all types of student learners in my class
- Encouraged students to set and maintain standards of behavior on and off the campus
- Became Science Department Head in before my third year in teaching
- The only Science teacher at Waltrip High School that earned the highest ASPIRE award for growing students beyond their projected growth scores

References

Jeff McCanna
Officer of Human Capital
Houston Independent School District
(713) 556-7353

Janie Ruiz
General Manager of Talent Acquisition
Houston Independent School District
(713) 556- 7373

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Dean of Instruction

Reports to: Principal

Salary Range: 80,000-95,000

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): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Earned Master's degree or equivalent from an accredited college or university.

Experience Required: Equivalent to at least three years of full-time instructional and instructional support services experience in education. Equivalent to one year's experience in a lead role such as a division/ department chair, manager, or administrator, etc.

Certification Required: Certification in area of expertise, as appropriate.

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
Stafford MSD	079-910	Stafford	3,589	$57,110 - $105,890
Barbers Hill ISD	170-903	Montgomery	5,732	$57,110 - $105,890
Needville ISD	079-906	Needville	3,262	$57,110 - $105,890

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc.

Position Title: Dean of of Instruction

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. Build smooth and efficient working relations that positively impact academics; work closely with the school's principal and leadership team to implement, model, develop, and improve the overall instructional program of the school.

2. Observe, coach, and mentor teacher practice to ensure that instruction is intentional, engaging, and rigorous, while creating a structured and responsive classroom culture.

3. Create collaborative structures within the school for the design of highly engaging schoolwork for students, on-going peer review, and the sharing of this work throughout the professional community.

4. Plan, schedule and help conduct professional development and training necessary to implement the curriculum and instructional goals.

5. Assist teachers in determining effective methods for the integration of curriculum standards, instructional strategies, and the developmental use of authentic assessment.

6. Analyze and prepare required data reports and serve as a resource to facilitate development of campus plans.

7. Provide instructional resources and support to help implement campus mission, vision and goals.

8. Administer, coordinate and supervise those duties as assigned by the principal that assist in the daily operation of the school and enhance its efficiency.

9.

10.

Joyce Rogers

5102 Gunnison Drive, Houston, Texas 77053 (713) 499-0712 (C)

Graduate Portfolio: http://www.taskstream.com/ts/rogers58/MEdTechnology.html

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Objective

Provide facilitation, training, coordination, and management with a company offering a team spirited environment, where I may utilize my skills and contribute to the overall organization.

Areas of Expertise

Leadership:

Five years of campus leadership and support which includes:

- Coordination and facilitation of Professional Development for teachers, administrators and office support.
- Assist teachers in developing and implementing instructional goals to improve student achievement.
- Collaborate with teachers to develop various assessment tools for the evaluation of student achievement.
- Develop instructional material and coordinate educational content.
- Observe instructional strategies used in the classroom and recommend additional strategies and resources to meet the needs of varied student learning styles.
- Analyze data and provide instructional plans of action to improve instruction.
- Provide lead and counsel for Instructional Team and Teachers on matters pertaining to instruction.
- Manage and supervise Clerical and Office Support.

Teaching and Training:

- Ten years of supporting and teaching various software and business applications
- Facilitation and coordination of A+ Certification classes at Southern Methodist University, in preparation for students to become A+ Certified and Networking Certified.
- Student and classroom management.
- Presentation and facilitation skills.
- Ability to coordinate training logistics and initiatives.
- Development of instructional and participant guides.
- Interpersonal and consultation skills.

Work Experience

2013 – present *Waltrip High School* *Houston, Texas*

- **Instructional Specialist & Campus Instructional Technologist**

2010 – 2013 *Barbara Jordan High School* *Houston, Texas*

- **Instructional Specialist**

2007 – 2009 *James E. Taylor High School* *Katy, Texas*

- **Computer Teacher**

1999 – 2007 *Sharpstown High School* *Houston, Texas*

- **Computer Teacher**

Professional Education

2006 *Grand Canyon University* *Phoenix, AZ*

- **M.Ed, Curriculum and Instruction: Technology**
- **GPA:** 3.7

2000-2001 *University of Houston -Central* *Houston, TX*

- **Vocational Certification (Houston Independent School District)**

1992 *University of Houston - Central* *Houston, TX*

- **BS, Technology (Training and Development)**
- **GPA in Major:** 3.0

1985 *Business Management High School* *Dallas, TX*

- **Diploma**
- **GPA:** 3.67 (Ranked in top 10% of class – 293)

Accomplishments

Educator of the Year, Greater Height Area Chamber of Commerce, 2015

Career and Technology Education, Department Chairperson, 2006

Sharpstown High School, Teacher of the Year, 2004

Outstanding Career & Technology Teacher of the Year, Sharpstown HS, 2002

Who's Who Among American's High School Teachers, 2002

2nd Place, Teacher of the Year, Houston Area Alliance of Black School Educators, 2001

References:

Michael Niggli, Principal
Waltrip High School
(713) 688-1361

Rosalind Barley, Associate Principal
Waltrip High School
(713) 688-1361

Andria Schur, Principal,
Carl Wunsche Sr. High School
(281) 891-7650

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Instructional Specialist (Core/CTE)

Reports to: Dean of Instruction

Salary Range: $69,000- $99,000

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): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Bachelor's or appropriate educational background as applicable for industry.
Preferred Master's Degree

Experience Required: Minimum of 5 years of teaching or combination of Industry and teaching, as applicable for CTE Specialist.
*ICLE training and application experience.

Certification Required: Teaching certificate in applicable core content area or Industry Certification, as applicable

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
Stafford MSD	079-910	Stafford	3,589	$68,215-99,024
Willis ISD	170-904	Willis	7,493	$71,369
Montgomery ISD	170-903	Montgomery	8,857	$65,678- $94,148

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc.

Position Title: Instructional Specialist (Core/CTE)

Reports to: Dean of Instruction

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Appraisal of teachers using ICLE rubric.
2. Model and coach teachers on best instructional practices to strengthen academics and social emotional skills.
3. Assist teachers with the use of data to identify students who need additional assistance.
4. Assist with effective interventions.
5. Maintain communication with Dean of Instruction, Principal and classroom teachers about instructional needs.
6. Monitor academic progress using data and observations.
7. Develop and provide professional development.
8. Identify master level instructors and lead instructional walks for imbedded PD.
9. Promote an understanding of grade level TEKS, SEL, and/or Industry standards, as appropriate.
10. Teach classes when needed (year 1 and moving forward as needed).

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.

Michael Buchanek

Spring, Tx | 3615506142 | buchanek08@gmail.com

Objective

To continue educating others and myself by sharing my knowledge and experience as a teacher, coach, administrator, and life-long learner

Education

BACHELORS OF ARTS | MAY 2008 | TEXAS A&M UNIVERSITY, COLLEGE STATION

- Major: Political Science
- Second Major: History
- Related coursework: Child Psychology

MASTERS OF EDUCATION | AUGUST OF 2009 | TEXAS A&M UNIVERSITY, COLLEGE STATION

- Major: Curriculum and Instruction
- Maintained a 4.0 GPA in the College of Educations Graduate Studies Program

Skills & Abilities

MANAGEMENT

- Supervisor as an Instructional Specialist for HISD appraising 12-15 Teachers per year
- Classroom Teacher- Managing young minds for 6 years at inner city public schools
- Team Manager- Managed event coordination, scheduling, staff development, and team building for Urban Movement since January of 2016.
- Coach- Leading large group fitness/movement classes for Urban Movement since Feb of 2015. Coached several HISD sports from 2010-2014 including basketball, cycling, and soccer.

COMMUNICATION

- Led District Wide Professional Development sessions for HISD, presenting to more than 100 teachers/administrators per day
- Speech and Debate President of Memorial High School

LEADERSHIP

- Harris County Republican Party Precinct Chair- Confirmed Feb 2017
- Instructional Leadership Team Member from 2011-2016
- Social Studies Department Chair from 2009-2014

Experience

CTE ACADEMY SPECIALIST | SPRING ISD | AUGUST 2018-PRESENT

- Coordinator and Facilitator of Career and Technical Education Programs and Events at Carl Wunsche Sr. High School. Responsible for developing and maintaining relationships with community and business partners, planning and coordinating career events and field experiences for students, and supporting 26 CTE Teachers.

INSTRUCTIONAL SPECIALIST | HOUSTON ISD | JUNE 2014-AUGUST 2018

- Appraiser for teachers at Waltrip High School- Led Professional Developments, conducted formal observations, responsible for teacher placement and performance

TEAM MANAGER | URBAN MOVEMENT | FEB 2015-PRESENT

- Coach and Team Manager for a Movement School in Houston. Led group fitness classes, managed the coaching schedule, coordinated events, and created team building activities.

CLASSROOM TEACHER | HOUSTON ISD | JUNE 2010-JUNE 2014

- Taught US History, World History, and World Geography at a Title I school in Houston, Tx. Also served as Senior Class Sponsor, JV Basketball Coach, and part of the Instructional Leadership Team selected by the principal.
- Voted Teacher of the Year for 2012-2013 School Year

CLASSROOM TEACHER | VICTORIA ISD | JUNE 2008-JUNE 2010

- Taught US History, Government, and Economics at a Title I school in Victoria, Tx. Also served as Lead Prom Coordinator, and coach.
- Voted Teacher of the Year for 2009-2010 School Year

Certifications

CURRENT FIRST AID/CPR | 2000-2020

CERTIFIED SOCIAL STUDIES COMPOSITE | TEXES | LIFETIME CERTIFICATE

MOVNAT LEVEL 1 TRAINER | AWARDED FEB 2015

A.D.A.P.T LVL 1 COACH | DECEMBER 2019

PRINCIPAL CERTIFICATION FROM LAMAR UNIVERISTY | EXPECTED COMPLETION APR 2020

Position Title:

Instructional Specialist (Core/CTE)

Qualifications:

1. Education Required: Bachelor's degree or appropriate educational background as applicable for industry. Preferred Master's Degree.
2. Experience Required: Minimum of 5 years of teaching or combination of industry and teaching, as applicable for CTE Specialist. ICLE training and application experience.
3. Certification Required: Teaching certificate in applicable core content area or Industry Certification, as applicable.

Job Duties:

- Appraisal of teachers using ICLE rubric.
- Model and coach teachers on best instructional practices to strengthen academics and social emotional skills.
- Assist teachers with the use of data to identify students who need additional assistance.
- Assist with effective interventions.
- Maintain communication with Dean of Instruction, Principal and classroom teachers about instructional needs.
- Monitor academic progress using data and observations.
- Develop and provide professional development.
- Identify master level instructors and lead instructional walks for imbedded PD.
- Promote an understanding of grade level TEKS, SEL, and/or Industry standards, as appropriate.
- Teach classes when needed (year 1 and moving forward as needed).

SAH

SARAH A HONORE

EDUCATOR

CONTACT

sassenma@houstonisd.org

(832) 655-0843

@TeachWithHonore

5043 Oak Shadows Dr
Houston, TX 77091

ABOUT

I am a creative and innovative educator with nearly 15 years of experience in urban education. I was an accomplished teacher and am currently writing and delivering professional development for other teachers, as well as writing curriculum for a 1:1 laptop district.

CORE SKILLS

- CURRICULUM DEVELOPMENT
- ENGLISH LITERATURE EXPERTISE
- ASSESSMENT AND FEEDBACK
- TITLE I SCHOOLS
- RESOURCE CREATION
- STUDENT ENGAGEMENT
- ADULT LEARNING
- INSTRUCTIONAL COACHING
- PROFESSIONAL DEVELOPMENT (WRITING AND DELIVERING)

EDUCATION

M.ED. IN CURRICULUM AND INSTRUCTION

University of Houston, 2005-2008

B.A. IN ENGLISH LITERATURE

Indiana University--Bloomington, 2000-2004

EXPERIENCE

ELA CURRICULUM SPECIALIST

Houston ISD | August 2017 to present

- Write the English IV and College Prep English curriculum
- Write and deliver needs-based, best practices-based, and curriculum-based professional development
- Coach teachers and model lessons as needed
- Facilitate team's social media presence

ELA INSTRUCTIONAL SPECIALIST

Waltrip HS (HISD) | August 2014 to August 2017

- Coached, supported, and appraised teachers in all contents through co-teaching, one-on-one planning sessions, and model lessons
- Wrote and delivered needs-based professional development for all content
- Led ELA PLCs centered around student needs
- Analyzed student data to determine areas of growth
- Analyzed campus needs with regards to literacy
- Administered pull-out interventions
- Wrote and delivered a 3-session cross-content literacy training during pre-service, and ongoing cross-content literacy trainings throughout the year (2016-17)

SAH

SARAH A HONORE

EDUCATOR

CONTACT

sassenma@houstonisd.org

(832) 655-0843

@TeachWithHonore

5043 Oak Shadows Dr
Houston, TX 77091

ABOUT

I am a creative and innovative educator with nearly 15 years of experience in urban education. I was an accomplished teacher and am currently writing and delivering professional development for other teachers, as well as writing curriculum for a 1:1 laptop district.

TEACHER DEVELOPMENT SPECIALIST

Houston ISD | August 2013 to August 2014

- Supported teachers in classrooms at high-needs campuses
- Wrote and delivered professional development at both the campus level and the district level
- Provided real-time responsive support to teacher and administrative needs

ENGLISH TEACHER

YES College Prep | August 2009 to December 2011
Austin High School | August 2004 to August 2009

- Taught all ELA grade levels (English I - IV), both AP courses, ESL classes, Theatre, and Communications Applications
- Supported new teachers in lesson and unit planning
- Worked with other AP English Literature teachers to develop AP-style tests and an original, textbook-free curriculum based on TEKS and AP objectives
- Adapted college-level resources for high school students at varying ability levels

CONFERENCE PRESENTATIONS AND PROFESSIONAL DEVELOPMENT

Waltrip HS
Socratic Seminars: The Ins and Outs
Layered Curriculum
Literacy Pre-service (3-day cross-content literary training)
Unpacking Standards
Cross-content Literacy (1-hour training)

Houston ISD
MicroUnits: A Boot Camp Alternative
New Teacher Academy: Introduction to ELA
Writing.edu: Digitizing the Writing Experience
Work of Heart: Examining Student Memoirs
Mythbusters: STAAR Edition
Mentor Texts and Writing
College Prep Introduction
Crossing Genres
Diversifying the Curriculum
Context and Conversations

Regional
Context and Conversations (Region IV Access to the General Curriculum Institute 2017)
Reach Them and Teach Them (Region IV Access to the General Curriculum Institute 2018)

Position Title:

Instructional Specialist (Core/CTE)

Qualifications:

1. Education Required: Bachelor's degree or appropriate educational background as applicable for industry. Preferred Master's Degree.
2. Experience Required: Minimum of 5 years of teaching or combination of industry and teaching, as applicable for CTE Specialist. ICLE training and application experience.
3. Certification Required: Teaching certificate in applicable core content area or Industry Certification, as applicable.

Job Duties:

- Appraisal of teachers using ICLE rubric.
- Model and coach teachers on best instructional practices to strengthen academics and social emotional skills.
- Assist teachers with the use of data to identify students who need additional assistance.
- Assist with effective interventions.
- Maintain communication with Dean of Instruction, Principal and classroom teachers about instructional needs.
- Monitor academic progress using data and observations.
- Develop and provide professional development.
- Identify master level instructors and lead instructional walks for imbedded PD.
- Promote an understanding of grade level TEKS, SEL, and/or Industry standards, as appropriate.
- Teach classes when needed (year 1 and moving forward as needed).

11518 Meadow Lake Drive
Houston, TX 77077
aschrotel@gmail.com
(713)725-3081

Alexandria James Schrotel

Summary:

Innovative, determined and results oriented educator that is focused on driving student performance for long-term success in the classroom and beyond. Over six years' experience inspiring High School students, primarily from underserved communities, to achieve academically beyond their expectations. Highly motivated to meet challenges while developing impactful and meaningful relationships with students.

Highlights:

- Earned the highest ASPIRE award from HISD for growing students beyond their projected growth scores
- Recognized as Teacher of the Year of 2015-2016
- Selected as Favorite Female Teacher of the Year by Senior Class 2017-2018
- Developed and taught Biology lesson plans that resulted in students having 100% passing rate on Biology STAAR
- Created and taught AP Biology lessons resulting in historic improvement in scores on AP Biology exam
- Based on success and positive reputation, quadrupled demand for AP Biology class
- Mentored students in college application process, applying for scholarships, test prep strategies and wrote recommendation letters for collegiate opportunities
- Successfully improved student outcomes with limited resources by developing appropriate lesson plans, respectful relationships while inspiring students to achieve

Education Experience

Spring Independent School District, Spring, TX — August 2018 – Present

Math and Science Instructional Specialist- Carl Wunsche HS — August 2019 - Present

- Collect and disaggregate assessment data with teachers and administrators
- Create agendas and facilitate PLC's
- Monitor the progress of identified students using common assessment data
- Observe teachers and provide feedback
- Assist teachers with implementation of instructional strategies and development of lesson plans
- Provide intervention for STAAR re-testers
- Create campus newsletters
- Campus Technology Specialist- attend meetings once a month to learn about new tech tools in order to train and assist teachers with technology
- Review attendance data with fellow attendance committee members

Biology and AP Biology Teacher- Carl Wunsche HS August 2018- June 2019

- Ninth grade Team Lead for Professional Tower
    - Led team meetings about intervention strategies for struggling students; discussed cross-curricular skills and knowledge to implement in all classes for reinforcement; created incentives for increased student attendance and achievement
- Served on panel for revision of dress code policy for Spring ISD
- Member of the SDMC
- Participated in data driven Biology PLC's to analyze student data for evidence in mastery or re-teaching
- Created a classroom environment that was conducive to learning
- Prepared lessons that reflect accommodations for individual differences
- Utilized different instructional practices to reach all types of student learners in my class
- Encouraged students to set and maintain standards of behavior on and off the campus

Houston Independent School District, Houston, TX August 2014 – June 2018
Biology, Montessori Biology and AP Biology Teacher- Waltrip High School

- Planned and created Biology lessons that resulted in my students having a 100% passing rate on Biology STAAR
- Planned and created Biology lessons that resulted in my students having qualified scores on the AP Biology Exam
- Department Chair for Science during 2017-2018 school year
- Lead biology teacher
- Facilitated PLC meetings with Biology team to identify gaps in learning
- Earned the highest ASPIRE award for growing students beyond their projected growth scores
- Teacher of the Year 2015-2016
- Favorite Female Teacher of the Year elected by Seniors 2017-2018
- Member of the SDMC
- Participated in data driven Biology PLC's to analyze student data for evidence in mastery or re-teaching
- Created a classroom environment that was conducive to learning
- Prepared lessons that reflect accommodations for individual differences
- Utilized different instructional practices to reach all types of student learners in my class
- Encouraged students to set and maintain standards of behavior on and off the campus

Waco Independent School District, Waco, TX August 2013 – June 2014
Biology Teacher- University High School

- Helped raise the passing rate of STAAR scores for Biology
- Participated in data driven Biology PLC's to analyze student data for evidence in mastery or re-teaching
- Created a classroom environment that was conducive to learning
- Prepared lessons that reflect accommodations for individual differences
- Utilized different instructional practices to reach all types of student learners in my class
- Encouraged students to set and maintain standards of behavior on and off the campus

Certifications

Composite Science 8-12
Principal
Google Level 1

Education

Principal Certification Program, 2019
Lamar University

Master of Science in Education 2014
Baylor University, Waco, TX

Bachelor of science Degree, Biology 2012
Baylor University, Waco, TX

References

Ayesha Ahmad-

Assistant Principal - Spring Independent School District

832-768-9420

aahmad@springisd.org

Andria Schur

Principal- Spring Independent School District

214-490-8300

aschur@springisd.org

Doug Martin

AP teacher- Houston Independent School District

832-641-3466

dmartin@houstonisd.org

Attachment 18: Job Descriptions or Qualifications for Instructional Leadership Team

Provide all job descriptions or qualifications of the instructional leadership team members who have not yet been selected. If some of the instructional leadership team members have been selected, but some have not, complete Attachment 18 for those who have been selected and complete this Attachment for positions without identified candidates.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant instructional leadership team position together with a reference to the appropriate page number in Attachment 23.

N/A

Attachment 19: Leadership Evaluation Tool(s)

Provide any leadership evaluation tool(s) that have been developed.

Part Three: Assessment of ongoing responsibilities

Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

A. **Instructional management:** The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement. The board may want to see:
   - Information on how the district determines deficiencies or areas for improvement in instruction and curriculum.
   - An annual report of instructional areas needing attention, as revealed by the system.
   - Annual reports of remediation and instructional improvement efforts implemented, cost, progress, and results as they become available.
   - A trend of ongoing improvement as reflected in longitudinal data on student scores.
   - Other (Insert specific data or reports to be furnished by the administration.)

   Rating: Click or tap here to enter text.

   Comments: Click or tap here to enter text.

B. **Student services management:** The superintendent oversees a program of students services tied to defined goals and objectives. The board may want to see:
   - Annual goals, targets, or benchmarks, and the rationale behind them for counseling services, health and safety programs, extracurricular programs, and students discipline.
   - Semi-annual monitoring reports for student services programs, related to goals and targets.
   - Other (Insert specific data or reports to be furnished by the administration.)

   Rating: Click or tap here to enter text.

   Comments: Click or tap here to enter text.

C. **Staff development and professional growth:** The superintendent oversees a program of staff development designed to improve district performance. The board may want to see:
   - An annual summary of the staff development plan, including goals for the program tied to district assessment data and staff appraisal data, and administration-defined measures for assessing program success.
   - An annual report on the success of the staff development program as demonstrated by administration-defined measures.
   - Other (Insert specific data or reports to be furnished by the administration.)

   Rating: Click or tap here to enter text.

   Comments Click or tap here to enter text.

Part Three: Assessment of ongoing responsibilities

Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

A. **Instructional management:** The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement. The board may want to see:
   - Information on how the district determines deficiencies or areas for improvement in instruction and curriculum.
   - An annual report of instructional areas needing attention, as revealed by the system.
   - Annual reports of remediation and instructional improvement efforts implemented, cost, progress, and results as they become available.
   - A trend of ongoing improvement as reflected in longitudinal data on student scores.
   - Other (Insert specific data or reports to be furnished by the administration.)

   Rating: Click or tap here to enter text.

   Comments: Click or tap here to enter text.

B. **Student services management:** The superintendent oversees a program of students services tied to defined goals and objectives. The board may want to see:
   - Annual goals, targets, or benchmarks, and the rationale behind them for counseling services, health and safety programs, extracurricular programs, and students discipline.
   - Semi-annual monitoring reports for student services programs, related to goals and targets.
   - Other (Insert specific data or reports to be furnished by the administration.)

   Rating: Click or tap here to enter text.

   Comments: Click or tap here to enter text.

C. **Staff development and professional growth:** The superintendent oversees a program of staff development designed to improve district performance. The board may want to see:
   - An annual summary of the staff development plan, including goals for the program tied to district assessment data and staff appraisal data, and administration-defined measures for assessing program success.
   - An annual report on the success of the staff development program as demonstrated by administration-defined measures.
   - Other (Insert specific data or reports to be furnished by the administration.)

   Rating: Click or tap here to enter text.

   Comments Click or tap here to enter text.

Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team

If some of the financial team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the financial team members who have not yet been selected.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant financial team position together with a reference to the appropriate page number in Attachment 23.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Chief of Finance/Director of Finance

Reports to: Superintendent

Salary Range: 100,000-150,000

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): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Bachelor's Degree in Business Administration, Finance, Statisctics or related field

Experience Required: Minimum 5 years School Finance Experience

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Needville ISD	079-906	Needville	3,262	102,136-142,527
Barbers Hill ISD	036-902	MONT BELVIEU	5,732	110,200-164,600
Stafford MSD	079-910	Stafford	3,589	106,508-143,530

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc.

Position Title: Chief of Finance/Director of Finance

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. Provide administrative assistance to the Superintendent in the general area of school finance.
2. Provide managerial direction and coordination under Board Policy guidelines to the operation of all district financial affairs.
3. Ensure district compliance with the financial reporting requirements of the Texas Education Agency, as well as, other governmental agencies.
4. Ensure full transparency over financial performance of the district.
5. Provide financial leadership and direction to the organization.
6. Manage the establishment of ongoing financial operations to insure fiscal responsibility to meet the needs of the schools, community and taxpayers.
7. Implement and maintain internal control procedures to ensure the safeguarding of assets and reliability of accounting data and to promote operational efficiency and ensure adherence to prescribed procedures.
8. Administer the business office budget and ensure that programs are cost effective.
9. Develop and long-range and short-term objectives for district's business operations and prepare district budget.
10. Other duties as assigned.

Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team

If some of the operations team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the operations team members who have not yet been selected.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant operations team position together with a reference to the appropriate page number in Attachment 23.

TERESITA ROJAS

trojas17@outlook.com · (281) 781-3535

Objective: I am an organized and driven bilingual individual capable of working independently or as a member of a team. I have many years of customer service and accounting experience, and I am looking for a position to gain more experience within your district in either human resources or budgeting.

EXPERIENCE

HUMAN RESOURCES BP ASSOCIATE, HOUSTON ISD — 8/2019 – PRESENT

- Process new hires, terminations, name changes and employee status changes
- Answer HR-related questions including general questions regarding HR processes
- Assist employees in the use of web-based self-service technology
- Assist and conduct onboarding sessions for new employees, complete eVerify process
- Maintains human resource information system records, prepares and processes Personnel Action Forms and ensures data integrity through auditing input reports

HUMAN RESOURCES REPRESENTATIVE, HOUSTON ISD — 7/2018 – 8/2019

- Process new hires, terminations, name changes and employee status changes
- Answer HR-related questions including general questions regarding HR processes
- Assist employees in the use of web-based self-service technology
- Assist and conduct onboarding sessions for new employees, complete eVerify process
- Maintains human resource information system records, prepares and processes Personnel Action Forms and ensures data integrity through auditing input reports

ADMINISTRATIVE ASSISTANT, HOUSTON ISD – S. P. WALTRIP HIGH SCHOOL — 10/2015 – 7/2018

- Assisting principal with staff hiring process: posting job vacancies on applicant tracking system (AppliTrack), reviewing resumes, checking teacher certifications on SBEC website, sending offer letters
- Managing payroll: collecting, verifying and submitting payroll data in SAP; investigating and correcting payroll discrepancies and errors; maintaining comprehensive payroll records (time sheets/compensatory time, extra duty and stipends)
- Managing all campus purchases: utilizing SAP for allocating and maintaining monthly ProCard statements for all cards on campus; creating purchase orders and posting goods receipts; maintaining all Activity Fund (student-generated funds) accounts
- Providing assistance to students, parents and teachers when needed

CLERK III HOURLY, HOUSTON ISD – S. P. WALTRIP HIGH SCHOOL — 2/2015 – 10/2015

- Managing payroll: collecting, verifying and submitting payroll data in SAP); investigating and correcting payroll discrepancies and errors; maintaining comprehensive payroll records (time sheets/compensatory time and extra duty)
- Handled requests for SAP/ProCard purchases
- Tracked purchases and posted goods receipts; allocated purchases and maintained monthly ProCard statements for all cards on campus
- Assist with student registration and enrollment

CLERK III, HOUSTON ISD – S. P. WALTRIP HIGH SCHOOL 8/2006 – 7/2013

- Managing payroll: collecting, verifying and submitting payroll data in SAP); investigating and correcting payroll discrepancies and errors; maintaining comprehensive payroll records (time sheets/compensatory time and extra duty)
- Handled requests for SAP/ProCard purchases
- Tracked purchases and posted goods receipts; allocated purchases and maintained monthly ProCard statements for all cards on campus

FRONT OFFICE COORDINATOR, EXPRESS EMPLOYMENT PROFESSIONALS 2/2005 – 6/2006

- Managing payroll: collecting, verifying and submitting payroll data; investigating and correcting payroll discrepancies and errors; maintaining comprehensive payroll records (time cards)
- Scheduling new applicant appointments and interviews
- Testing administrator: administer appropriate assessments based on job placement to evaluate and confirm candidate skills.
- Handle drug screenings, local/national background checks and reference checks
- Answering phones, faxing, filing and assist clients with any requests

EDUCATION

JULY 2019

BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT, WGU TEXAS

AUGUST 2014

ASSOCIATE OF ARTS IN BUSINESS, HOUSTON COMMUNITY COLLEGE

High Honors

SKILLS

- Bilingual – Spanish
- Chancery (Student Information System)
- SAP (including Finance, SRM, SuccessFactors)
- PeopleSoft

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: HR Coordinator

Reports to: Chief of Operations and Special Populations

Salary Range: 36,200-87,900

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): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Bachelor's degree in human resources management, public administration, business administration, or related field required.

Experience Required: A minimum of two years of human resources experience with position control and data extraction experience required, preferably in a K-12 educational setting.

Certification Required: Certification in area of expertise, as appropriate.

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
Stafford MSD	079-910	Stafford	3,589	61,700-87,900
Barbers Hill ISD	036-902	Mont Belvieu	5,732	36,290-75,290
Needville ISD	079-906	Needville	3,262	38,000-78,000

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc.

Position Title: HR Coordinator

Reports to: Assistant Superintendent/Chief School Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Engage in on-going development to strengthen craft meeting student needs and development of social emotional strength, as it relates to specific position, roles, and responsiblities.
2. Maintain communication with all stakeholders, as appropriate to ensure the safety and success of students.
3. Collaborate and serve as a resource for campus and department leaders on position control, staffing allocations, data requests and PEIMS procedures and practices.
4. Assist with the recruitment process by identifying candidates, performing reference checks and issuing employment contracts.
5. Schedule interviews, HR events, and meetings and assist in their facilitation.
6. Assist with and/or preform orientations and update records of new staff.
7. Maintain confidentiality of highly sensitive and privileged information.
8. Ensure personnel information is available for budget development in current and future fiscal years.
9. Keep up-to-date with the latest HR trends and best practice.
10.

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	1	1	1	1	1	1

Positions	Staffing Chart					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
Other Central Office staff	1	1	1	1	1	1
Total central office FTEs	4	4	4	4	4	4
Elementary School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)	N/A	N/A	N/A	N/A	N/A	N/A
Teachers (*create a separate row for each grade or core subject*)	N/A	N/A	N/A	N/A	N/A	N/A
Teachers (specials, e.g., art)	N/A	N/A	N/A	N/A	N/A	N/A
Teachers, ESL/Bilingual	N/A	N/A	N/A	N/A	N/A	N/A
Teachers, Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Student support staff (e.g., paraprofessionals, counselors)	N/A	N/A	N/A	N/A	N/A	N/A
Campus operations (e.g., PEIMS coordinator, clerk)	N/A	N/A	N/A	N/A	N/A	N/A
Total elementary FTEs	N/A	N/A	N/A	N/A	N/A	N/A
Middle School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)	N/A	N/A	N/A	N/A	N/A	N/A
Teachers (separate line for each grade or core subject)	N/A	N/A	N/A	N/A	N/A	N/A
Teacher (specials, e.g., art)	N/A	N/A	N/A	N/A	N/A	N/A
Teacher, ESL/Bilingual	N/A	N/A	N/A	N/A	N/A	N/A
Teacher, Special Education	N/A	N/A	N/A	N/A	N/A	N/A

Positions	Staffing Chart					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
Student support staff (e.g., paraprofessionals, counselors)	N/A	N/A	N/A	N/A	N/A	N/A
Campus operations (e.g., PEIMS coordinator, clerk)	N/A	N/A	N/A	N/A	N/A	N/A
Total middle school FTEs	N/A	N/A	N/A	N/A	N/A	N/A
High School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)	6	12	19	21	23	23
Teachers (separate line for each grade or core subject)	5	24	60	109	128	128
Teacher (specials, e.g., art)	5	21	33	35	49	49
Teacher, ESL/Bilingual	3	9	18	27	33	33
Teacher, Special Education	2	4	8	12	18	18
Student support staff (e.g., paraprofessionals, counselors)	4	13	22	24	26	26
Campus operations (e.g., PEIMS coordinator, clerk)	1	1	1	1	1	1
Total high school FTEs	26	84	161	229	278	278
Total charter school staff	26	84	161	229	278	278
Teacher-student ratio	1:26	1:26	1:26	1:26	1:26	1:26

Attachment 23: Supplemental Human Resources Information Forms

Using the template provided on the Subchapter D application page, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity. Supplemental Human Resources Information Forms should be submitted for each position listed on the staffing chart (Attachment 22).

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

All positions represented in this Attachment should also be represented on the organizational chart submitted in Attachment 13 and on the staffing chart submitted in Attachment 22.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: HR Coordinator

Reports to: Chief of Operations and Special Populations

Salary Range: 36,200-87,900

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): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Bachelor's degree in human resources management, public administration, business administration, or related field required.

Experience Required: A minimum of two years of human resources experience with position control and data extraction experience required, preferably in a K-12 educational setting.

Certification Required: Certification in area of expertise, as appropriate.

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
Stafford MSD	079-910	Stafford	3,589	61,700-87,900
Barbers Hill ISD	036-902	Mont Belvieu	5,732	36,290-75,290
Needville ISD	079-906	Needville	3,262	38,000-78,000

Name of Proposed Charter School:	Regional High School
Name of Sponsoring Entity:	Secondary Practitioner Schools, Inc.

Position Title:	HR Coordinator
Reports to:	Assistant Superintendent/Chief School Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Engage in on-going development to strengthen craft meeting student needs and development of social emotional strength, as it relates to specific position, roles, and responsiblities.
2. Maintain communication with all stakeholders, as appropriate to ensure the safety and success of students.
3. Collaborate and serve as a resource for campus and department leaders on position control, staffing allocations, data requests and PEIMS procedures and practices.
4. Assist with the recruitment process by identifying candidates, performing reference checks and issuing employment contracts.
5. Schedule interviews, HR events, and meetings and assist in their facilitation.
6. Assist with and/or preform orientations and update records of new staff.
7. Maintain confidentiality of highly sensitive and privileged information.
8. Ensure personnel information is available for budget development in current and future fiscal years.
9. Keep up-to-date with the latest HR trends and best practice.
10.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Instructional Specialist (Core/CTE)

Reports to: Dean of Instruction

Salary Range: $69,000- $99,000

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): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Bachelor's or appropriate educational background as applicable for industry.
Preferred Master's Degree

Experience Required: Minimum of 5 years of teaching or combination of Industry and teaching, as applicable for CTE Specialist.
*ICLE training and application experience.

Certification Required: Teaching certificate in applicable core content area or Industry Certification, as applicable

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
Stafford MSD	079-910	Stafford	3,589	$68,215-99,024
Willis ISD	170-904	Willis	7,493	$71,369
Montgomery ISD	170-903	Montgomery	8,857	$65,678- $94,148

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc.

Position Title: Instructional Specialist (Core/CTE)

Reports to: Dean of Instruction

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Appraisal of teachers using ICLE rubric.
2. Model and coach teachers on best instructional practices to strengthen academics and social emotional skills.
3. Assist teachers with the use of data to identify students who need additional assistance.
4. Assist with effective interventions.
5. Maintain communication with Dean of Instruction, Principal and classroom teachers about instructional needs.
6. Monitor academic progress using data and observations.
7. Develop and provide professional development.
8. Identify master level instructors and lead instructional walks for imbedded PD.
9. Promote an understanding of grade level TEKS, SEL, and/or Industry standards, as appropriate.
10. Teach classes when needed (year 1 and moving forward as needed).

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: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Dean of Instruction

Reports to: Principal

Salary Range: 80,000-95,000

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): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Earned Master's degree or equivalent from an accredited college or university.

Experience Required: Equivalent to at least three years of full-time instructional and instructional support services experience in education. Equivalent to one year's experience in a lead role such as a division/ department chair, manager, or administrator, etc.

Certification Required: Certification in area of expertise, as appropriate.

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
Stafford MSD	079-910	Stafford	3,589	$57,110 - $105,890
Barbers Hill ISD	170-903	Montgomery	5,732	$57,110 - $105,890
Needville ISD	079-906	Needville	3,262	$57,110 - $105,890

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc.

Position Title: Dean of of Instruction

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. Build smooth and efficient working relations that positively impact academics; work closely with the school's principal and leadership team to implement, model, develop, and improve the overall instructional program of the school.

2. Observe, coach, and mentor teacher practice to ensure that instruction is intentional, engaging, and rigorous, while creating a structured and responsive classroom culture.

3. Create collaborative structures within the school for the design of highly engaging schoolwork for students, on-going peer review, and the sharing of this work throughout the professional community.

4. Plan, schedule and help conduct professional development and training necessary to implement the curriculum and instructional goals.

5. Assist teachers in determining effective methods for the integration of curriculum standards, instructional strategies, and the developmental use of authentic assessment.

6. Analyze and prepare required data reports and serve as a resource to facilitate development of campus plans.

7. Provide instructional resources and support to help implement campus mission, vision and goals.

8. Administer, coordinate and supervise those duties as assigned by the principal that assist in the daily operation of the school and enhance its efficiency.

9.

10.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Chief of Finance/Director of Finance

Reports to: Superintendent

Salary Range: 100,000-150,000

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): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Bachelor's Degree in Business Administration, Finance, Statisctics or related field

Experience Required: Minimum 5 years School Finance Experience

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Needville ISD	079-906	Needville	3,262	102,136-142,527
Barbers Hill ISD	036-902	MONT BELVIEU	5,732	110,200-164,600
Stafford MSD	079-910	Stafford	3,589	106,508-143,530

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc.

Position Title: Chief of Finance/Director of Finance

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. Provide administrative assistance to the Superintendent in the general area of school finance.
2. Provide managerial direction and coordination under Board Policy guidelines to the operation of all district financial affairs.
3. Ensure district compliance with the financial reporting requirements of the Texas Education Agency, as well as, other governmental agencies.
4. Ensure full transparency over financial performance of the district.
5. Provide financial leadership and direction to the organization.
6. Manage the establishment of ongoing financial operations to insure fiscal responsibility to meet the needs of the schools, community and taxpayers.
7. Implement and maintain internal control procedures to ensure the safeguarding of assets and reliability of accounting data and to promote operational efficiency and ensure adherence to prescribed procedures.
8. Administer the business office budget and ensure that programs are cost effective.
9. Develop and long-range and short-term objectives for district's business operations and prepare district budget.
10. Other duties as assigned.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Master Instructor/CTE Lead Instructor

Reports to: Principal

Salary Range: 65,00-70,000

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

N/A

Proposed Location (City and County): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Bachelor's Degree from accredited college/university or appropriate alignment to industry requirements.
preferred Masters

Experience Required: Minimun 3 years teaching experience and/or work experience in designated CTE Course.

Certification Required: Texas Educator Certificate in area of expertise or Industry Certification as it corresponds to CTE course to be taught.

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
Stafford MSD	079-910	Stafford	3,589	55,500-68,900
Barbers Hill ISD	036-902	Mount Belvieu	5,732	41,100-68,500
Needville ISD	079-906	Needville	3,262	52,500-70,150

Name of Proposed Charter School:	Regional High School
Name of Sponsoring Entity:	Secondary Practitioner Schools, Inc.

Position Title:	Master Instructor/CTE Lead Instructor
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. Lead PLCs in preparing differentiated lessons aligned to state standards and school mission
2. Presenting Lessons that support Social Emotional skill development
3. Prepare students for success on rigorous measures, as appropriate: local, state ,and national exams (EOC exams , PSAT, TSI, SAT, Industry Certifications),
4. Create common assessments aligned to local, state, national standards, as appropriate.
5. Prepare and present data analysis/monitoring of student progress measures within small group and campus wide.
6. Engage in and lead professional development opportunities.
7. Model classroom management and manage student behavior that builds student voice and ownership of learning.
8. Develop a safe and positive classroom culture utilizing classroom circles and community discussions, as appropriate.
9. Build partnerships with parent and community partners to strengthen student success and experiences.
10. Model lessons and engage in instructional walks to strengthen craft of teaching with the team by providing feedback based on student learning.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Teacher (General/SpEd/CTE)

Reports to: Principal

Salary Range: 59,00-69,000

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): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Bachelor's Degree from accredited college/university or Industry background as it relates to CTE course to be taught.

Experience Required: N/A

Certification Required: Texas Educator Certificate in area of expertise or Industry Certification as it corresponds to CTE course to be taught.

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
Stafford MSD	079-910	Stafford	3,589	55,500-68,900
Barbers Hill ISD	036-902	Mont Belvieu	5,732	41,100-68,500
Needville ISD	079-906	Needville	3,262	52,500-70,150

Name of Proposed Charter School:	Regional High School
Name of Sponsoring Entity:	Secondary Practitioner Schools, Inc.

Position Title:	Teacher (General/SpEd/CTE)
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. Engage in on-going development to strengthen craft of teaching based on student learning and development of social emotional strength, as defined by mission.
2. Prepare Lessons that are aligned to standards and engage student learning to develop academic and social emotional skills.
3. Prepare students for local, state, and national assessments, as appropriate (TSI, PSAT, EOC, SAT, Industry Certifications).
4. Prepare assessments aligned to state and national standards, as appropriate.
5. Data analysis/monitoring student progress
6. Engage in professional development opportunities
7. Classroom management and manage student behavior to build social emotional skills
8. Develop a safe and positive classroom culture through restorative circles.
9. Maintain parent communication about student progress
10. Model lessons and engage in instructional walks to strengthen craft of teaching with the team by providing feedback based on student learning.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Counselor

Reports to: Principal

Salary Range: 70,000-80,000

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

N/A

Proposed Location (City and County): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Bachelor's Degree from accredited college/university
Master's Degree from accredited college/university

Experience Required: Minimum 3 years teaching experience
Knowledge of career and technology education programs

Certification Required: Valid Texas Teacher Certification
Valid Texas Counselor Certifcation

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
Stafford MSD	079-910	Stafford	3,589	61500-76400
Barbers Hill ISD	036-902	Mont Belvieu	5,732	36290-75290
Needville ISD	079-906	Needville	3,262	53500-71500

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc.

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. Engage in on-going development to strengthen craft meeting student needs and development of social emotional strength, as it relates to specific position, roles, and responsiblities.
2. Maintain communication with all stakeholders, as appropriate to ensure the safety and success of students.
3. Working with students who have discipline, attendance and academic problems and are referred by teachers, parents or administrators.
4. Making necessary schedule changes for individual students that are both appropriate for their abilities and aligned with their educational, career plans, and emotional needes.
5. Supply admission requirements for colleges and training programs, and otherwise help students with graduation preparedness.
6. Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services.
7. Make referrals to outside sources when extended counseling or support is necessary.
8. Assuring that appropriate, accurate information is maintained in each student's permanent, cumulative record.
9. Participates in the Special Education ARD/IEP and process to interpret results of the vocational assessment and assist with transition issues.
10. Other duties as assigned.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Dean of Students

Reports to: Principal

Salary Range: 80,000-95,000

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): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Earned Master's degree or equivalent from an accredited college or university.

Experience Required: Equivalent to at least three years of full-time instructional and instructional support services experience in education. Equivalent to one year's experience in a lead role such as a division/ department chair, manager, or administrator, etc.

Certification Required: Certification in area of expertise, as appropriate.

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
Stafford MSD	079-910	Stafford	3,589	$57,110 - $105,890
Barbers Hill ISD	170-903	Montgomery	5,732	$57,110 - $105,890
Needville ISD	079-906	Needville	3,262	$57,110 - $105,890

Name of Proposed Charter School:	Regional High School
Name of Sponsoring Entity:	Secondary Practitioner Schools, Inc.

Position Title:	Dean of of Students
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. Build smooth and efficient working relations with all stakeholders that positively impact students; specifically at-risk students.

2. Observe, coach, and mentor students and teachers to ensure that the mission in building social skills and consistency in our commitment statement are met.

3. Create collaborative structures and processes within the school to ensure safety for students and staff, specifically implementing actions at level 3 as it relates to the Commitment Policy

4. Plan, schedule and help conduct professional development and trainings,around restorative practices and including drill processes and procedures.

5. Assist counselors in determining effective methods and processes for the integration of restorative practices and social emotional skill development across all levels.

6. Analyze and prepare required data reports and serve as a resource to facilitate development of campus plans, as it relates to discipline and student behavioral intervention.

7. Provide resources and support regarding restorative practices to help implement campus mission, vision and goals.

8. Administer, coordinate and supervise those duties related to the Commitment Policy and additional, as assigned by the principal that assist in the dailyoperation of the school and enhance its efficiency.

9. Work closely with the school's principal , counelors, and leadership team to implement, model, develop, and improve the overall instructional program of the school.

10. Other duties as assigned.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: PEIMS Coordinator

Reports to: Chief of Instruction and Accountability

Salary Range: 60,000-85,000

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

N/A

Proposed Location (City and County): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Bachelor's degree in Education

Experience Required: A minimum of three years of testing and/or PEIMS experience.
A minimum of 3-5 years teaching experience

Certification Required: Valid teaching certification in any content area.

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
Stafford MSD	079-910	Stafford	3,589	61,700-87,900
Barbers Hill ISD	036-902	Mont Belvieu	5,732	36,290-75,290
Needville ISD	079-906	Needville	3,262	38,000-78,000

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc.

Position Title: PEIMS Coordinator

Reports to: Assistant Superintendent/Chief School Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Provide state testing security, state accommodations, state testing administration and all other state testing updates to all school level personnel.
2. Collaborate with school counselors to ensure all students are properly identified for state testing.
3. Ensure that students are coded correctly in PEIMS for state testing.
4. Collaborate with special population coordinators and counselors to ensure that students who receive accommodations are indicated for the purposes of state testing.
5. Collaborate with school administrators to ensure the safety and security of all state testing documents
6. Work with school administrators to organize and facilitate the distribution and collection of state testing materials and administration of all state testing.
7. Maintain confidentiality of highly sensitive and privileged information.
8. Collaborate with the Dean of Instruction and Content Specialists the administration and facilitation of all local testing.
9. Keep up-to-date with the latest HR trends and best practice.
10. Other duties as assigned.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Administrative Assistant

Reports to: Admin Team (Campus or District)

Salary Range: 40,000-55,000

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

N/A

Proposed Location (City and County): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Associate's and/or Bachelor's preferred.

Experience Required: Minimum of 5 years campus and/or district administrative assistant experience.

Certification Required: Certification in area of expertise, as appropriate.
Microsoft Office, Excel

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
Montgomery ISD	170903	Montgomery	8,857	28,325-39,493
Conroe ISD	170-092	Conroe	62,837	27,764-33,239
Fort Bend	079-907	Fort Bend	76,122	37,584-54,063

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc.

Position Title: Administrative Assistant

Reports to: Admin Team (Campus and/or District)

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Engage in on-going development to strengthen customer service, office related skills in written and verbal communication, and scheduling.
2. Maintain confidential communication with designated stakeholders, as appropriate.
3. Maintain calendar of events and provide reminders, as necessary, to ensure deadlines are met.
4. Contribute to the campus culture in supporting all staff, students, and parents.
5. Maintain and organize files.
6. Maintain status of all office equipment and supplies, as appropriate.
7. Prepare agendas, sign-in sheets, meeting minutes, etc. as appropriate.
8. Compile any necessary documents in preparation for meetings, PD, etc.
9. Assist and/or organize the preparation of training and/or meeting rooms, as appropriate.
10. Other duties as assigned.

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc.

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. Manage day to day operations at the school to develop and improve systems and processes.
2. Ensuring campus safety and positive learning environment for all students.
3. Coaching teachers and supporting Instructional Specialist with PD development based on campus needs.
4. Monitoring budget alignment to instructional need.
5. Handling level 3 discipline concerns, and others as needed to ensure support of all team members.
6. Ongoing recruitment of teachers and students.
7. Maximizing collaborative opportunities and communication with parent and community stakeholders.
8. Managing and communicating calendar of events.
9. Promoting high standards and expectations for all staff and students by leading by example.
10. Monitoring and communicating facility needs.

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: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Principal

Reports to: Superintendent

Salary Range: $110,000- $140,000

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

N/A

Proposed Location (City and County): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Master's Degree

Experience Required: Three to five years of experience serving in an administrative level

Certification Required: Principal certification; teaching certificate

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Stafford MSD	079-910	Stafford	3,589	$76,445- $110,446
Willis ISD	170-904	Willis	7,493	$101,124
Montgomery ISD	170-903	Montgomery	8,857	$105,231- $139,198

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Nurse

Reports to: Principal

Salary Range: 59,00-69,000

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): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Registered Nurse (R.N.) with a Bachelor's of Science in Nursing (BSN)
Certified in CPR and AED

Experience Required: N/A

Certification Required: Licensed as R.N. in Texas

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
Stafford MSD	079-910	Stafford	3,589	55500-70400
Barbers Hill ISD	036-902	Mont Belvieu	5,732	55200-73700
Needville ISD	079-906	Needville	3,262	52500-71500

Name of Proposed Charter School:	Regional High School
Name of Sponsoring Entity:	Secondary Practitioner Schools, Inc.

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. Engage in on-going development to strengthen craft meeting student needs and development of social emotional strength, as it relates to specific position, roles, and responsiblities.
2. Maintain communication with all stakeholders, as appropriate to ensure the safety and success of students.
3. Counsel student and families on health conditions
4. Create, execute, monitor health care plans and emergency plans for students
5. Provides students and families with health and medical resources and assists families with access to medical care.
6. Participates in program planning to meet the needs of students with special health care needs.
7. Participate in IEP/ARDs, and 504 meetings when necessary.
8. Conduct state mandated screening programs, including referral and follow-up; recognizing, reporting, and using control measures for communicable diseases; and monitoring and providing follow-up on immunization compliance.
9. Utilize case management and the nursing process to manage the health care of students with chronic illness.
10. Other duties as assigned

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Librarian

Reports to: Principal

Salary Range: 59,00-69,000

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): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Bachelor's Degree from accredited college/university

Experience Required: N/A

Certification Required: Certification in area of expertise, as appropriate.

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
Stafford MSD	079-910	Stafford	3,589	56, 308-66, 888
Montgomery ISD	170-903	Montgomery	8,857	51, 000-60, 443
Needville ISD	079-906	Needville	3,262	50, 500-67, 000

Name of Proposed Charter School:	Regional High School
Name of Sponsoring Entity:	Secondary Practitioner Schools, Inc.

Position Title:	Librarian
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. Engage in on-going development to strengthen craft meeting student needs and development of social emotional strength, as it relates to specific position, roles, and responsiblities.
2. Maintain communication with all stakeholders, as appropriate to ensure the safety and success of students.
3. Select and acquire grade appropriate fiction and nonfiction texts in digital and hard copy formats.
4. Support classroom teachers and students in use of academic databases, citation resources, etc.
5. Prepare the school's library budget with appropriate explanation for how resources will be utilized by school patrons.
6. Facilitate student student selection of grade appropriate texts, research appropriate materials, and appropriate database searches
7. Support classroom engagement with digital resources that support independent student learning.
8. Organize library resources for most efficient use by student patrons.
9. Encourage pleasure reading for students by exposing them to a variety of genres and texts.
10. Guide classroom teachers and students in the appropriate use of copyrighted information.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Nurse

Reports to: Principal

Salary Range: 59,00-69,000

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): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Registered Nurse (R.N.) with a Bachelor's of Science in Nursing (BSN)
Certified in CPR and AED

Experience Required: N/A

Certification Required: Licensed as R.N. in Texas

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
Stafford MSD	079-910	Stafford	3,589	55500-70400
Barbers Hill ISD	036-902	Mont Belvieu	5,732	55200-73700
Needville ISD	079-906	Needville	3,262	52500-71500

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc.

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. Engage in on-going development to strengthen craft meeting student needs and development of social emotional strength, as it relates to specific position, roles, and responsiblities.

2. Maintain communication with all stakeholders, as appropriate to ensure the safety and success of students.

3. Counsel student and families on health conditions

4. Create, execute, monitor health care plans and emergency plans for students

5. Provides students and families with health and medical resources and assists families with access to medical care.

6. Participates in program planning to meet the needs of students with special health care needs.

7. Participate in IEP/ARDs, and 504 meetings when necessary.

8. Conduct state mandated screening programs, including referral and follow-up; recognizing, reporting, and using control measures for communicable diseases; and monitoring and providing follow-up on immunization compliance.

9. Utilize case management and the nursing process to manage the health care of students with chronic illness.

10. Other duties as assigned

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc

Position Title: Librarian

Reports to: Principal

Salary Range: 59,00-69,000

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): Shenandoah/Conroe, Montgomery; Katy, Harris; Fort Bend, Fort Bend

Number of Students anticipated in year one: 400 In year five: 4,400

Minimum Qualifications Required:

Education Required: Bachelor's Degree from accredited college/university

Experience Required: N/A

Certification Required: Certification in area of expertise, as appropriate.

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
Stafford MSD	079-910	Stafford	3,589	56, 308-66, 888
Montgomery ISD	170-903	Montgomery	8,857	51, 000-60, 443
Needville ISD	079-906	Needville	3,262	50, 500-67, 000

Name of Proposed Charter School: Regional High School

Name of Sponsoring Entity: Secondary Practitioner Schools, Inc.

Position Title: Librarian

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. Engage in on-going development to strengthen craft meeting student needs and development of social emotional strength, as it relates to specific position, roles, and responsiblities.

2. Maintain communication with all stakeholders, as appropriate to ensure the safety and success of students.

3. Select and acquire grade appropriate fiction and nonfiction texts in digital and hard copy formats.

4. Support classroom teachers and students in use of academic databases, citation resources, etc.

5. Prepare the school's library budget with appropriate explanation for how resources will be utilized by school patrons.

6. Facilitate student student selection of grade appropriate texts, research appropriate materials, and appropriate database searches

7. Support classroom engagement with digital resources that support independent student learning.

8. Organize library resources for most efficient use by student patrons.

9. Encourage pleasure reading for students by exposing them to a variety of genres and texts.

10. Guide classroom teachers and students in the appropriate use of copyrighted information.

Attachment 24: Teacher Evaluation Tool(s)

Several members of the instructional team have been trained utilizing the ICLE Rubric and we will partner with International Center for Leadership in Education for additional PD to utilize the following rubrics with their tracking and monitoring applications as our appraisal tool.

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3 pages have been withheld

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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.

Semester 1: Aug 16 - Nov 18
Mini-mester 1: Nov 29 - Dec 22
Semester 2: Jan 10 - May 5
Mini-mester 2: May 9 - June 2
Instructional Days per semester:
*(*78,840 Inst Minutes*)
Semester 1: 54
Semester 2: 62
Minimesters: 15

2021

Regional High School

Teacher PD full day:
Teacher PD - 2 hr sessions:
Teacher Workdays:
End of Grading Cycle:

Holidays:
Thanksgiving: Nov 22 - Nov 26
Winter Break: Dec 23 - Jan 7

August '21

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September '21

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October '21

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November '21

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December '21

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January '22

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February '22

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March '22

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April '22

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May '22

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June '22

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July '22

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Calendar Templates by Vertex42.com

Attachment 26: Proposed School Schedules

Provide teacher and student versions of proposed school schedules for a sample day and a sample week.

Regional High School Master Schedule

Teacher	Gr Lvl	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
CTE - Education	10th	Child Dev	Child Dev	Conference	Human Growth and Dev	Human Growth and Dev	Human Growth and Dev
CTE - Guid and Cou	10th	Conference	Lifetime Nutrition and Wellness	Child Dev	Lifetime Nutrition and Wellness	Lifetime Nutrition and Wellness	Lifetime Nutrition and Wellness
ELA	10th	English II-ICS	English II-ICS	English II	English II	English II-ICS	Conference
ELA	10th	English II	English II	English II	English II	Conference	English II
ELA	10th	English II-SI	English II	English II-SI	Conference	English II	English II
MATH	10th	Algebra II	Algebra II-ICS	Algebra II	Algebra II-ICS	Algebra II	Conference
MATH	10th	Algebra II	Algebra II	Conference	Algebra II	Algebra II-ICS	Algebra II
SCI	10th	Chemistry-ICS	Conference	Chemistry-ICS	Chemistry	Chemistry	Chemistry
SCI	10th	Chemistry-ICS	Chemistry-ICS	Chemistry	Conference	Chemistry	Chemistry
SCI	10th	Chemistry	Chemistry	Chemistry	Chemistry	Conference	Chemistry
SS	10th	World History	World History	World History-ICS	Conference		World History
SS	10th	World History	World History	Conference	World History	World History-ICS	World History-ICS
SS	10th	AP World History	Conference	AP World History	AP World History	World History	World History
MATH	10th	Conference	Pre-Calculus (11th)	Algebra II	Algebra II-ICS	Algebra II	Pre-Calculus (11th)
CTE - PreMed	10th/11th	Medical Terminology	Medical Terminology	Medical Microbiology	Conference	Medical Microbiology	Medical Microbiology
CTE- Vet Med	10th/11th	Small Animal Manag/Equine	Conference	Small Animal Manag/Equine	Small Animal Manag/Equine	Adv Animal Science	Adv Animal Science
CTE - Education	11th	Instructional Prac	Instructional Prac	Practicum in Ed and Train		Conference	Instructional Prac
CTE - Guid and Cou	11th	Coun and Mental Health	Practicum in Human Services		Coun and Mental Health	Coun and Mental Health	Conference
CTE- Vet Med	11th	Veterinary Medical App/Lab		Conference	Veterinary Medical App/Lab		Veterinary Medical Apps (1 credit)
CTE- Vet Med	11th	Veterinary Medical App (1 credit)	Veterinary Medical App/Lab		Conference	Veterinary Medical App/Lab	
ELA	11th	English 1301/1302	English 1301/1302	English 1301/1302	Conference	English 1301/1302	English 1301/1302
ELA	11th	AP English Language	English III	AP English Language	English III	English III	Conference
ELA	11th	English III-ICS	Conference	English III-ICS	English III-ICS	English III	English III
MATH	11th	Geometry	Geometry-ICS	Geometry	Geometry-ICS	Conference	Geometry-ICS
MATH	11th	Geometry-ICS	Geometry	Conference	Geometry	Geometry	Geometry
MATH	11th	Geometry	Geometry	Geometry	Conference	Geometry	Geometry
SCI	11th	Physics-ICS	Physics-ICS	Physics-ICS	Physics	Physics	Conference
SCI	11th	Conference	Physics	Physics	Physics	Physics	Physics
SCI	11th	Physics	Conference	Physics	Physics	Physics	Physics
SS	11th	US History	US History	US History	US History-ICS	US History	Conference
SS	11th	AP US History	Conference	US History	AP US History	US History-IGS	AP US History
SS	11th	DC US History	US History	DC US History	DC US History	Conference	US History
CTE - PreMed	11th/12th	Health Science Theory	Health Science Theory	Conference	Practicum in Health Science		Health Science Theory
CTE - Education	12th	Conference	Practicum in Ed and Train		Conference-Internship	Practicum in Ed and Train	
CTE - Guid and Cou	12th	Practicum in Human Services		Conference	Practicum in Human Services		Conference-Intership
CTE - PreMed	12th	Practicum in Health Science		Practicum in Health Science		Conference	Conference-Intership
CTE- Vet Med	12th	Practicum in Ag, Food, and Natural Resource		Practicum in Ag, Food, and Natural Resource		Conference	Conference-Internship
ELA	12th	AP English Lit	AP English Lit	Conference	English IV	English IV	English IV
ELA	12th	English IV-ICS	Conference	English IV	English IV-ICS	English IV	English IV-ICS
ELA	12th	DC 2322/2323	DC 2322/2323	DC 2322/2323	DC 2322/2323	Conference	DC 2322/2323
MATH	12th	Pre-Calculus	Pre-Calculus	Pre-Calculus-ICS	Conference	Pre-Calculus	Pre-Calculus
MATH	12th	Pre-Calculus	AP Statistics	Pre-Calculus	Pre-Calculus	AP Statistics	Conference
MATH	12th	Pre-Calculus-ICS	Pre-Calculus-ICS	Geometry	Conference	Pre-Calculus	Geometry-ICS
SCI/CTE	12th	Anatomy & Physiology	Conference	Anatomy & Physiology	Anatomy & Physiology	Anatomy & Physiology	Anatomy & Physiology
SCI/CTE	12th	Anatomy & Physiology	Anatomy & Physiology	Conference	Anatomy & Physiology	Anatomy & Physiology	Anatomy & Physiology
SCI/CTE	12th	Adv Animal Science	Adv Animal Science	Adv Animal Science	Adv Animal Science	Adv Animal Science	Conference
SS	12th	AP Eco/AP Eco	AP Eco/AP Eco	AP Eco/AP Eco	AP Eco/AP Eco	Conference	AP Eco/AP Eco
SS	12th	Government/Eco	AP Government/AP Government	Conference	Government/Eco	Government/Eco	Government/Eco
SS	12th	Government/Eco	Government/Eco	AP Government/AP Government	Conference	Government/Eco	Government/Eco
CTE - Guid and Cou	9th	Princ of Human Service	Conference	Princ of Human Service	Princ of Human Services	Human Growth and Dev	Human Growth and Dev
ELA	9th	English I	Conference	English I	English I	English I	English I
ELA	9th	English I-ICS	English I-SI	Conference	English I	English I	English I-SI
ELA	9th	English I-ICS	English I	English I-SI	English I-SI	Conference	English I
MATH	9th	Algebra I	Algebra I	Algebra I	Conference	Algebra I-ICS	Algebra I-ICS
MATH	9th	Algebra I-ICS	Algebra I	Algebra I-ICS	Algebra I-ICS	Algebra I	Conference
MATH	9th	Algebra I	Algebra II	Algebra I	Algebra I	Conference	Algebra II
SCI	9th	Conference	Biology	Biology	Biology-ICS	Biology	Biology-ICS
SCI	9th	Biology	Biology	Biology	Conference	Biology-ICS	Biology-ICS
SCI	9th	Biology	Biology	Conference	Biology	Biology	Biology
SS	9th	Conference	World Geography	World Geography	World Geography-ICS	World Geography	World Geography-ICS
SS	9th	World Geography	World Geography	Conference	World Geography	World Geography-ICS	World Geography-ICS
SS	9th	World Geography	Conference	World Geography	World Geography	World Geography	Conference
CTE - Education	9th/10th	Princ of Ed and Train	Princ of Ed and Train	Conference	Princ of Ed and Train	Child Dev	Child Dev
CTE - PreMed	9th/10th	Conference	Principles of Health Science	Principles of Health Science	Principles of Health Science	Medical Terminology	Medical Terminology
CTE- Vet Med	9th/12th	Principles of Ag Food	Principles of Ag Food	Practicum in Ag, Food, and Natural Resource		Conference	Principles of Ag Food
SPED	Eng	TBD	Conference	TBD	TBD	TBD	TBD
SPED	Eng	TBD	TBD	TBD	TBD	Conference	TBD
SPED	Eng/SS	TBD	TBD	TBD	Conference	TBD	TBD
SPED	Math/Sci	TBD	TBD	Conference	TBD	TBD	TBD
SPED	Math/Sci	TBD	TBD	TBD	TBD	TBD	conference
1 Period will be allocated for Teacher Conference Per Day							
*4 min transitions			*announcements		A, B, C (see lunch sched)		
80 min classes		7:30-8:50	8:54-10:20	10:23-11:44	11:48-1:42	1:46-3:06	3:10-4:30
					*30 min lunches		

Regional High Bell Schedule 2021-2022			
Period	Start	Stop	Total
1	7:50 AM	8:50 AM	80
2	8:54 AM	10:20 AM	86
3	10:24 AM	11:44 AM	80
4	***11:48 AM***	***1:42 PM***	***80 Inst+30 lunch***
Lunch Schedule			
	Start	***Stop***	***Total***
A Lunch	*11:48 AM*	*12:18 PM*	*30*
B Lunch	*12:30 PM*	*1:00 PM*	*30*
C Lunch	*1:12 PM*	*1:42 PM*	*30*
5	1:46 PM	3:06 PM	80
6	3:10 PM	4:30 PM	80

Regional High Mini-Mester Bell Schedule			
Period	Start	Stop	Total
1	7:30 AM	10:20 AM	170
2	10:20 AM	1:40 AM	0 Inst+30Lunch
3	1:40 AM	4:30 AM	170
Lunch Schedule			
	Start	Stop	Total
A Lunch	11:00 AM	11:30 AM	30
B Lunch	11:40 AM	12:10 PM	30
C Lunch	*12:20 PM*	*12:50 PM*	*30*

4th Pd Lunch Schedule		
9th	*A lunch* Class	*11:48-12:18* 12:22-1:42
10th	Class *C lunch*	11:48-1:08 *1:12-1:42*
11th	Class *B lunch* Class	11:48-12:28 *12:30-1:00* 1:02-1:42
12th will attend one of the 3 lunches based		

	Monday - Thursday	Friday
Arrival	7:00 AM	No Classes Scheduled for students
Breakfast	7:00 AM- 7:30 AM	
First Class	7:50 AM	
Lunch Block	1:48 AM - 1:42 PM	
Last Class Ends	4:30 PM	

See Bell Schedule for time frames per class

No scheduled classes on Friday

	Monday - Thursday	Friday
Reporting Time	7:00 AM	8:00 AM
Sign-Out	4:30 PM	12:00 PM

4th Pd Lunch Schedule		
9th	*A lunch* Class	*11:48-12:18* 12:22-1:42
10th	Class *C lunch*	11:48-1:08 *1:12-1:42*
11th	Class *B lunch* Class	11:48-12:28 *12:30-1:00* 1:02-1:42
12th will attend one of the 3 lunches based on pathway/practicuum course and internships.		

Sample Student Schedule (Daily)

Student	Grade Level	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Smith, John	9th	Biology	English 1	Geography	Algebra	Medical Terminology	Human Growth and Dev

Attachment 27: Proposed Admissions and Enrollment Policy

Provide a draft of an Admissions and Enrollment Policy, which should include the following:

- Brief summary of the application and enrollment processes.
- Non-discrimination statement to be included in the proposed school's admissions policy that meets the requirements of Texas Education Code §12.111(a)(5).
- Tentative start and end dates for the application window and the enrollment period. See Texas Education Code §12.117.
- Policies and procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Enrollment deadlines and procedures, including an explanation of how the school will receive and process intent to enroll forms.
- Policies and procedures for the admission of students with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems described in Subchapter A, Chapter 37. See Texas Education Code §12.111(a)(5)(A).
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- Explanation of the purpose of any pre-admission activities for students or parents.

Enrollment deadlines and procedures. If the proposed school will specialize in the performing arts, discuss whether potential students must demonstrate artistic ability as a requirement for admission to the school. Texas Education Code §12.111(a)(5)(B) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, Texas Education Code §12.1171 permits a charter school specializing in one or more of the performing arts to require an applicant to audition for admission to the school.

Secondary Practitioner Schools, Inc
Enrollment Policy

Vision:

Graduates that are academically and mentally prepared for post-secondary and/or to serve as positive contributors in society.

Mission:

High schools built on meaningful partnerships between educational professionals and practitioners that provide purpose and perspective for teens in maximizing their academic potential while strengthening their social-emotional skills.

Regional High School is an open, public charter providing a free educational opportunity to maximize each student's potential in both advanced level academics and one of four designated pathway (Medical, Veterinarian, Education, and/or Guidance and Counseling). Current 8th graders are eligible to apply on-line or by paper copy for their 9th grade school year (as grade levels roll-up, additional may become available at other grade levels on a first come, first serve basis if the waiting list has been cleared).

Secondary Practitioner Schools prohibit discrimination in admission policy on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend.

The application window will tentatively open October 30, 2020 and close March 30, 2021.

A public lottery using a digital randomizer will occur April, 2021. *Prior to the public lottery, exemption status will be provided to children of employee and /or siblings of returning students capacity is established. Exemption status may not exceed 10% of the allotted slots.*

Students will be provided commitment statements to secure their slot for enrollment with a deadline of April 16, 2021. Students who were not issued one of the first 400 slots will be placed on a waiting list in order as assigned by the randomizer.

Students who are not present at the public lottery will receive a mailed letter of intent, along with a follow-up to ensure notification of April 16, 2021 deadline.

Once letters are received by the deadline, students will be notified as appropriate for any remaining slots by phone and mail. They will have to return their letter of intent within 24 hours or forfeit their slots. If students return their letter of intent after the deadline, they will be added at the bottom of the waiting list.

If a student withdraws, then he/she will forfeit his/her slot and will only be eligible if the waiting list has been exhausted and space is available.

Note: Students will be excluded from eligibility if they have a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37

Attachment 28: Certificate of Occupancy for Facility

Not Applicable – We have not secured a facility.

Attachment 29: Evidence that Facility has been Secured

Not Applicable – We have not secured a facility.

Attachment 30: Detailed Start-up Plan

Provide a detailed start-up plan for Year 0 (September 2020-August 2021).

Secondary Practitioner Schools, Inc
Start-up Plan

Three Essential Components that will drive the success or inform our lack of success of our Start-up Plan are as follows:

- Grant funding awards
- Reaching projected Enrollment
- Facility Acquisition

Goal Dates:

- Funding awards, September, 2020
- Facility Acquisition negotiations entered once notice is given of charter award: Target Acquisition October, 2020 begin July, 2021 – partial daily rentals for parent tours and preparation for opening, as needed.
- Enrollment pool at or exceeding 400: January, 2021

Lead: Andria Schur, Chief Executive Director/Proposed Superintendent

- Communicate funding status and facility options to the Board.
- Manage and organize both outreach teams to fundraise and market opening.
- Manage and organize teams on enrollment.

1. **Financials that will need to be completed and provided to the Board:**
   - Cost of marketing materials: flyers, enrollment forms, bulletin (2020/2021)
   - Cost of Board Trainings (August, 2020)
   - Cost of Legal services to review policies and contracts: hiring and facility contracts, (October, 2020)
   - Facility costs: July, August, September (2021)
   - Opening Salary costs: July, August, September (2021)

Fundraising Team Leads	Enrollment Team Leads	Facility Acquisition and Prep
Danielle Williams	Mike Buchanek	Alfred James
Joyce Rogers	Teresita Rojas	Erika Zono
Genessa Jagdeo	Michelle Davila	Bernard Nativi

	Complete by	
☐	July, 2020	Options of facilities presented to and prioritized by the Board (Schur) Status of funding sources (Schur/Williams) Budgeted cost of marketing materials (Buchanek)
☐	August, 2020	Charter Awarded (Mike Morath)

Attachment 31: Financial Plan Workbook

Using the template provided on the Subchapter D application page, complete the Financial Plan Workbook.

Once complete, applicants are instructed to submit this attachment as follows:

> ***Hard Copy:*** print a hard copy of **only** the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook;
>
> AND
>
> ***Electronic Submission:*** The **entire** Financial Plan Workbook, will be submitted electronically as an Excel file.

It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of $5,920 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

Note: When using a school district as a baseline for supplemental HR forms, make sure the ISD used has the same or close to anticipated average daily attendance (ADA) that the proposed charter school is projecting.

Through a grant application process, federal funds may be available for up to 12 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years. Actual funding depends on the number of eligible charters, the completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. **Start-up funding is NOT to be used for budget purposes and, if awarded, will not be available to the sponsoring entity until the contract for the charter school has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.**

After these steps are complete, federal funds may only be accessed after a request for reimbursement has been submitted. Generally, federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.

Regional High School
FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
REVENUE						
Total State Revenue		$ 3,197,469	$ 9,592,406	$ 19,184,812	$ 28,777,218	$ 35,108,206
Total Federal Revenue		$ -	$ -	$ -	$ -	$ -
Total Local and Other Revenue	$ 350,000	$ 350,000	$ 385,000	$ 423,500	$ 465,850	$ 512,435
TOTAL REVENUE	**$ 350,000**	**$ 3,547,469**	**$ 9,977,406**	**$ 19,608,312**	**$ 29,243,068**	**$ 35,620,641**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ -	$ 1,200,000	$ 1,953,300	$ 2,715,444	$ 2,918,322	$ 3,128,229
Total Instructional Personnel Costs	$ -	$ 1,095,000	$ 3,759,720	$ 7,594,920	$ 11,387,823	$ 14,398,513
Total Non-Instructional Personnel Costs	$ -	$ -	$ 244,800	$ 374,544	$ 382,035	$ 389,676
Total Payroll Taxes and Benefits	$ -	$ 331,628	$ 875,800	$ 1,570,681	$ 2,195,883	$ 2,678,504
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ -**	**$ 2,626,628**	**$ 6,833,620**	**$ 12,255,589**	**$ 16,884,063**	**$ 20,594,921**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 8,000	$ 208,000	$ 418,000	$ 743,400	$ 1,014,040	$ 1,297,544
Total School Operations	$ 92,000	$ 399,400	$ 863,000	$ 2,655,640	$ 4,052,424	$ 5,471,581
Total Facilities Operations and Maintenance	$ 40,000	$ 344,000	$ 688,000	$ 2,752,000	$ 5,328,000	$ 7,603,200
Reserves / Contingencies	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 140,000**	**$ 951,400**	**$ 1,969,000**	**$ 6,151,040**	**$ 10,394,464**	**$ 14,372,325**
TOTAL EXPENSES	**$ 140,000**	**$ 3,578,028**	**$ 8,802,620**	**$ 18,406,629**	**$ 27,278,527**	**$ 34,967,247**
NET OPERATING INCOME (before depreciation)	**$ 210,000**	**$ (30,559)**	**$ 1,174,786**	**$ 1,201,682**	**$ 1,964,541**	**$ 653,394**
STUDENT ENROLLMENT						
Projected Student Enrollment		400	1,200	2,400	3,600	4,400
Revenue Per Pupil		$ 8,869	$ 8,315	$ 8,170	$ 8,123	$ 8,096
Expenses Per Pupil		$ 8,945	$ 7,336	$ 7,669	$ 7,577	$ 7,947

New Charter School Application Financial Plan Workbook Instructions

General Instructions and Notes

- **Colors for tabs and cells may be different on MAC computers and Apple products.**
- Complete all four tabs in GREEN. The BLUE tabs are informational only and do not require data entry.
- For MAC users, the BLUE tabs are **Budget**, **Financial Plan Workbook Summary**, **SOF**, and **Payment Formula Example**. All other tabs are GREEN data entry tabs.
- Formula driven cells are locked and should remain locked. Enter information into the GRAY cells ONLY.
- For MAC users, the GRAY cells may appear blue.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All **Notes** and **Notes and Descriptions of Assumptions** cells are editable. Adding as much detail as possible in these columns is encouraged. All Notes and Notes and Descriptions of Assumptions should be verifiable with support documents if requested by TEA.

School Info Tab

- Enter the Lead Applicant's name, email address, and phone number.
- In the row **Start-Up (Year 0) Fiscal Year End**, enter the fiscal year the proposed charter school will be in for it's startup year.
- In the row **Year One Fiscal Year End**, enter the fiscal year the school will be in for its first operational year.
- In the row **Fiscal Year End Date**, use the drop-down list box to select the proposed charter school fiscal year end date.
- In the row **Total School Year Minutes**, enter the number of minutes the proposed charter school will be open for operation.

Enrollment Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**

ENROLLMENT Section

- Enter the anticipated enrollment for the proposed school by grade and year in the GRAY cells only. The anticipated enrollment for all five years is mandatory because those enrollment assumptions will directly impact the five year budget/operational plan.

- Enter the anticipated average daily attendance (ADA) percentage by year.
- **WARNING** - Enter conservative and realistic enrollment numbers. The state funding for your proposed charter school will be adjusted to your actual ADA, not your budgeted ADA! If you enter ambitious enrollment numbers or your estimated enrollment numbers are not realistic compared to your waiting list of students within commuting distance, then your projections may be invalid. Additionally, your enrollment numbers may change frequently during the school year. Over budgeting revenue is the most frequent cause of financial distress for charter holders.

STUDENT POPULATION Section

- Enter the anticipated number of students for each population designation by year in the gray cells only. The numbers entered will automatically generate the percentage of students anticipated for that designation based on the total enrollment entered.

TRANSPORATION Section

- Enter the anticipated transporation allotments for the specified programs.

Personnel Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**
- Column C - Enter the position description.
- Column D - Select the category for the position entered in column C from the drop down list box. Categories listed in the drop down box align with the **Start-Up, Y1, & Assumptions** and **Budget** tabs.
  ***PLEASE NOTE** - Before selecting a category, be sure to review the **Budget** tab to see where each category falls in terms of the Personnel section.*
- Column E - Enter the starting salary for each position.
- Columns F - K - Enter the number of full-time equivalents (FTE) for each position for the given year.
- Coumn M - Enter any notes related to each position.
- Cells P10 - S10 - Enter the anticipated percentage of salary increases for each year. Salaries for each position for each year will be automatically generated based on the yearly raise percentages entered in the worksheet.

Start-Up, Y1, & Assumptions Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**
- Column C - All line descriptions are locked and are to remain locked except those shaded gray and labeled **Custom**. **Custom** cells can be edited by the applicant.
- Columns E - F - Enter budgeted amounts for the proposed charter school in column E for the start-up year (Year 0) and in column F for Year 1.
- Columns H - M - Enter the percentage increase OR decrease that is anticipated for each line item from year to year.
  ***** PLEASE NOTE** - The percentages entered in the PAYROLL TAXES AND BENEFITS section are for the percentage of total payroll for that particular year and NOT the percentage of increase from year to year.***
- Enter any notes and descriptions of assumptions that need further explanation.

Budget Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment**, **Personnel**, and **Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

Financial Plan Workbook Summary Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment**, **Personnel**, and **Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

SOF Tab

- Summary of Finances (**SOF**) tab displays the estimate for Total State Aid.
- No data should be entered on this tab.

Payment Formula with Example Tab

- Actual cash flows are based on average attendance for each 6 week period reported to TEA. If you experience a substantial change in enrollment during the year, your ADA will change and so will your payments.
- No data should be entered on this tab.

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Regional High School

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	Joyce Rogers	
Contact Email:		
Contact Phone:		
Start-Up (Year 0) Fiscal Year End:	2020	*Enter the 4-digit year (XXXX)*
Year One Fiscal Year End:	2021	*Enter the 4-digit year (XXXX)*
Fiscal Year End Date:	August 31	*Select date*
Total School Year Minutes:	78,840	*Enter the number of minutes (e.g., 75,600)*

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Regional High School

ESTIMATE OF STATE AID ENTITLEMENT INPUT

ENROLLMENT	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
Pre-Kindergarten **(Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)**					
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade					
6th Grade					
7th Grade					
8th Grade					
9th Grade	400.00	800.00	1,200.00	1,200.00	1,200.00
10th Grade		400.00	800.00	1,200.00	1,200.00
11th Grade			400.00	800.00	1,200.00
12th Grade				400.00	800.00
Total Number of All Students Enrolled (Average Membership)	**400.00**	**1,200.00**	**2,400.00**	**3,600.00**	**4,400.00**
Total Number of High School Students Enrolled	**400.00**	**1,200.00**	**2,400.00**	**3,600.00**	**4,400.00**
Average Daily Attendance (ADA) %	**80%**	**80%**	**80%**	**80%**	**80%**
Average Daily Attendance (ADA)	**320.00**	**960.00**	**1,920.00**	**2,880.00**	**3,520.00**
Percent change YOY		200%	100%	50%	22%

STUDENT POPULATION — Data for the following fiscal years must be based on reasonable estimates and projections.

Special Education Data:	2021	EYS 2021	2022	EYS 2022	2023	EYS 2023	2024	EYS 2024	2025	EYS 2025
Number Enrolled in Homebound	1.00	-	2.00	-	8.00	-	12.00	-	12.00	-
Number Enrolled in Hospital Class		-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	1.00	-	4.00	-	10.00	-	13.00	-	15.00	-
Number Enrolled in Resource Room	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Self-Contained Mild/Mod/Sev	1.00		2.00	-	5.00	-	7.00	-	7.00	-
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	1.00	-	3.00	-	6.00		7.00	-	7.00	-
Number Enrolled in Mainstream	29.00		88.00		160.00		250.00		330.00	
Special Education Student Count (SPED)	**33.00**	**-**	**99.00**	**-**	**189.00**	**-**	**289.00**	**-**	**371.00**	**-**
Special Education Student Count %	**8.25%**		**8.25%**		**7.88%**		**8.03%**		**8.43%**	
Percent change YOY			200%	0%	91%	0%	53%	0%	28%	0%

Career and Technology (C&T) Data:	2021	Advanced C&T FTE 2021	2022	Advanced C&T FTE 2022	2023	Advanced C&T FTE 2023	2024	Advanced C&T FTE 2024	2025	Advanced C&T FTE 2025
Number Enrolled in One-hour Class	400.00		1,100.00	100.00	1,700.00	300.00	2,700.00	500.00	3,000.00	600.00
Number Enrolled in Two-hour Class		-			400.00		200.00	100.00	400.00	200.00
Number Enrolled in Three-hour Class		-					-	100.00	-	200.00
Number Enrolled in Four-hour Class		-								
Number Enrolled in Five-hour Class		-								
Number Enrolled in Six-hour Class		-								
Career & Technology Students Enrolled	**400.00**	**-**	**1,100.00**	**100.00**	**2,100.00**	**300.00**	**2,900.00**	**700.00**	**3,400.00**	**1,000.00**
% of Career & Technology Students	**100.00%**		**91.67%**	**8.33%**	**87.50%**	**12.50%**	**80.56%**	**19.44%**	**77.27%**	**22.73%**
Percent change YOY			175%	0%	91%	200%	38%	133%	17%	43%

Gifted and Talented, Pregnancy Related, & Bilingual/ESL Data:	Data for the following fiscal years must be based on reasonable estimates and projections.				
	2021	2022	2023	2024	2025
Number Gifted and Talented Students Enrolled	28.00	84.00	168.00	252.00	310.00
% of Gifted and Talented Students Enrolled	**7.00%**	**7.00%**	**7.00%**	**7.00%**	**7.05%**
Number of Pregnancy Related Students	1.00	3.00	5.00	7.00	9.00
% of Pregnancy Related Students Enrolled	**0.25%**	**0.25%**	**0.21%**	**0.19%**	**0.20%**
Number of Students Enrolled in Bilingual/ESL	56.00	168.00	336.00	504.00	616.00
% of Students Enrolled in Bilinguel/ESL	**14.00%**	**14.00%**	**14.00%**	**14.00%**	**14.00%**

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment	200.00	600.00	1,200.00	1,800.00	2,200.00

TRANSPORTATION	2021	2022	2023	2024	2025
Regular Program Transportation Allotment	-	-	-	-	-
Special Education Program Transportation Allotment	1	2	5	7	7
Career and Technology Program Transportation Allotment	-	-	400	1,200	2,000
Transportation Total	**1**	2	405	1,207	2,007
Percent change YOY		100%	20150%	198%	66%

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Regional High School

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	2020	2021	2022	2023	2024	2025		2020	2021	2022	2023	2024	2025
		Starting Salary	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs			Yearly Raise %				
										0.0000%	0.0000%	2.0000%	2.0000%	2.0000%	2.0000%
Superintendent	Executive Management	$ 150,000	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 150,000	$ 153,000	$ 156,060	$ 159,181	$ 162,365
Chief (Instruction and	Executive Management	$ 120,000	0.0	2.0	2.0	2.0	2.0	2.0		$ -	$ 240,000	$ 244,800	$ 249,696	$ 254,690	$ 259,784
Dean of Students/Dean of Instruction	Administrative Staff	$ 85,000	0.0	2.0	4.0	6.0	6.0	6.0		$ -	$ 170,000	$ 346,800	$ 530,604	$ 541,216	$ 552,040
Chief of Finance/Director of Finance	CFO / Director of Finance	$ 100,000	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 100,000	$ 102,000	$ 104,040	$ 106,121	$ 108,243
Principal	Administrative Staff	$ 110,000	0.0	1.0	2.0	3.0	3.0	3.0		$ -	$ 110,000	$ 224,400	$ 343,332	$ 350,199	$ 357,203
Counselor	Therapists & Counselors	$ 75,000	0.0	2.0	6.0	12.0	14.0	16.0	1:200 (9th/10th), 1:300	$ -	$ 150,000	$ 459,000	$ 936,360	$ 1,114,268	$ 1,298,919
Instructional Specialist (non-traditional	Instructional Management	$ 70,000	0.0	3.0	6.0	10.0	12.0	14.0	Year 1, they will serve in the	$ -	$ 210,000	$ 428,400	$ 728,280	$ 891,415	$ 1,060,784
Master Instructor/CTE Lead Instructor	Specialty Teachers	$ 65,000	0.0	8.0	24.0	36.0	38.0	52.0		$ -	$ 520,000	$ 1,591,200	$ 2,434,536	$ 2,621,184	$ 3,658,621
Teacher	Teachers - Regular	$ 59,000	0.0	5.0	24.0	60.0	109.0	128.0		$ -	$ 295,000	$ 1,444,320	$ 3,683,016	$ 6,824,629	$ 8,174,528
PEIMS/Testing Coordinator	Instructional Management	$ 65,000	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 65,000	$ 66,300	$ 67,626	$ 68,979	$ 70,358
Special Education/Content Specialist	Teachers - SPED	$ 65,000	0.0	2.0	4.0	8.0	12.0	18.0		$ -	$ 130,000	$ 265,200	$ 541,008	$ 827,742	$ 1,266,446
Administrative Assistant	Other - Administrative	$ 45,000	0.0	2.0	7.0	10.0	10.0	10.0		$ -	$ 90,000	$ 321,300	$ 468,180	$ 477,544	$ 487,094
HR/Talent Director	Executive Management	$ 65,000	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 65,000	$ 66,300	$ 67,626	$ 68,979	$ 70,358
Librarian	Librarian	$ 60,000	0.0	0.0	2.0	3.0	3.0	3.0	Medical CTE Specialist will	$ -	$ -	$ 122,400	$ 187,272	$ 191,017	$ 194,838
Nurse	Nurse	$ 60,000	0.0	0.0	2.0	3.0	3.0	3.0	English Master Teachers will	$ -	$ -	$ 122,400	$ 187,272	$ 191,017	$ 194,838
		$ -	0.0	0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -	$ -

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Regional High School
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
	2020	2021	2020	2021	2022	2023	2024	2025		
			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		3,197,469			200.00%	100.00%	50.00%	22.00%	Ensure projected enrollment met.	Increase in enrollment with expansion of grade
TOTAL FEDERAL REVENUES		-			0.00%	0.00%	0.00%	0.00%	n/a	n/a
TOTAL LOCAL & OTHER REVENUES	350,000	350,000			10.00%	10.00%	10.00%	10.00%	Additional funding through grants	Additional funding through grants
TOTAL REVENUE	$ 350,000	$ 3,547,469								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	-	455,000							Will contribute personal time for recruitment, marketing, and planning.	Will serve in dual roles 1st year based on enrollment, including classroom instruction.
Instructional Management	-	275,000							Will contribute personal time for recruitment, marketing, and planning.	Will serve in dual roles 1st year based on enrollment, including classroom instruction.
Deans, Directors & Coordinators	-	-								
CFO / Director of Finance	-	100,000							Will contribute personal time for recruitment, marketing, and planning.	
Operation / Business Manager	-	-								
Administrative Staff	-	280,000							Will contribute personal time for recruitment, marketing, and planning.	Will serve in dual roles 1st year based on enrollment, including classroom instruction.
Other - Administrative	-	90,000								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ -	$ 1,200,000								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	295,000								
Teachers - SPED	-	130,000								
Substitute Teachers	-	-								
Teaching Assistants	-	-								
Specialty Teachers	-	520,000							Will contribute personal time for recruitment, marketing, and planning.	
Aides	-	-								
Therapists & Counselors	-	150,000							Will contribute personal time for recruitment, marketing, and planning.	
Other - Instructional	-	-								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ -	$ 1,095,000								
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-							CTE Instructional Specialist will serve as interim nurse to guide school in preparation and services.	CTE Instructional Specialist will serve as interim nurse to guide school in preparation and services.
Librarian	-	-							ELA Inst Specialist will guide preparation in securing necessary resouces for online access for year 1.	Master ELA teachers will help facilitate instructional resources for research and reading selections in year 1.
Custodian	-	-								
Security	-	-								
Other - Non-Instructional	-	-								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ -	$ -								
TOTAL PERSONNEL EXPENSES	$ -	$ 2,295,000								
			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	-	22,950	0.00%	1.00%	1.00%	1.00%	1.00%	1.00%		
State Unemployment	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Worker's Compensation Insurance	-	16,065	0.00%	0.70%	0.70%	0.70%	0.70%	0.70%		
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	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
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	-	114,750	0.00%	5.00%	5.00%	5.00%	5.00%	5.00%		
Retirement Contribution	-	177,863	0.00%	7.75%	8.00%	8.00%	8.25%	8.25%		
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%		

Regional High School
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
	2020	2021	2020	2021	2022	2023	2024	2025		
TOTAL PAYROLL TAXES AND BENEFITS	$ -	$ 331,628								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ -	$ 2,626,628								

Regional High School
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
	2020	2021	2020	2021	2022	2023	2024	2025		
			Enter the % change below for which the amount entered in column F should change each year.							
CONTRACTED SERVICES										
Accounting / Audit	2,000	5,000			0.00%	0.00%	0.00%	0.00%		
Legal	6,000	60,000			20.00%	20.00%	10.00%	10.00%		As school becomes established, cost analysis between contracted services and in-house staffing will take place, and findings brought to board for decision.
Management Company Fee	-	-			0.00%	0.00%	0.00%	0.00%		
Nurse Services	-	-			50.00%	100.00%	100.00%	100.00%		Based on campus enrollment, a transition from a 1/2 nursing unit to a full time nursing unit at each campus will need to occur.
Food Service / School Lunch	-	50,000			150.00%	100.00%	100.00%	50.00%		Once each campus exceeds outsourcing, in-house facilities to staff will be brought to the board to assess expenditures.
Payroll Services	-	3,000			100.00%	100.00%	100.00%	100.00%		Additional cost to be incurred has been adjusted through staffing.
Special Ed Services	-	30,000			0.00%	0.00%	0.00%	0.00%		Additional cost to be incurred has been adjusted through staffing.
Titlement Services (i.e. Title I)	-	-			0.00%	0.00%	0.00%	0.00%		Title services will be addressed by core staffing.
Mini-course Instructors (with presence of teacher)	-	60,000			200.00%	100.00%	0.00%	0.00%		Mini-course will be offered based on interest and alignment with state Fine Arts, PE, and LOTE (specifically Sign Lang) Objectives.
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	**$ 8,000**	**$ 208,000**								
SCHOOL OPERATIONS										
Board Expenses	4,000	4,000			10.00%	10.00%	10.00%	10.00%	Board training and conferences	Board training and conferences
Classroom / Teaching Supplies & Materials	-	16,000			300.00%	100.00%	50.00%	50.00%		
Special Ed Supplies & Materials	-	5,000			300.00%	100.00%	50.00%	25.00%		
Textbooks / Workbooks	-	20,000			300.00%	100.00%	50.00%	50.00%		
Supplies & Materials other	-	5,000			300.00%	300.00%	100.00%	50.00%		
Equipment / Furniture	-	12,000			0.00%	200.00%	100.00%	100.00%		We will be seeking to rent church facility equipped with classroom and office equipment. As additional grade levels are added, furniture may need to be rented or bought to equip elem type rooms in the facilities.
Telephone	-	7,000			300.00%	300.00%	50.00%	50.00%		
Technology	-	200,000			100.00%	300.00%	50.00%	25.00%	We will seek grant funding for laptops for staff and student carts.	Laptop purchases for staff and laptop carts for students.
Student Testing & Assessment	-	1,200			300.00%	300.00%	100.00%	100.00%		
Field Trips	-	3,200			300.00%	600.00%	100.00%	100.00%		
Transportation (student)	-	30,000			0.00%	0.00%	0.00%	0.00%		
Student Services - other	-	5,000			0.00%	0.00%	0.00%	0.00%		
Office Expense	8,000	10,000			100.00%	200.00%	100.00%	50.00%	Mailout and marketing materials.	Mailout and marketing materials for additional campuses.
Staff Development	-	10,000			100.00%	200.00%	50.00%	25.00%		
Staff Recruitment	-	5,000			100.00%	50.00%	50.00%	25.00%		
Student Recruitment / Marketing	80,000	60,000			100.00%	50.00%	10.00%	5.00%	Billboard and marketing materials.	Billboard and marketing materials for each new campus.
School Meals / Lunch	-	-			0.00%	0.00%	0.00%	0.00%		
Travel (Staff)	-	6,000			100.00%	200.00%	100.00%	50.00%		TSCA, ASCD, TASA, and ESC
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	**$ 92,000**	**$ 399,400**								
FACILITY OPERATION & MAINTENANCE										
Insurance	-	24,000			100.00%	300.00%	100.00%	10.00%		
Janitorial Services	-	-			0.00%	0.00%	0.00%	0.00%		
Building and Land Rent / Lease	40,000	198,000			100.00%	300.00%	100.00%	50.00%	deposit to secure rental and start-up with office space	Seeking to negotiate church rental site - contract to include maintenance, custodial, and security.

Regional High School
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
	2020	2021	2020	2021	2022	2023	2024	2025		
Repairs & Maintenance	-	-			0.00%	0.00%	0.00%	0.00%		
Security Services	-	-			0.00%	0.00%	0.00%	0.00%		
Utilities	-	110,000			100.00%	300.00%	80.00%	40.00%		
Internet	-	12,000			100.00%	300.00%	100.00%	10.00%		
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	$ 40,000	$ 344,000								
RESERVES / CONTIGENCIES	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL EXPENSES	$ 140,000	$ 3,578,028								
NET OPERATING INCOME (before Depreciation)	$ 210,000	$ (30,559)								
DEPRECIATION & AMORTIZATION	-	-			0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	$ 210,000	$ (30,559)								

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Regional High School
PROJECTED BUDGET / OPERATING PLAN

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2020	2021	2022	2023	2024	2025
SUMMARY						
Total Revenue	**350,000**	**3,547,469**	**9,977,406**	**19,608,312**	**29,243,068**	**35,620,641**
Total Expenses	**140,000**	**3,578,028**	**8,802,620**	**18,406,629**	**27,278,527**	**34,967,247**
Net Operating Income (before Depreciation)	**210,000**	**(30,559)**	**1,174,786**	**1,201,682**	**1,964,541**	**653,394**
Revenue Per Pupil		8,868.67	8,314.50	8,170.13	8,123.07	8,095.60
Expenses Per Pupil		8,945.07	7,335.52	7,669.43	7,577.37	7,947.10
REVENUE						
TOTAL STATE REVENUES		3,197,469	9,592,406	19,184,812	28,777,218	35,108,206
TOTAL FEDERAL REVENUES		-	-	-	-	-
TOTAL LOCAL & OTHER REVENUES	$ 350,000	350,000	385,000	423,500	465,850	512,435
TOTAL REVENUE	**$ 350,000**	**$ 3,547,469**	**$ 9,977,406**	**$ 19,608,312**	**$ 29,243,068**	**$ 35,620,641**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	-	455,000	464,100	473,382	482,850	492,507
Instructional Management	-	275,000	494,700	795,906	960,393	1,131,142
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	100,000	102,000	104,040	106,121	108,243
Operation / Business Manager	-	-	-	-	-	-
Administrative Staff	-	280,000	571,200	873,936	891,415	909,243
Other - Administrative	-	90,000	321,300	468,180	477,544	487,094
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ -**	**$ 1,200,000**	**$ 1,953,300**	**$ 2,715,444**	**$ 2,918,322**	**$ 3,128,229**
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	295,000	1,444,320	3,683,016	6,824,629	8,174,528
Teachers - SPED	-	130,000	265,200	541,008	827,742	1,266,446
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	520,000	1,591,200	2,434,536	2,621,184	3,658,621
Aides	-	-	-	-	-	-
Therapists & Counselors	-	150,000	459,000	936,360	1,114,268	1,298,919
Other - Instructional	-	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 1,095,000**	**$ 3,759,720**	**$ 7,594,920**	**$ 11,387,823**	**$ 14,398,513**
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	122,400	187,272	191,017	194,838
Librarian	-	-	122,400	187,272	191,017	194,838
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ -**	**$ 244,800**	**$ 374,544**	**$ 382,035**	**$ 389,676**
TOTAL PERSONNEL EXPENSES	**$ -**	**$ 2,295,000**	**$ 5,957,820**	**$ 10,684,908**	**$ 14,688,180**	**$ 17,916,417**

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2020	2021	2022	2023	2024	2025
PAYROLL TAXES AND BENEFITS						
Social Security	-	-	-	-	-	-
Medicare	-	22,950	59,578	106,849	146,882	179,164
State Unemployment	-	-	-	-	-	-
Worker's Compensation Insurance	-	16,065	41,705	74,794	102,817	125,415
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	-	-	-	-	-	-
Dental Insurance	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	114,750	297,891	534,245	734,409	895,821
Retirement Contribution	-	177,863	476,626	854,793	1,211,775	1,478,104
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	**$ -**	**$ 331,628**	**$ 875,800**	**$ 1,570,681**	**$ 2,195,883**	**$ 2,678,504**
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ -**	**$ 2,626,628**	**$ 6,833,620**	**$ 12,255,589**	**$ 16,884,063**	**$ 20,594,921**
CONTRACTED SERVICES						
Accounting / Audit	2,000	5,000	5,000	5,000	5,000	5,000
Legal	6,000	60,000	72,000	86,400	95,040	104,544
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	50,000	125,000	250,000	500,000	750,000
Payroll Services	-	3,000	6,000	12,000	24,000	48,000
Special Ed Services	-	30,000	30,000	30,000	30,000	30,000
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Mini-course Instructors (with presence of teacher)	-	60,000	180,000	360,000	360,000	360,000
Custom Contracted Services #2	-	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-	-
TOTAL	**$ 8,000**	**$ 208,000**	**$ 418,000**	**$ 743,400**	**$ 1,014,040**	**$ 1,297,544**

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2020	2021	2022	2023	2024	2025
SCHOOL OPERATIONS						
Board Expenses	4,000	4,000	4,400	4,840	5,324	5,856
Classroom / Teaching Supplies & Materials	-	16,000	64,000	128,000	192,000	288,000
Special Ed Supplies & Materials	-	5,000	20,000	40,000	60,000	75,000
Textbooks / Workbooks	-	20,000	80,000	160,000	240,000	360,000
Supplies & Materials other	-	5,000	20,000	80,000	160,000	240,000
Equipment / Furniture	-	12,000	12,000	36,000	72,000	144,000
Telephone	-	7,000	28,000	112,000	168,000	252,000
Technology	-	200,000	400,000	1,600,000	2,400,000	3,000,000
Student Testing & Assessment	-	1,200	4,800	19,200	38,400	76,800
Field Trips	-	3,200	12,800	89,600	179,200	358,400
Transportation (student)	-	30,000	30,000	30,000	30,000	30,000
Student Services - other	-	5,000	5,000	5,000	5,000	5,000
Office Expense	8,000	10,000	20,000	60,000	120,000	180,000
Staff Development	-	10,000	20,000	60,000	90,000	112,500
Staff Recruitment	-	5,000	10,000	15,000	22,500	28,125
Student Recruitment / Marketing	80,000	60,000	120,000	180,000	198,000	207,900
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	6,000	12,000	36,000	72,000	108,000
Fundraising	-	-	-	-	-	-
After School Program	-	-	-	-	-	-
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	**$ 92,000**	**$ 399,400**	**$ 863,000**	**$ 2,655,640**	**$ 4,052,424**	**$ 5,471,581**
FACILITY OPERATION & MAINTENANCE						
Insurance	-	24,000	48,000	192,000	384,000	422,400
Janitorial Services	-	-	-	-	-	-
Building and Land Rent / Lease	40,000	198,000	396,000	1,584,000	3,168,000	4,752,000
Repairs & Maintenance	-	-	-	-	-	-
Security Services	-	-	-	-	-	-
Utilities	-	110,000	220,000	880,000	1,584,000	2,217,600
Internet	-	12,000	24,000	96,000	192,000	211,200
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 40,000**	**$ 344,000**	**$ 688,000**	**$ 2,752,000**	**$ 5,328,000**	**$ 7,603,200**
RESERVES / CONTIGENCIES	-	-	-	-	-	-
TOTAL EXPENSES	**$ 140,000**	**$ 3,578,028**	**$ 8,802,620**	**$ 18,406,629**	**$ 27,278,527**	**$ 34,967,247**
NET OPERATING INCOME (before Depreciation)	**$ 210,000**	**$ (30,559)**	**$ 1,174,786**	**$ 1,201,682**	**$ 1,964,541**	**$ 653,394**
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	**$ 210,000**	**$ (30,559)**	**$ 1,174,786**	**$ 1,201,682**	**$ 1,964,541**	**$ 653,394**

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Regional High School

FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2020	2021	2022	2023	2024	2025
REVENUE						
Total State Revenue		$ 3,197,469	$ 9,592,406	$ 19,184,812	$ 28,777,218	$ 35,108,206
Total Federal Revenue		$ -	$ -	$ -	$ -	$ -
Total Local and Other Revenue	$ 350,000	$ 350,000	$ 385,000	$ 423,500	$ 465,850	$ 512,435
TOTAL REVENUE	**$ 350,000**	**$ 3,547,469**	**$ 9,977,406**	**$ 19,608,312**	**$ 29,243,068**	**$ 35,620,641**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ -	$ 1,200,000	$ 1,953,300	$ 2,715,444	$ 2,918,322	$ 3,128,229
Total Instructional Personnel Costs	$ -	$ 1,095,000	$ 3,759,720	$ 7,594,920	$ 11,387,823	$ 14,398,513
Total Non-Instructional Personnel Costs	$ -	$ -	$ 244,800	$ 374,544	$ 382,035	$ 389,676
Total Payroll Taxes and Benefits	$ -	$ 331,628	$ 875,800	$ 1,570,681	$ 2,195,883	$ 2,678,504
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ -**	**$ 2,626,628**	**$ 6,833,620**	**$ 12,255,589**	**$ 16,884,063**	**$ 20,594,921**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 8,000	$ 208,000	$ 418,000	$ 743,400	$ 1,014,040	$ 1,297,544
Total School Operations	$ 92,000	$ 399,400	$ 863,000	$ 2,655,640	$ 4,052,424	$ 5,471,581
Total Facilities Operations and Maintenance	$ 40,000	$ 344,000	$ 688,000	$ 2,752,000	$ 5,328,000	$ 7,603,200
Reserves / Contingencies	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 140,000**	**$ 951,400**	**$ 1,969,000**	**$ 6,151,040**	**$ 10,394,464**	**$ 14,372,325**
TOTAL EXPENSES	**$ 140,000**	**$ 3,578,028**	**$ 8,802,620**	**$ 18,406,629**	**$ 27,278,527**	**$ 34,967,247**
NET OPERATING INCOME (before depreciation)	**$ 210,000**	**$ (30,559)**	**$ 1,174,786**	**$ 1,201,682**	**$ 1,964,541**	**$ 653,394**
STUDENT ENROLLMENT						
Projected Student Enrollment		400	1,200	2,400	3,600	4,400
Revenue Per Pupil		$ 8,869	$ 8,315	$ 8,170	$ 8,123	$ 8,096
Expenses Per Pupil		$ 8,945	$ 7,336	$ 7,669	$ 7,577	$ 7,947

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Regional High School
ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		320.000
High School ADA	$ 275	320.000
Prior Year Refined ADA		0.000
SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.133
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.033
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.381
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	0.733
Total Special Education FTE		1.281
Total Special Education Weighted FTE		4.910
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	23.200
Career & Technology FTEs	1.35	54.400
Advanced Career & Technology Education FTEs	$ 50	0.000
Regular Program ADA		264.319
Gifted & Talented Enrollment	0.12	16.000
State Compensatory Education Enrollment	0.20	200.000
Pregnancy Related FTEs	2.41	0.235
Bilingual ADA	0.10	44.800
Adjusted GYA		0.9733
Total Weighted Average Daily Attendance (WADA)	SOF pg	517.553
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	$	1,727,323
21-Gifted & Talented Adjusted Allotment (spend 55% of amount)	2	$	12,547
25-Bilingual Education Allotment (spend 52% of amount)	2	$	29,277
99-New Instructional Facility Allotment	2	$	-
31-High School Allotment (spend 100% of amount)	2	$	88,000
Special Education Detail:	SOF pg		
Regular Special Education	10	$	12,919
Mainstream	10	$	166,773
Residential Care and Treatment	10	$	19,169
State Schools	10	$	-
Extended Year Special Education	10	$	-
23-Special Education Adjusted Allotment (spend 52% of amount)		$	198,862
Career & Technology Detail:	SOF pg		
Regular Career & Technology (CTE) Allotment	10	$	479,930
Advanced CTE Allotment	10	$	-
22-Career and Technology Allotment (spend 58% of amount)	2	$	479,930
State Compensatory Education Detail:	SOF pg		
State Compensatory Allotment	11	$	261,400
Pregnancy Related	11	$	3,699
24-Compensatory Education Allotment (spend 52% of amount)	2	$	265,099
Transportation Detail:	SOF pg		
Regular	9	$	-
Special Education	9	$	1
Career & Technology Education	9	$	-
99-Transportation Allotment	2	$	1
TOTAL COST OF TIER I / STATE SHARE OF TIER I	2	$	2,801,040
TIER II	SOF pg		
Tier II Level 1	12	$	315,398
Tier II Level 2	12	$	81,031
TOTAL TIER II	3	$	396,429
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	$	3,197,469
Available School Fund (ASF)	3	$	-
Foundation School Fund (FSF)	3	$	3,197,469

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Regional High School

PAYMENT FORMULA EXAMPLE

FSP Allotment	$	3,197,469
Adjustments to Allotments	$	-
Less Total Paid to Date	$	-
FSP Remaining Balance	$	3,197,469

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	$ 265,390
October	11	9.1%	$ 266,819
November	10	10.1%	$ 269,191
December	9	11.1%	$ 265,964
January	8	12.4%	$ 264,133
February	7	14.4%	$ 268,700
March	6	16.6%	$ 265,147
April	5	19.9%	$ 265,093
May	4	25.1%	$ 267,825
June	3	33.2%	$ 265,337
July	2	49.7%	$ 265,333
August	1	100.0%	$ 268,537
		Total Payments	**$ 3,197,469**

Attachment 32: Budget Narrative

Provide a detailed budget narrative. Describe the assumptions behind the projections for revenue, staffing levels, and costs that are outlined in the Financial Plan Workbook.

Budget Narrative

All Revenue and staffing are based on the per pupil allocation provided by TEA given the school reaches its targeted enrollment of 400 students per grade level per school year. Therefore, the assumed revenue and staffing levels are predicated upon having 400 student enrolled in Year1, 1200 Year 2, 2400 Year 3, 3600 Year 4, and 4400 Year 5 at capacity. In year 0, one of the main areas of focus for the CEO/ Superintendent along with Marketing Team and Fundraising teams (Admin, CTE Specialist, and support staff) will be to advertise (student enrollment) and secure additional funding through Grants and Fundraising (Attachment 30). The school plans to host fundraising events that will be organized by the school marketing team as a result of the partnerships that will be formed through career pathways. As a contingency for not receiving grant funds, the marketing team plans on working with partnership donation programs, free advertising through social media, local radio stations and community events to achieve funding goals. In the event the school doesn't secure the anticipated year 0 goal for grant funding, fundraising and donation letters will be done to meet goals to secure rental space for year 1 and all legal fees needed to be retained by pursuing investors and alternative funds through growing interested parties.

Staffing will not be a key factor in Year 0, as everyone assisting with the school opening is volunteering time as needed. In Years 1-5, staffing will only be filled based on student enrollment. All staff will serve in dual roles, meaning all instructional specialist, and administrative staff as needed, will also be serving as teachers in accordance with their teaching certification. The school plans to add additional staff as student enrollment continues to be met and will support additional staffing needs. Due to staff members serving in dual roles based on their credentials, payroll in the school model tend to be slightly higher than most charters but what's unique about the model is that it's based on retaining teachers that have a passion to be in classroom but also want to lead their content areas.

The budget is also elevated in planning for worst case scenario, such as assuming students are will not have access to technology with our (BYOD – Bring Your Own Device) and our staff will not have their own personal laptops; however, our committed team do all have personal laptop that they are committed to use as needed to minimize the technology expenses. We also budgeted for food service in ensuring all students eat with the assumption of not being reimbursed and a significant number of students unable to purchase their own lunch and not qualifying for free and/or reduce meals. And as mentioned previously, we ensured funds were set aside for transportation for both Special Education students, as required by the IEP, and field experiences which will be mostly CTE program related with opportunities for reimbursement which is also not reflected. Lastly, we made assumptions on rental costs in relation to business rental property, again to plan for worst case scenario and feel confident that church facilities will be lower than projections.

Attachment 33: Evidence of Other Financial Support

"The applicant has no documents in response to this attachment."

There is no acquired financial support currently.

Attachment 34: Audit Report

Provide a copy of the sponsoring entity's most recent audit report. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement-Charter Schools (Module 2) found at, http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial__Accountability_System_Resource_Guide/.

Audit reports are not required for organizations that are less than one year old or for established organizations with no financial activity to date. If an audit report is not available, provide an unaudited financial report that includes from inception to date, the following:

- Statement of financial position
- Statement of activity
- Cash flow statement

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Charter Holder Information

Instructions:

[1] Enter the information for the charter holder and charter school as indicated in the Annual Financial and Compliance Report (AFR).

[2] Enter comments as needed in the "Comments" area.

Please note that the shaded blue areas automatically calculate and populate the totals after you enter the individual amounts.
You may use the validation tests to ensure that the totals agree with the amounts in the AFR.
Note: If the totals do not agree, please provide an explanation for the variance.

Charter Holder Information				
Charter Holder Name	Enter Name	Regional High School		
Charter Holder FEIN	Enter FEIN	N/A		
Charter Holder Debt	Enter the $ amount	$ -		
Charter Holder Cash on Hand	Enter the $ amount	$ -		
Charter Holder Federal Revenue	Enter the $ amount	$ -	*Difference*	*Explanation**
			$ -	
Charter Holder Federal Expenditures	Enter the $ amount	$ -		

Comments

Statement of Financial Position

Instructions:

[1] Enter the audited amount of current assets and long-term assets.
[2] Enter the audited amount of current liabilities, long-term liabilities, and net assets.
[3] Enter comments as needed in the "Comments" area.

Please note that the shaded blue areas automatically calculate and populate the totals after you enter the individual amounts.
You may use the validation tests to ensure that the totals agree with the amounts in the Annual Financial and Compliance Report.
Note: If the totals do not agree, please provide an explanation for the variance.

Statement of Financial Position	Total (Unrestricted & Restricted)		Validation Tests: Total Stated on AFR	Variance	Explanation for Variance
ASSETS					
Current Assets					
Cash & Cash Equivalents	$ -				
Restricted Cash & Cash Equivalents	$ -				
Accounts Receivable	$ -				
Investments	$ -				
Due from Other Funds	$ -				
Prepaid Expenses	$ -				
Other Current Assets	$ -				
Total Current Assets	$ -			$ -	
Long-term Assets					
Noncurrent Restricted Cash & Cash Equivalents	$ -				
Property and Equipment					
Land	$ -				
Buildings and Improvements	$ -				
Vehicles	$ -				
Furniture and Equipment	$ -				
Other Property and Equipment	$ -				
Total Property and Equipment (Gross)	$ -				
Accumulated Depreciation	$ -	Enter as negative #			
Total Property and Equipment (Net)	$ -			$ -	
Deposits	$ -				
Bond Issuance Costs	$ -				
Other Deferred Expenses	$ -				
Other Noncurrent Assets	$ -				
Total Long-term Assets	$ -			$ -	
Total Assets	$ -			$ -	
LIABILITIES AND NET ASSETS					
Liabilities					
Current Liabilities					
Accounts Payable	$ -				
Accrued Wages Payable	$ -				
Accrued Interest Payable	$ -				
Other Accrued Liabilities	$ -				
Deferred Revenue	$ -				
Payroll Withholdings Payable	$ -				
Due to Other Funds	$ -				
Notes Payable - Current Maturities	$ -				
Bonds Payable - Current Maturities	$ -				
Other Current Liabilities	$ -				
Total Current Liabilities	$ -			$ -	
Long-term Liabilities					
Notes Payable - Long-term	$ -				
Bonds Payable - Long-term	$ -				
Other Long-term Liabilities	$ -				
Total Long-term Liabilities	$ -			$ -	
Total Liabilities	$ -			$ -	
Net Assets					
Unrestricted [or **Without Donor Restrictions**]	$ -				
Temporarily Restricted [or **With Donor Restrictions**]	$ -				
Permanently Restricted	$ -				
Total Net Assets	$ -			$ -	
Total Liabilities and Net Assets	$ -			$ -	

Comments

*Early application of Financial Accounting Standards Board (FASB) ASU-2016-14 Not-for-Profit Entities (Topic 958) is permitted. This update requires a not-for-profit entity to:

Present on the face of the statement of financial position amounts for two classes of net assets at the end of the period, rather than for the currently required three classes. That is, an NFP will report amounts for net assets with donor restrictions and net assets without donor restrictions, as well as the currently required amount for total net assets.

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Statement of Activities

Instructions:

[1] Enter the audited amount of local, state, and federal revenue.
[2] Enter the audited amount of net assets released from restrictions.
[3] Enter the audited amount of expenses and the amount of pension expense (to the right of total expenses).
[4] Enter the audited net assets at beginning of year and any restatement or adjustments.
[5] Enter comments as needed in the "Comments" area.

Please note that the shaded blue areas automatically calculate and populate the totals after you enter the individual amounts.
You may use the validation tests to ensure that the totals agree with the amounts in the Annual Financial and Compliance Report.
Note: If the totals do not agree, please provide an explanation for the variance.

Statement of Activities				Validation Tests		
	WITHOUT DONOR RESTRICTIONS	WITH DONOR RESTRICTIONS	TOTAL	Total Stated on AFR	Variance	Explanation for Variance
REVENUE						
Local Revenue						
5710 Taxes Passed Through by Districts	$ -	$ -	$ -			
5720 Services Rendered to Other Schools	$ -	$ -	$ -			
5740 Other Local Revenue	$ -	$ -	$ -			
5750 Food Service, Cocurricular, & Enterprising	$ -	$ -	$ -			
5760 Intermediate Sources	$ -	$ -	$ -			
Total Local Revenue	$ -	$ -	$ -	$ -	$ -	0
State Program Revenue						
5810 Foundation School Program	$ -	$ -	$ -			
5820 Other State Revenue (TEA)	$ -	$ -	$ -			
5830 Other State Revenue (Non-TEA)	$ -	$ -	$ -			
Total State Revenue	$ -	$ -	$ -	$ -	$ -	0
Federal Program Revenue						
Pass through Non-State or Federal Agency						
5910 Federal Revenue	$ -	$ -	$ -			
Pass through TEA						
5920 Federal Revenue	$ -	$ -	$ -			
Pass through Other Agencies						
5930 Federal Revenue	$ -	$ -	$ -			
Directly from the Federal Government						
5940 Federal Revenue	$ -	$ -	$ -			
Total Federal Revenue	$ -	$ -	$ -	$ -	$ -	0
Net Assets Released from Restrictions						
Revenue Expended for Operations	$ -	$ -	$ -			
Other Restrictions	$ -	$ -	$ -			
Total Net Assets Released from Restrictions	$ -	$ -	$ -	$ -	$ -	0
Total Revenue and Other Revenue	$ -	$ -	$ -	$ -	$ -	0
EXPENSES						
11 Instruction	$ -	$ -	$ -			
12 Instructional Resources & Media Services	$ -	$ -	$ -			
13 Curriculum & Instructional Staff Development	$ -	$ -	$ -			
21 Instructional Leadership	$ -	$ -	$ -			
23 School Leadership	$ -	$ -	$ -			
31 Guidance, Counseling & Evaluation Services	$ -	$ -	$ -			
32 Social Work Services	$ -	$ -	$ -			
33 Health Services	$ -	$ -	$ -			
34 Transportation	$ -	$ -	$ -			
35 Food Service	$ -	$ -	$ -			
36 Extracurricular	$ -	$ -	$ -			
41 General Administration	$ -	$ -	$ -			
51 Plant Maintenance	$ -	$ -	$ -			
52 Security & Monitoring Services	$ -	$ -	$ -			
53 Data Processing Services	$ -	$ -	$ -			
61 Community Services	$ -	$ -	$ -			
71 Debt Service	$ -	$ -	$ -			
81 Fundraising	$ -	$ -	$ -			
Total Expenses	$ -	$ -	$ -	$ -	$ -	0
INCREASE (DECREASE) IN NET ASSETS before Other Changes	$ -	$ -	$ -			
OTHER CHANGES IN NET ASSETS						
None	$ -	$ -	$ -			
None	$ -	$ -	$ -			
None	$ -	$ -	$ -			
TOTAL CHANGES IN NET ASSETS	$ -	$ -	$ -			
Net Assets at Beginning of Year	$ -	$ -	$ -	$ -	$ -	0
Net Assets as Restated	$ -	$ -	$ -			
None	$ -	$ -	$ -			
None	$ -	$ -	$ -			
None	$ -	$ -	$ -			
Net Assets at End of Year	$ -	$ -	$ -	$ -	$ -	0

Comments

$ -

*Early application of Financial Accounting Standards Board (FASB) ASU-2016-14 Not-for-Profit Entities (Topic 958) is permitted. This update requires a not-for-profit entity to:
Present on the face of the statement of activities the amount of the change in each of the two classes of net assets (noted in item 1) rather than that of the currently required three classes. An NFP would continue to report the currently required amount of the change in total net

0

Schedule of Capital Assets

Instructions:

[1] Enter the audited amount of capital assets.

[2] Enter comments as needed in the "Comments" area.

Please note that the shaded blue areas automatically calculate and populate the totals after you enter the individual amounts.
You may use the validation tests to ensure that the totals agree with the amounts in the Annual Financial and Compliance Report.
Note: If the totals do not agree, please provide an explanation for the variance.

Schedule of Capital Assets				
	LOCAL	STATE	FEDERAL	TOTAL
1110 Cash	$ -	$ -	$ -	$ -
1510 Land and Improvements	$ -	$ -	$ -	$ -
1520 Buildings and Improvements	$ -	$ -	$ -	$ -
1531 Vehicles	$ -	$ -	$ -	$ -
1539 Furniture and Equipment	$ -	$ -	$ -	$ -
1541 Vehicles (<$5,000)	$ -	$ -	$ -	$ -
1549 Furniture and Equipment (<$5,000)	$ -	$ -	$ -	$ -
1551 Buildings (Capital Leases)	$ -	$ -	$ -	$ -
1559 Furniture and Equipment (Capital Leases)	$ -	$ -	$ -	$ -
1569 Library Books and Media	$ -	$ -	$ -	$ -
1590 Other Capital Assets	$ -	$ -	$ -	$ -
Total Property and Equipment	$ -	$ -	$ -	$ -

Validation Tests		
Total Stated on AFR	Variance	Explanation for Variance
$ -	$ -	0

Comments

0

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Statement of Cash Flows

Instructions:

(1) Enter the description and the audited amount of cash flow from operating activities.
(2) Enter the description and the audited amount of cash flow from financing activities.
(3) Enter the the beginning of the year audited amount of cash and cash equivalents.
(4) Enter the description and the audited amount of cash flow from investing activities.
(5) Complete the schedule for Reconciliation of Change in Unrestricted Net Assets to Net Cash Provided by Operating Activities.
(6) Enter the amounts of supplemental cash paid during the year.
(7) Enter comments as needed in the "Comments" area.

Please note that the shaded blue areas automatically calculate and populate the totals after you enter the individual amounts.
You may use the validation tests to ensure that the totals agree with the amounts in the Annual Financial and Compliance Report.
Note: If the totals do not agree, please provide an explanation for the variance.

Statement of Cash Flows		Validation Tests		
		As Stated on AFR	Variance	Explanation for Variance
CASH FLOW FROM OPERATING ACTIVITIES				
None	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
Net Cash Provided by Operating Activities	$ -	$ -	$ -	0
CASH FLOW FROM INVESTING ACTIVITIES				
None	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
Net Cash from Investing Activities	$ -	$ -	$ -	0
CASH FLOW FROM FINANCING ACTIVITIES				
None	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
Net Cash Provided (Used) by Financing Activities	$ -	$ -	$ -	0
Net Increase (Decrease) in Cash and Cash Equivalents	$ -	$ -	$ -	0
Cash and Cash Equivalents - Beginning of the Year	$ -			
Cash and Cash Equivalents - End of the Year	$ -	$ -	$ -	0
Reconciliation of Change in Unrestricted Net Assets to Net Cash Provided by Operating Activities				
Change in Unrestricted Net Assets	$ -			
Adjustment to Reconcile Change in Unrestricted Net Assets to Net Cash Provided by Operating Activities:				
None	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
	$ -			
Total Adjustments	$ -	$ -	$ -	0
Net Cash Provided by Operating Activities	$ -	$ -	$ -	0
Supplemental Disclosure of Cash Flow Information:				
Cash Paid during the Year for:				
Interest	$ -			
Income Taxes	$ -			

Comments

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Budgetary Comparison Schedule

Instructions:

[1] Enter the amounts of local, state, and federal revenue.
[2] Enter the amount of expenses.
[3] Enter the net assets at beginning of year and any restatement or adjustments.
[4] Enter comments as needed in the "Comments" area.

Please note that the shaded blue areas automatically calculate and populate the totals after you enter the individual amounts.
You may use the validation tests to ensure that the totals agree with the amounts in the Annual Financial and Compliance Report.
Note: If the totals do not agree, please provide an explanation for the variance.

Budgetary Comparison Schedule

	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL AMOUNTS	VARIANCE WITH FINAL BUDGET	% OF VARIANCE
REVENUES					
Local revenue	$ -	$ -	$ -	$ -	0.00%
State revenue	$ -	$ -	$ -	$ -	0.00%
Federal revenue	$ -	$ -	$ -	$ -	0.00%
Total Revenue	$ -	$ -	$ -	$ -	0.00%
EXPENSES					
11 Instruction	$ -	$ -	$ -	$ -	0.00%
12 Instructional Resources & Media Services	$ -	$ -	$ -	$ -	0.00%
13 Curriculum & Instructional Staff Development	$ -	$ -	$ -	$ -	0.00%
21 Instructional Leadership	$ -	$ -	$ -	$ -	0.00%
23 School Leadership	$ -	$ -	$ -	$ -	0.00%
31 Guidance, Counseling & Evaluation Services	$ -	$ -	$ -	$ -	0.00%
32 Social Work Services	$ -	$ -	$ -	$ -	0.00%
33 Health Services	$ -	$ -	$ -	$ -	0.00%
34 Transportation	$ -	$ -	$ -	$ -	0.00%
35 Food Service	$ -	$ -	$ -	$ -	0.00%
36 Extracurricular	$ -	$ -	$ -	$ -	0.00%
41 General Administration	$ -	$ -	$ -	$ -	0.00%
51 Plant Maintenance	$ -	$ -	$ -	$ -	0.00%
52 Security & Monitoring Services	$ -	$ -	$ -	$ -	0.00%
53 Data Processing Services	$ -	$ -	$ -	$ -	0.00%
61 Community Services	$ -	$ -	$ -	$ -	0.00%
71 Debt Service	$ -	$ -	$ -	$ -	0.00%
81 Fundraising	$ -	$ -	$ -	$ -	0.00%
Total Expenses	$ -	$ -	$ -	$ -	0.00%
CHANGE IN NET ASSETS before Other Changes	$ -	$ -	$ -	$ -	0.00%
OTHER CHANGES IN NET ASSETS					
None	$ -	$ -	$ -	$ -	
None	$ -	$ -	$ -	$ -	
None	$ -	$ -	$ -	$ -	
TOTAL CHANGES IN NET ASSETS	$ -	$ -	$ -	$ -	
Net Assets at Beginning of Year	$ -	$ -	$ -	$ -	
Net Assets as Restated	$ -	$ -	$ -	$ -	
None	$ -	$ -	$ -	$ -	
None	$ -	$ -	$ -	$ -	
None	$ -	$ -	$ -	$ -	
Net Assets at End of Year	$ -	$ -	$ -	$ -	

Validation Tests

Total ACTUAL AMOUNT Stated on AFR	Variance
$ -	$ -
$ -	$ -
$ -	$ -
$ -	$ -
$ -	$ -

Comments

$ -

Schedule of Findings and Questioned Costs

Instructions:

[1] Enter the appropriate responses based on the schedule in the Annual Financial and Compliance Report (AFR).

[2] In the *IDENTIFICATION OF MAJOR PROGRAMS TESTED* section, select the CFDA number and program title from the list box and enter the appropriate letter for the type of assistance.

[3] Enter comments as needed in the "Comments" area.

Please note that the shaded blue areas automatically calculate and populate the totals after you enter the individual amounts.
You may use the validation tests to ensure that the totals agree with the amounts in the AFR.
Note: If the totals do not agree, please provide an explanation for the variance.

Schedule of Findings and Questioned Costs

SUMMARY OF THE AUDITOR'S RESULTS

FINANCIAL STATEMENTS

Type of auditor's report issued:	Select a response	Unmodified
Internal control over financial reporting:		
One or more material weaknesses identified?	Select a response	
One or more significant deficiencies identified that are not considered to be material weaknesses?	Select a response	
Noncompliance material to financial statements noted?	Select a response	

If compliance with 2 Code of Federal Regulations (CFR) Part 200, Subpart F regulations are not required, select N/A for the areas below.

FEDERAL AWARDS

Type of auditor's report issued on compliance for major programs:	Select a response	
Internal control over major programs:		
One or more material weaknesses identified?	Select a response	
One or more significant deficiencies identified that are not considered to be material weaknesses?	Select a response	
Any audit findings disclosed that are required to be reported in accordance with 2 CFR §200.516?	Select a response	
Dollar Threshold used to distinguish between Type A and Type B programs:	Enter the $ amount	
Auditee qualified as a low-risk auditee?	Select a response	

% of Major Programs that should be tested: *FALSE*

0

Reconciliation

Instructions:
[1] Please note any discrepancies between the schedules and correct them as applicable.
[2] Provide an explanation for the differences that remain after corrections.

The totals below are automatically calculated based on the information entered on the schedules in this workbook.

Budgetary comparison schedules should be presented as required supplementary information for the general fund and for each major special revenue fund that has a legally adopted annual budget.

Therefore, differences between the Budgetary Comparison Schedule and the Statement of Activities and the Schedule of Expenses are expected.

Reconciliation Schedule

						Difference	Explanation for Difference
Total Assets Statement of Financial Position	$ -	=	***Total Liabilities and Net Assets*** Statement of Financial Position	$ -	$ -		
Total Property and Equipment less Cash Schedule of Capital Assets	$ -	=	***Total Property and Equipment (Gross)*** Statement of Financial Position	$ -	$ -		
Total Expenses Statement of Activities	$ -	=	***Total Expenses*** Schedule of Expenses	$ -	$ -		
Total Expenses Statement of Activities	$ -	=	***Total Expenses*** Budgetary Comparison Schedule	$ -	$ -		
Total Expenses Schedule of Expenses	$ -	=	***Total Expenses*** Budgetary Comparison Schedule	$ -	$ -		
Total Revenue Statement of Activities	$ -	=	***Total Revenue*** Budgetary Comparison Schedule	$ -	$ -		
Local Revenue Statement of Activities	$ -	=	***Local Revenue*** Budgetary Comparison Schedule	$ -	$ -		
State Revenue Statement of Activities	$ -	=	***State Revenue*** Budgetary Comparison Schedule	$ -	$ -		
Federal Revenue Statement of Activities	$ -	=	***Federal Revenue*** Budgetary Comparison Schedule	$ -	$ -		
Total Net Assets Statement of Financial Position	$ -	=	***Net Assets at End of Year*** Statement of Activities	$ -	$ -		
Total Net Assets Statement of Financial Position	$ -	=	***Net Assets at End of Year*** Budgetary Comparison Schedule	$ -	$ -		

Attachment 35: Credit Report

"No documents are being provided because the sponsoring entity was incorporated after January 1, 2018."

Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ

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

Attachment 37: Plan for Insurance Coverage

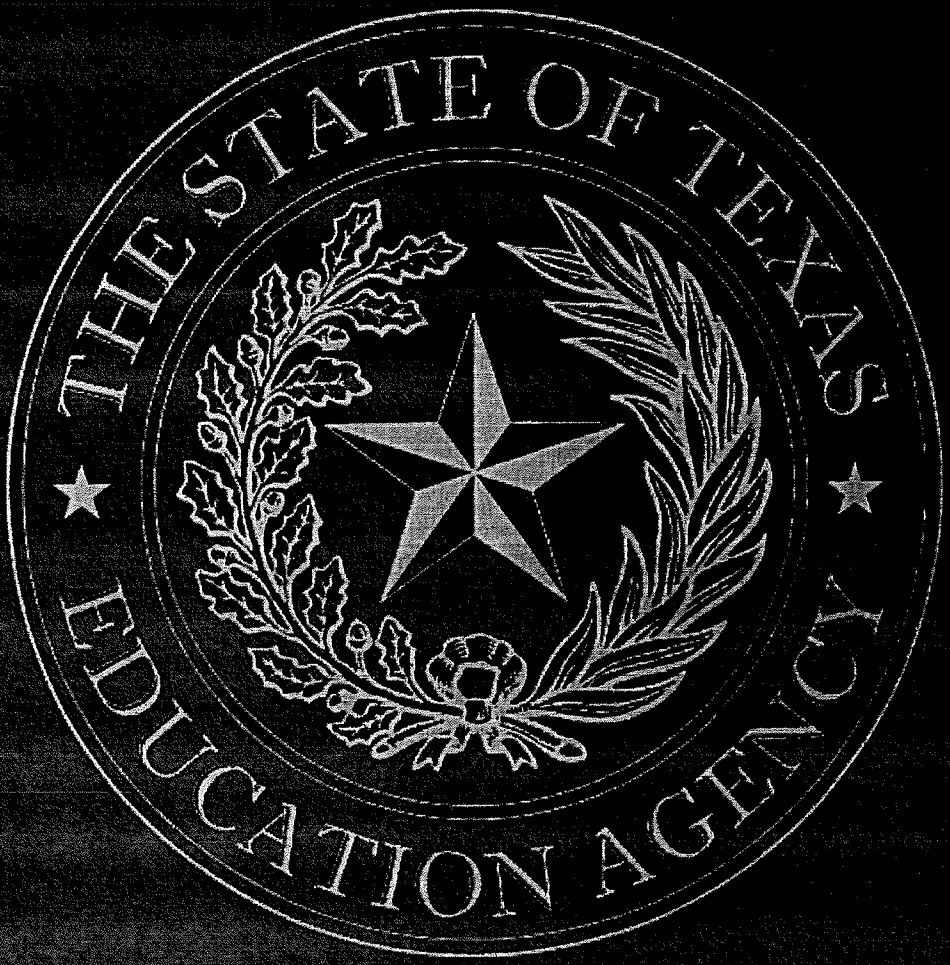
Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.

Plan for Insurance Coverage

Funds have been allocated towards workers' compensation; however, additional research and bids will need to be acquired as it relates to liability, property, indemnity, and additional insurance coverage plans that might be secured and approved by the district.

GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



SPECIAL ASSURANCES

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

Sponsoring Entity: Secondary Practitioner Schools

Proposed Charter School Name: Region High School

The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.

I. Open Meetings Requirements

The proposed charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

Furthermore, the proposed charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.

II. Public Information Requirements

The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

III. Criminal History Check Requirements

The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.001(5) Code of Criminal Procedure.

IV. Annual Training Requirements

The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

V. Residential Facilities Monitoring (RFM) System

The proposed charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

VI. Special RF Training

The proposed charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.

Sponsoring Entity: Secondary Practitioner Schools

Proposed Charter School Name: Region High School

VII. Admission and Enrollment

The proposed charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.

The proposed charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.

The proposed charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.

The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the commissioner of education as a performing arts school with an audition component or the charter is amended by the commissioner of education to designate the school a performing arts school with an audition component.

The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition is specifically approved by the commissioner of education when the charter is awarded, or if the charter is amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

VIII. Public Meeting(s)

The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment 6 of this application, for each approved campus opened after Year 1, at least 6 months prior to opening that campus. The proposed charter holder further assures that such meetings will be held within the city of the proposed campus address.

IX. Withdrawal and Expulsion

The proposed charter holder assures that it understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:

- a student is withdrawn by the charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the charter school discovers that the student has falsified enrollment information;
- proof of identification is not provided; or
- immunization records are not provided within 30 days of enrollment.

The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

Sponsoring Entity: Secondary Practitioner Schools

Proposed Charter School Name: Region High School

The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or **withdrawing** a student from the charter school. See 19 TAC §100.1211 (c).

The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e).

X. Ready to Open Check-List

The proposed charter holder understands, upon any subsequent approval and award of charter, that a ready-to-open check list may be required to complete prior to final approval for the opening of any campus.

XI. Postponement of Opening

The proposed charter holder understands that any request for the postponement of opening shall be denied if the founding Board no longer constitutes the governing Board at the time of the request.

XII. Federal and State Funding

The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *Every Student Succeeds Act* funds, as granted by the *Every Student Succeeds Act of 2015,* must comply with the *The Guns-Free Schools Act.* See 20 U.S. Code § 7151.

The proposed charter holder understands that any *Every Student Succeeds Act* funds that are applied towards campus(es) operated on the premises of a public university or college may be effected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The training and technical assistance is designed to help new charter schools ensure that federal grant funds are used in accordance with applicable statutes, regulations, and requirements. TEA is authorized to impose specific conditions by Title 2 of the Code of Federal Regulations (CFR), 200.331 (c) and 200.207.

XIII. Required Disclosure

The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the *Charter School Application* to the extent authorized by all controlling law.

Sponsoring Entity: Secondary Practitioner Schools

Proposed Charter School Name: Region High School

I, the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.

Lori Meadows

Printed Name of Sponsoring Entity Board Chair

Lori Meadows

Signature of Sponsoring Entity Board Chair

1-13-2020

Date