

ESPONSES AND ATTACHMENTS

Proposed Charter School Name: The Holback Academy

Sponsoring Entity: The Holback Academy 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
	Executive Summary	YES
School Overview	 Targeted Community and Anticipated Student Population Geographic Boundaries Enrollment Projections Demographic Projections 	YES
	Community Engagement	YES
	Mission, Vision, and Overview of School Design	YES
	Curriculum and Instruction	YES
	Strategies for Assessment of Learning and Data-Driven Instruction	YES
School Design	Supports for Special Populations	YES
	School Culture and Safety	YES
	Promotion and Graduation Requirements	YES
	Family and Community Engagement	YES
	Board Structure and Qualifications	YES
	Proposed Superintendent Qualifications	YES
Leadership and Governance	Proposed Instructional Leadership Team	YES
Governance	Proposed Financial and Operations Leadership Teams	YES
	Performance Management	YES
	Talent Management	YES

Sections	Required Elements	Complete (yes/no)
Talent Management	Professional Development and Evaluation	YES
and Development	Retention	YES
	School Calendar and Schedule	YES
	Student Recruitment and Enrollment	YES
Operational and	Facility Acquisition	YES
Financial Plans	Facility IdentifiedFacility Not Identified	
	Transportation	YES
Operational and	Start-up Plan	YES
Financial Plans	Financial planning	YES
	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
Attachments	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)
	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
Attachments	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)
	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
Attachments	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

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL		
The Holback A	Academy	
NAME OF SI	PONSORING ENTITY	
The Holback A	Academy Inc.	
The sponsoring entity is a:	☑ 501(c)(3) Nonprofit Organization□ College or University	Governmental Entity

- 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* \Box No \boxtimes 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	Timothy Jenkins	Dr.Daniel Holback	Devon Rosoya
Mailing address	9309 Bedford Lane, McKinney, Texas 75071	624 King George Drive apt 226, Fort Worth, Texas 76112	2635 Villa Di Lago Dr 6639 Grand Prairie Texas 75054
Email address	timothy.jenkins1992@hotmail.com	holback@usc.edu	devon.rosaya@gmail.com

Phone	(469) 944-8676	(972) 310-3473	459-417-9269
number			

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	9 th -12th
Number of students served in Year 1	230
Grade levels served at capacity	9 th -12 th
Number of students served at capacity	980
Number of campuses requested	1
Number of districts within geographic	2
boundary	

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):

Same

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:

South East Fort Worth Texas, Tarrant County

III. GOVERNANCE/LEADERSHIP

Number of Board Members	4
Chairperson of the Governing Board	Timothy Jenkins
Chief Executive Officer of the Sponsoring Entity	Dr. Daniel Holback
Superintendent of Proposed Charter School	Dr. Daniel Holback

Board Member Who Attended Applicant	Timothy Jenkins, Dr. Daniel Holback
Conference	Timoury Jenkins, Dr. Damer Holback

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	
Timothy Jenkins	English and Language	Leading Governing board	
	Teacher, ESL /Dallas ISD	Member	
Devon Rosaya	Real Estate /Software	Board Member	
	Engineer/Accounting		
Dalvin Dunn	Higher Education, Center for	Board Member	
	Academic and Student		
	affairs/ Accountant and		
	school recruiter		

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?		
	Yes 🗆 No 🗆		
	Yes 🗆 No 🗆		
	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.

11/01/2019 Date

Signature of Chief Executive Officer of Sponsoring Entity (Blue Ink)

Dr.Daniel Holback

Printed Name

School Overview

Executive Summary

The Holback Academy aims to serve economically disadvantaged communities in the South East Fort Worth, Texas area. In the past, South East Fort Worth has carried a negative reputation with reference to living, educational opportunities, career advancement, and innovation. It is evident that these issues have deterred a good portion of our youth from striving for excellence. With that knowledge, it becomes imperative that schools with competent leaders establish themselves in those respective communities to ensure that students are motivated to reach their maximum potential. In recent years, South East Fort Worth has aimed to provide its community with better opportunities. For instance, SEFW is focusing on improving community development by addressing certain demands, priority investments, and assets in the area (http://www.southeastfw.com/about-us). Moreover, SEFW is working to provide affordable housing to its residence, which is vital to the community and our scholars. Affordable housing will ensure that our families are financially stable and able to provide for our students. SEFW has a plethora of small business developments, bringing jobs and careers to the families of our scholars to take advantage of. Subsequently, the neighborhood revitalization will ensure that our communities will be transformed into suitable living environments where our scholars will feel comfortable and safe coming to and from school. Finally, SEFW is working towards providing financial education and overall economic development to the area, ensuring that residences have the necessary financial literacy to contribute to the thriving city. Economic development will enable the families in the area to work efficiently, which will produce a high quality of life, in a business-friendly environment (http://www.southeastfw.com/about-us). The Holback Academy will contribute to the ever-growing South-East Fort Worth area, making sure that our scholars achieve and improve competencies in reading, oral and written language, mathematics, science, technology, social studies, and the arts and humanities to prepare them to become effective leaders of tomorrow. The Holback Academy's philosophy is to improve student learning through effective guidance and preparing learners for higher education, military or the workforce. The Holback Academy will have a 100 percent college acceptance letter rate each year. We believe that every student has a purpose and the capacity to impact the world in a positive way. Our mission is to cultivate the minds of our scholars, ensuring they acquire the necessary critical thinking skills for the technological advancements of the future, and to provide relevant, quality education, which will guarantee that our students are college and career ready upon graduation. In accordance with our emphasis on technological integration, each of our students will be equipped with an iPad. These iPads will serve as an educational tool that students will utilize to complete classroom assignments, homework, projects, and other school related activities. Technology will effectively thrust our classrooms into the future. We will create a modern learning environment, which will prepare students for the future. Not only do we strive for a modern learning environment, we want the process of learning to be more enjoyable. Students Generation 25: << The Holback Academy>> 14 tend to engage more in the lesson when technology is integrated. Moreover, technology improves knowledge retention. If a student is engaged in what they are learning, they tend to retain the information better. Additionally, technology will allow teachers to model certain learning strategies, as well as monitor students' progress and growth in an efficient manner. The Holback Academy wants learning to be challenging and effective, but also fun and engaging. The App Store has a unique app called Schoolwork, which allows teachers to effortlessly assign everything from worksheets to activities and follow each learner's progress while collaborating with them in real-time. Another positive aspect of the Schoolwork app is that all of the lessons and activities are aligned with the Texas Essential Skills and Knowledge standards. We are able to use the iPad and Schoolwork app in any high school core or elective course. (https://www.apple.com/education/teaching-tools/). The capacity of our proposed board would consist of 10 professionals within education including the superintendent to successfully open and operate a high-quality charter school. Our team is comprised of highly qualified educators who's understand the needs of students inside and outside the school, whether it is students with special needs, English language learners, sheltered, or otherwise. This model will effectively serve our students in the proposed community in the fort worth area.

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?	Yes □ No ⊠
By checking yes, applicant must cite clear and specific evidence to support this claim.	l

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.

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 <u>outside</u> of the primary boundary once all eligible applicants who reside <u>within</u> 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 (<i>if applicable</i>)		
Arlington ISD	Fort Worth ISD		
Fort Worth ISD			
Grand Prairie ISD			

Number of charter school campuses currently operating within the occupied district:	30
Number of traditional school campuses currently operating within the occupied district:	226
Number of traditional school districts within ten miles of the proposed location:	9

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):		

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	Projected Number of Students					
Level	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
EE3						
PK 4						
Κ						
1						
2						
3						
4						
5						
6						
7						
8						
9	50	60	100	120	130	
10	60	70	100	110	120	
11	60	60	60	70	80	
12	60	60	170	180	190	
Total	230	260	430	480	520	980
enrollment						
		For the pro	jections belo	w, specify b	y campus	
Students per	14	15	20	25	25	25-30
classroom						
Number of	14	15	25	27	27	27-30
classrooms						

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	The Holback Academy	Fort Worth ISD	Arlington ISD	Grand Prairie ISD
African- American	25.0%	22.7%	24.9%	18.0%
Hispanic	60.0%	62.4%	46%	64.8%
White	11.3%	11.3%	19.7%	11.6%
American Indian	0.1%	0.1%	0.4%	0.4%
Asian	1.5%	1.8%	6.2%	3.2%
Pacific Islander	0.1%	0.1%	0.2%	0.1%
Two or More Races	2.1%	1.5%	2.7%	1.8%
Economically Disadvantaged	78.5%	77.7 %	65.4 %	71.6 %
English Learners	30.8%	30.8 %	26.4 %	29.9 %
At-Risk	78.7%	77.8%	62.5 %	54.4 %
Gifted/Talented	10.8%	10.8 %	8.7 %	6.2 %
Special Education	10.5%	8.3%	7.8 %	8.2 %

Community Engagement

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

Community engagement works best where it is an continuous cumulative process enabling relationships and trust to build and strengthen over time. The Holback Academy understand that community engagement events should be planned, designed and aim to contribute to the overall aims of the engagement process. We want to create Community and voluntary groups at The Holback Academy that may want to participate at a range of levels, from providing advice to co-designing the process and from undertaking some aspects of the engagement to delivering projects to meet some of the outcome.

The Holback Academy Process for Developing Community Engagement

- Identify or prioritizes what the needs and priorities for Community Planning should be?
- Develop a consensus on a proposal or plan?
- Inform the decision-making or service delivery of a community, council or department?
- Develop new or collaborative ways of implementing elements of the Community Plan?
- Review progress on the Community Plan?

It's important that we decided on a clear purpose will help identify engagement objectives, anticipated outcomes and help to determine the scope and depth

of the engagement. The Holback Academy's vision is to empower and cultivate scholars to improve in the world. The goal is for learners to embrace challenges and to be determined to succeed. The holback academy focuses not only on cultivating learners but also on the repair of rebuilding up the community.

Community Engagement and Plans: We intend to provide information on proposals, plans or services Community Planning and Community Engagement. The leaders at the Holback Academy will not only seek to keep parents engaged through a myriad of different methods but will also look for critical feedback that will only serve to help the Academy grow and evolve so that all involved will reach their full potential. In accordance with the theme of technological advancement and integration, the Holback Academy will utilize various social media platforms to give parents an instantaneous way to communicate with school officials and other important school figures on issues, questions, comments or feedback. Social media platforms Facebook and Twitter will be used to give parents live news and updates regarding events and news of the

school. Also, Instagram will be used in conjunction with the school's website to create a visually appealing layout of the school's culture and student life.

Community Events: We plan to hold local events that include interactive stations, student exhibitions, and competitions from our proposed school. In addition to our student hard work, the The Holback Academy will invite community partners to create innovated activities that students and families will enjoy in the community. By creating these community events, The Holback Academy will be able to showcases our student talents and the innovation our school will be presenting.

Tarrant County Collaboration :Building community partners into your curriculum: We intend to partner up with Tarrant county college to provide duel credit opportunities for our learners. Tarrant county offers duel credit opportunities to teenagers who are freshman or sophomore in high school. This allows high school students to get a jump start on college credit while saving up to \$15,000 on the total cost of college tuition. TCC's Dual Credit Program is a way that our students can earn college credit while attending high school. There Dual Credit students take college-level courses taught by fully credentialed faculty. These courses satisfy high school graduation requirements and provide college credit at the same time.

- A. Charters and ISDS will award high school academic credit.
- B. TCC will award college-level academic credit.

When Dual Credit students graduate from high school, they may have already completed transferable college credits. https://www.tccd.edu/academics/high-school-programs/dual-credit/

School Design

Mission, Vision, and Overview of School Design

THE HOLBACK ACADEMY MISSION: The Mission of the Holback Academy is to cultivate the minds of our scholars, ensuring they will acquire the necessary critical thinking skills for the technological advancements of the future, and to provide relevant, quality education that will guarantee that our students are college and career ready upon graduation.

WHY THE NAME 'HOLBACK ACADEMY'?

The ancient roots of the Holback family name are in the Anglo-Saxon culture. The name Holback comes from when the family lived in the town of Holbeach in the county of Lincolnshire. The Anglo-Saxons were a cultural group who inhabited Great Britain from the 5th century. They comprise people from Germanic tribes who migrated to the island from continental Europe, their descendants, and indigenous British groups who adopted many aspects of Anglo-Saxon culture and language; the cultural foundations laid by the Anglo-Saxons are the foundation of the modern English legal system and of many aspects of English society; the modern English language owes over half its words – including the most common words of everyday speech – to the language of the Anglo-Saxons. We consider our proposed campus a family unit like the Anglo Saxons. We are one unit, one community. one educational adventure and a learning commitment. https://en.wikipedia.org/wiki/Germanic_peoples

VISION: The Holback Academy's vision is to empower and cultivate scholars to improve in the world. The goal is for learners to embrace challenges and to be determined to succeed. The Holback academy focuses not only on cultivating learners, but also on the repair of rebuilding the community.

SCHOOL DESIGN:

Technology can improve achievement in all classes without extracting time from the curriculum . The Holback Academy will integrate technology within the curriculum that ensures that teachers are utilizing and teaching the TEKs. For example, The Holback Academy offers an Engineering Principles and Design elective that is required to meet students Endorsement fulfillment, instead of having the traditional classroom course. The course work and requirements will also be provided on an archived online platform for our students. When students leave our campus, we want to ensure that they still have access to learning . The archived online classroom will be a platform that provides current lessons as well as presentations that were presented in class that day. We plan to make our archived courses available for all of our learners. This will not only allow for our classrooms to function properly, but our scholars will also have continued access to these resources. As educators, we have discovered that most of our learners do not have access to the required state books. More often than not, this makes it difficult to assign work for our learners. We want to change that gap in the classroom. Allowing our learners to access the

archived online classrooms will be very effective in our elective and core courses. Our plan is to offer a PDF textbook for each core subject, and each student. Education is changing every year and at the Holback Academy we want our learners to be tech savvy .

The Holback Academy will incorporate iPads within our daily learning strategies. We want to create a paperless environment in the classroom. Incorporating the usage of the iPad ensures that learners are creative and actively participating. According to Focused Uvation (2019) there are more than 4.5 million learners in the United States that utilize iPads in the classroom. Studies show that those students using the iPad in the classroom are more actively engaged in the learning process. Additionally, tasks such as creating and editing documents become much simpler.

In the proposed location for our campus, we've asked community members how technology is being provided to your child. The majority of the community members (Who were ELL parents) said that technology wasn't offered as much as they would like it to be offered at their current school locations. Our proposed community members stated that they loved the idea of having the iPad tablet in the classroom and how it makes it easier to communicate with parents if needed. The iPad is a great tool that the holback academy can incorporate in our curriculum that allows our teachers to monitor the progress of our learners. The iPad offers thousands of apps that can be utilized in the classroom. TEKs are extremity important and as a public high school We want to ensure that those TEKs are being taught. For example, §110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017 1(D) TEK states that" the learners must participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making", by utilizing the new innovation that Apple provides for learners for free, this TEK can be accomplished in class creativity. The holback academy wants learning to be fun and engaging but also effective and thriving. The App Store has this unique app called Schoolwork, that allows teachers to effortlessly assign worksheets to activities and follow each learner's progress while collaborating with them in real-time. The great thing about the Schoolwork app is that all TEKs align with it. We are able to use the iPad and Schoolwork app in any high school core or elective course.

Curriculum and Instruction

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

Overview of Curriculum:

At the Holback Academy, we understand that the TEKS standards alignment in the context of curriculum and assessment is extremely important to understand what standards are, what curriculum consists of, what assessments are, and what alignment means in the context of curriculum and assessment. The Texas TEKS standards indicate what students should know and be able to do within a particular content area, while curriculum shapes how students will gain the knowledge, skills, and abilities as described in the standards. The holback academy will use assessments to gather evidence related to student learning. Assessments may include summative, benchmark, STAAR tests, or may involve more informal methods of data collection through a formative assessment process. It is important to understand that the knowledge, skills, and abilities outlined in standards documents should build upon one another from grade to grade (vertical alignment) as students' progress in their educational careers and that the curriculum associated with the standards should also be logical and coherent within grade levels (horizontal alignment). The goal of a well-designed curriculum should be to ensure that students have a range of opportunities to gain the knowledge, skills, and abilities required by the standards. While standards describe what students are intended to learn; the curriculum describes how they are intended to access the knowledge, skills, and abilities embedded within the standards. Alignment is the process of ensuring that the specified curriculum is consistent with enabling students to reach the milestones outlined in the standards. A curriculum that is aligned to standards is a curriculum that ensures that students have the opportunity to access the content and skills outlined in those standards.https://www.csai-

online.org/sites/default/files/CSAI%20Update_Standards_Alignment.pdf

ALIGNMENT TO TEKS: The Holback Academy will ensure that the TEKS are aligned to our mission making it vital that our learners grow academically each academic year. This requires that all learners meet grade level and state standardized examinations such as STAAR and pre higher education preparations such as ACT, SAT and Pre-SAT/ACT. Our directors of curriculum with help with the sequence and scope for each academic year, ensuring that high standards are met.

DEVELOPMENT OF CURRICULUM: Student learning growth is extremely important to our proposed school. We want to create a monitoring and assessments that shows that growth. The effectiveness of our programs will be evaluated by STAAR assessments. The results from the assessments will be reported and available as needed. We don't have a startup budget, but we have companies and corporations that are willing to supply the holback academy with furniture , software, school supplies and books. These donations can be used for our learner's year 1 and 2.

https://texastorah.org/high-school/curriculum/

9th Grade: **1.(Algebra I)** 9th grade student start with a review of middle grades math, this course emphasizes various ways of graphing data, concepts of relations and functions, and the

use of variables in expressions and equations. Emphasis is also placed on the development of graphing functions and solving equations and inequalities of the linear, quadratic, and absolute value types. Concepts of domain and range, rate of change, families of functions, simple matrix operations, probability, polynomials, and exponential functions are introduced to be expanded upon in later courses. Each student is required to have a graphing calculator for use throughout the course. Demonstrations by the teacher will utilize the TI-84+ graphing calculator, the model recommended for use by the student. This course is aligned with the Texas TEKS standards and is a tested area on STAAR. 2.(Biology) Students focus on the biological systems in this course. There will be opportunities to conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students will study a variety of topics that include structures and functions of cells and viruses; growth; and development of organisms; cells, tissues and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment. There is no math proficiency requirement for this course. This course is aligned with the Texas TEKS standards and is a tested area on STAAR.3.(English I) This course is a fusion of communication skills including: writing, reading, creating, researching and orally presentations. English I focuses on the TEKS that prepares scholars for the STAAR test in May. The writing component includes sentence structure, paragraphing, composition, and research. Grammar, spelling, and vocabulary are major focuses throughout the course. Reading various literary forms are also pursued (e.g., poetry, essays, drama, short stories, non-fiction). A minimum of four novels are assigned. Students will complete projects based on the novels and make presentations to the class. This course is aligned with the Texas TEKS standards and is a tested area on STAAR.4.(World Geography) Students will develop knowledge and social science skills as they study World Geography. Successful completion of the World Geography course will ensure the student has mastered the social science skills necessary to complete more advanced courses. Students will learn and practice skills including geographic literacy, visual analysis, critical thinking and reading, and communications. They will be challenged to master these skills through critical thinking questions, and the study of maps, pictures, charts, and graphs. This course is aligned with the Texas TEKS standards and curriculum. 5.(Physical Education) Physical Education classes provide students will time to exercise and to complete in athletic games with their classmates. This course is aligned with the Texas TEKS standards and curriculum.6.(Other Electives/Endorsement Courses)Students will be allowed to take 2 electives in order to fulfill the endorsement requirement for graduation. These courses are aligned with the Texas TEKS standards and curriculum. https://texastorah.org/high-school/curriculum/

<u>10th Grade</u> :1.(Geometry) Geometry students' study Euclid's postulates and theorems as the basis for an axiomatic system. Time will be spent on the analyzation of geometric shapes. Direct and indirect proofs are emphasized. Coordinate graphing and basic constructions are studied. Opportunities to study real world applications and uses of Geometry are included throughout the course. This course is aligned with the texas TEKS standards. 2.(Chemistry) Chemistry students conduct field and laboratory investigations, use scientific methodology to conduct investigations, and make informed decisions using critical thinking and scientific problem solving. Many topics

are covered during the course including: characteristics of matter; energy transformations physical and chemical changes; atomic structure; the periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives. Students need mathematical skills that are including in Algebra 1. This course is aligned with the texas TEKS standards. 3.(English **II**) English II continues the foundation provided in English I. Basic writing skills, including advanced sentence structure and paragraphing. Grammar, usage, and style are emphasized. Vocabulary development is a major focus. Reading various forms which represent major writers throughout the world is presented. Discussions of the criteria needed to judge the worth of a piece of literature are held. Students will also have opportunities to develop their writing skills. A minimum of four novels are assigned. This course is aligned with the texas TEKS standards and is a tested area on STAAR. 4.(World History) This is a survey course in which the students will learn about the development of major cultures and civilizations from the early Egyptians up to the 20th century. Students will use maps of the civilizations to learn how geographic location impacts civilizations. This is a foundational course in the study of world cultures and events. Students will develop skills in the study events and historic patterns. This course is aligned with the texas TEKS standards.5.(Fine Arts)These Courses are designed to provide a survey course in a large variety of art applications. The specific topics will change from year to year. Topics include drawing, painting, art appreciation, photography, and many other areas of study. The diversity of topics is designed to include something for students with all areas of interest. No previous Art experience is necessary. This course is aligned with the Texas TEKS standards. 6.(SAT Prep/Enrichment course) The SAT Prep/Enrichment career driven curriculum is designed to assist students in the preparation for the PSAT and SAT. Students enrolled in the 10th and 11th grade will take the PSAT in October. The SAT and ACT exams are used as college entrance exams. Students should plan on taking the SAT two years before they plan to apply for college. This course is aligned with the Texas TEKS standards. https://texastorah.org/high-school/curriculum/

11th Grade :1.(Algebra II) Basic Algebraic concepts emphasized are data analysis, modeling, and functions. Mathematical concepts included in the Algebra I curriculum will be further developed, and new concepts introduced. Some of the key topics covered include linear relations and functions, linear systems, matrices, quadratic equations and functions, polynomials and polynomial functions, exponential and logarithmic functions, permutations, probability and statistics, sequences and series, and quadratic relations. The graphing calculator is used extensively and the TI-84+ model is recommended. Prerequisites for this course are Algebra I and Geometry.2.(Physics)Physics students study the foundational Physics topics that include: laws of motion; changes within physical systems and conservations of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. Successful completion of Algebra 1 and Geometry is required for this course. 3.(English **III**) The English 3 course builds upon and expands the skills taught in English I & English II. Formal writing of multi-paragraph essays is a focused area of skill development. Vocabulary

development using SAT terms is emphasized. Reading various genres which represent major American writers is included as a major part of the curriculum. A minimum of six novels are assigned. Students are encouraged to analyze and discuss universal themes and movements that run through major literary works. Students are practice skills tested for several standardized tests (e.g., Iowa Test, PSAT, and SAT). Writing a college entrance letter is also assigned. 4.(American History) Students will learn about the people and events that shaped the United States of America. From the early explorers and colonization through the 20th century, students will be able to identify aspects of American culture that were shaped by American History. Students will use graphs to illustrate important trends in population, economics and politics throughout the course of American History. The course will focus on common themes and the events that shaped the American ideals and values that still exist today. 5.(Principles of Engineering) The Principles of Engineering class is a project-based course where students work together to create innovative projections. Students learn the principles of electrical circuitry, and many other engineering applications. Students spend most of the year creating innovative projects that they will use to compete in a contest with high school students from across the country. 6.(Pre-Calculus) The Pre-Calculus course is designed to help the student in his transition to the study of calculus. The coursed curriculum includes a review of algebra and geometry as well as lessons over exponential, logarithmic and trigonometric functions, vectors, complex numbers and conic sections. The study of trigonometry comprises almost half of the course. Prerequisites for this course are Algebra I, Geometry and Algebra II.7.(Science Applications) The Science Applications course is designed to be a survey course over many science topics. The course objective is to provide students with insights and knowledge about how science impacts their lives and world. Students will conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. No math requirement.

12th Grade:1.(English IV) The English IV course expands on the concepts and skills developed in prior English classes and focuses on skills needed for college English and the business world. A primary focus is the research and preparation of a research paper. Reading various genre which represent major British writers is presented with a major focus on Shakespeare. The history of the English language is also provided. A minimum of eight novels are assigned. Students are practice skills tested for several standardized tests (e.g., TAKS, SAT). Writing a college entrance letter is also assigned. 2.(Government) Government is a single semester course, that will outline the branches and functions of the United States Government with a focus on the Constitution and citizen involvement. Students will understand the responsibilities of both the government and the citizens in all aspects of governmental affairs. Using primary sources such as the Constitution and Supreme Court rulings, students will analyze and discuss political movements and decisions throughout American History and gain a solid understanding of how the political process works. 3.(Economics) The course of Economics is the study of how people try to satisfy seemingly unlimited and competing wants through the careful use of relatively scarce resources. This course also helps you to become more informed citizens and better decision makers. Students will learn how the concepts of Supply and Demand drive the United States economy. 4.(Public Policy) The Public Policy course is a study of the public policy development process. Students learn how public policy ideas develop and the impact the legislative process and politics have on the final product. Students will research, present, and

defend different positions on policy during the class. **5.(Psychology**) Psychology is the study of the human mind and how it works. Students will learn the different theories and applications of psychology. **6.(Legal Applications**) The Legal Applications course is designed to develop the students' understanding of the law and the legal process. Students will learn about the law, courts, and law enforcement. How these areas interact and impact their lives. The course is designed to provide students with knowledge and understanding of these areas to prepare them for any future interactions they have at any level in the future. **7.(Constitution and Law)** Constitution and the Law is a course designed to help students learn the concepts behind the constitution and how the constitute impacts legal decisions and the law. Students will develop a deep understanding of the U.S. Constitution, laws, court cases, and the legal process.

Strategies for Assessment of Learning and Data-Driven Instruction

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

It's vital that our teachers at The Holback academy are using innovated ways to gather Data regularly throughout their lessons and units through formative, informal, and summative methods. The holback academy wants the learning environment to be innovated and fun for not only the students but also for the educators . We would like to utilize more formative assessments to our learners . A great formative assessment that's innovated is Polling The Class. This tool allows Teachers create a prompt and poll the class. The poll can be used to start an activity, launch a discussion, or used as a formative assessment. Having students respond to a poll can increase engagement while enabling all students' voices to be heard. Students can justify their responses after the data is shown. This is fun innovated formative assessment strategy that can be used not only to gather formative data on students, but to help students learn how to justify their answers based on the data. https://betterlesson.com/strategy/102/polling-the-class?from=search_results

Other assessments we want to Utilize at the holback academy when it comes to mastery-based grading classroom structures, the strategies of Pre-Assessing with a Purpose and Creating a System of Assessments to Demonstrate Mastery can help you begin to create and embed data-gathering assessments into your mastery-based classroom design.

The Pre-Assessing with a purpose assessment focuses on The idea of pre-assessing the level of mastery of students before teaching them a new unit or curriculum seems natural and sound. Teachers Knowing exactly what students know about a concept before teaching it to them can help make so many powerful adjustments, at the whole group, small group and individual level. This can help increase our academic state assessment scores while also engaging learning in the classroom.

https://betterlesson.com/strategy/115/pre-assessing-with-purpose?from=search_results

Creating a statement of system of assessment to demonstrate mastery is the form of moving away from a system in which the teacher dictates the pace and organize the curriculum in a linear fashion. Instead the education will give access to students right away to a Mastery Map with all the different standards/skills of a given curriculum or unit with the intent to give them opportunities to practice at their own pace the skills they need the most.

https://betterlesson.com/strategy/123/system-of-assessments-to-demonstrate-mastery?from=search_results

Exit tickets are a great way of providing formative data in the class.

Exit Tickets have also proven to be a great tool to use for gathering formative data on students. Exit Tickets provide flexibility in delivery and grading as well. Technology enhanced assessments combine tech tools with formative assessments to provide teachers with immediate data and feedback in regard to student performance. The Holback Academy will provide training on tech tools like Socrative, Google Forms, or Quizizz to have students complete exit tickets or formative assessments digitally. We are stepping away from the traditional notebook and paper and advancing in technology.

We want our teachers and instructors at The Holback Academy to Shift instructional practices based on data can take on several forms: grouping students into cooperative learning groups based on the data, Generation 25: << The Holback Academy>> 3

providing students with leveled work and activities, or small group instruction and remediation. Student work well with their peer in the classroom setting and studies have proven that group work or group project improve test and assessment scores.

We want our teachers to practice the Differentiated Lesson Planning strategy. Differentiated lessons can help meet students' specific learning needs .Differentiation lessons are tailored instruction that meet the needs of the learners in your classroom. We as educators know that all Students learn in different ways and therefore need flexibility in how they are taught. As a teacher at the holback academy, will be able to differentiate through content, product, and process according to students' interests, readiness, and learning profiles. Differentiated Lesson Planning can help our educators organize and break down an overwhelming process in order to begin differentiating in your classroom.

https://betterlesson.com/strategy/54/differentiated-lesson-planning?from=search_results

Supports for Special Populations

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

The Holback Academy believes that every student deserves a high-quality education, motivation, and a diverse atmosphere in which they feel safe to learn. We are inclusive at The Holback Academy and understand that as Texas public school, we are dedicated to providing a quality education for all children, including those with special needs who require specialized services, support, and programs to meet their educational potential.

Special Education: According to The federal Individuals with Disabilities Education Act, special education is defined as "specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability." IDEA specifies that all children are entitled to a Free and Appropriate Public Education (FAPE). https://sites.ed.gov/idea/statute-chapter-33/subchapter-ii/1414. If a student has a disability (or is suspected of having one but it has not yet been confirmed), it vital to contact the Special Education department or committee of the school your child will attend. The Holback Academy will begin the process of evaluating your child to determine how to best meet his or her special education needs. By law, each school district is required to have an admission, review, and dismissal (ARD) committee for each eligible student with a disability and for each student for whom a full and individual initial evaluation is conducted.

Year 1-4: The Holback Academy predicts that we will have an estimation of 20 students with disabilities. Starting with Year 1, we will hire 2 fully certified sped teachers that will collaborate with traditional teachers, support, coordinate, and provide services and interventions for our special need's learners. Our proposed budget provides resources for any ancillary services that students may require. This includes all costs for testing requirements. Year 2, we predict and estimation of 25 to 30 students with disabilities that require may or may not require accommodations. We intend to hire 3 fully certified sped teachers that will collaborate with traditional teachers, support, coordinate, and provide services and interventions for our special need's learners. For year 3, we intend to hire 5 fully certified sped teachers that will collaborate with traditional teachers, support, coordinate, and provide services and interventions for our special need's learners. We predict that we will have an estimation of 30 to 40 students with disabilities based on our demographic area and research that require may or may not require accommodations. Year 4, we intend to hire 7 fully certified sped teachers that will collaborate with traditional teachers, support, coordinate, and provide services and interventions for our special need's learners. Year 4 we predict to have an estimation of 40 to 45 learners with disabilities that require may or may not require accommodations.

Tools and Resources: We will use resources like SpedTex that provide information and resources that can help educations understand their students' disability, their rights, and responsibilities under the Individuals with Disabilities Education Act (IDEA) and facilitate collaboration that supports the development and delivery of services to children with disabilities in our State. We intend to use multi-step. This process will include the creation of an IEP Generation 25: << The Holback Academy>>

(Individual Education Plan) for our students, which details in writing the special education and services-for example, specialized reading programs, speech therapy, modified equipment, and assistive technology devices—that must be provided to the student. The IEP is reviewed yearly and will be modified to fit our students changing needs. We will utilize and share sources like the Partners Resource Network with our parents to make sure that they are informed of the various resources TEA provides us. The Partners Resource Network is a non-profit agency that operates the Texas statewide network of Parent Training and Information Centers [PTI's are funded by the US Department of Education, Office of Special Education Programs (OSEP)]. The PTI Projects are PATH, PEN, and TEAM. The Partners Resource Network helps parents to understand their child's disability; Understand their rights and responsibilities under IDEA; Obtain and evaluate resources and services; And Participate as team members with professionals in planning services for their children. https://prntexas.org/about-prn/ They will offer our parents Individual assistance over the phone and in-person to families who have questions about their child's needs. They will provide Workshops for parents and professionals to take place on an ongoing basis throughout Texas. They share *Resources* such as printed publications and online materials are available on a variety of relevant topics

Section 504 of the Rehabilitation Act of 1973 : Section 504 of the *Rehabilitation Act of 1973* protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance, including federal funds. Section 504 provides that: "No otherwise qualified individual with a disability in the United States . . . shall, solely because of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The U.S. Department of Education (ED) enforces Section 504 in programs and activities that receive funds from ED. Recipients of these funds include public school districts, institutions of higher education, and other state and local education agencies. ED has published a regulation implementing Section 504 (34 C.F.R. Part 104) and maintains an Office for Civil Rights (OCR), with 12 enforcement offices and a headquarters office in Washington, D.C., to enforce Section 504 and other civil rights laws that pertain to recipients of funds. The Section 504 regulation requires a school district to provide a "free appropriate public education" (FAPE) to each qualified person with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the person's

disability.https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html

Academic Intervention: At The Holback Academy, we understand that many of our students who require intensive intervention are also students with disabilities. We have decided to use Data-Based Individualization. Data-Based Individualizations will help our school teams design and implement a pre-referral process and high-quality special education services. Our students with disabilities will first receive special education that will significantly benefit from the Data-Based Individualized process. This is because it can enhance the quality of special education services by providing teachers a systematic data-based process for:1. Providing specially designed instruction based on student needs, 2Writing ambitious but realistic individualized education program (IEP) goals,3 Evaluating progress toward IEP goals,4 Intensifying specialized

instruction for students who are not making adequate progress, and 5. Planning for the whole child. https://intensiveintervention.org. The Data-Based Individualization will provide the Holback Academy with a validated approach for identifying and supporting students with severe and persistent learning and behavior problems, including students who may require special education. This will be vital during the year 1-4. This is because the data collected through the Data-Based Individualization process can assist teams in assessing the need for specialized instruction, which is one of two requirements for determining eligibility for special education. additionally, data collected through the Data-Based Individualization process can support special education teachers in more accurately developing present levels, goals, and specialized instruction and support that will be included in the initial IEP. We know that Without data from the Data-Based Individualization process, the development of the initial IEP can be hindered by a lack of data about previous progress, which may delay the timely provision of truly targeted and individualized instruction, as well as a lack of information about successful and unsuccessful approaches to intervention. Students with disabilities who require Data-Based Individualization are likely to be the most successful when it is implemented as part of a multi-tiered system of support (MTSS). When implemented within a larger school-wide MTSS, students with disabilities can receive intensive intervention through Data-Based Individualization while ensuring access to aligned Tier 1 instruction and supports as well as Tier 2 intervention in other areas of identified need. This system will be beneficial with accommodation and support our learners during state assessments like STAAR, TSI

Differentiating Tiers 2 and 3:It's vital that our sped teachers and traditional teachers understand the tiers and how they differ, Tiers of instruction can be differentiated on several dimensions. One dimension is the intensity of the instruction. Because students at Tier 2 are below expected benchmarks for their grade but have less intensive needs than those at Tier 3, interventions at Tier 2 involve instructional programs that are aimed at a level of skill development considered to be further along the continuum of skill acquisition than that seen at Tier 3. http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model

ENGLISH LANGUAGE LEARNERS ("ELLs"): English-language learners, or ELLs, are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses. We predict that we will hire 1, ELL Coordinator Year 2 of operation. The Ell Coordinator will ensure measurable improvement in and availability of instructional practices, research, and assessment systems that contribute to our school. The Coordinator will monitor instructional achievement for English Language Learners (ELLs). They Collaborate with building and district leadership to develop an understanding of effective ELL programming, English Language and Development instructional practices, and effective content area scaffolding techniques. For our school to address the ELLS, we need to hire educator that collaboration on creating A research-based process for the effective teaching of ELLs. We will provide Curriculum design and lesson planning based on sound pedagogical principles, practices, and high standards to help our sped

teacher and ELL learners. We will focus on strategic methods to employ for making grade-level materials and resources comprehensible for ELLs. The Holback Academy will provide Researchbased training on theory, culture, diversity, social status, and policy of language acquisition. Our goal is to focus on training for our sped and traditional teaching. Year 1-4 we will focus on training, technical assistance, and/or funding for programs and services for ELL students. We must include Advocacy that will increase awareness as to the coalitions that support educators who work with ELLs. We will provide resources that will help educators learn more about effective, differentiated teaching strategies specifically addressing ELLs.

TELPAS: TELPAS (Texas English Language Proficiency Assessment System) is an assessment program for students in Texas public schools who are learning the English language. According to The Texas Education Agency, TEA developed TELPAS to meet the federal testing requirements of the No Child Left Behind Act (NCLB) of 2001. Students learning the English language begin participating in TELPAS in kindergarten and stop participating when their language proficiency assessment committee (LPAC) determines that they are proficient in the English language. For students in kindergarten through grade 1, TELPAS consists of holistically rated assessments in listening, speaking, reading, and writing. The holistically rated assessments use classroom observations to measure students' progress. For students in grades 2-12, TELPAS has multiple-choice reading tests and holistically rated assessments in listening, speaking, and writing. The multiple-choice reading test is a one-day test that measures students' annual progress in learning to read in English. The assessments of listening, speaking, and writing is based on classroom observations and a collection of the student's writing. TELPAS assesses the progress that students are making in learning English.

English as a Second Language (ESL): ESL Programs are a part of the regular educational program for Limited English Proficiency students of The Holback Academy). According to TEA, ESL programs are intensive programs of instruction designed to develop proficiency in comprehension, listening, speaking, reading, and composition in the English language. Instruction in ESL is commensurate with the student's level of English proficiency and his/her level of academic achievement. Through the recognition of the student's cultural and linguistic differences, appropriate instructional approaches will ensure a student's academic growth and build a positive self-image. The primary purpose is to provide instructional support in such a way that the learner will no longer need language support to succeed. The Holback Academy, Intends to focus on the advancement in our ESL programs and provide our teachers with the resources and guidelines they need to effectively help mold our

scholars.http://northwesthaslet.ss10.sharpschool.com/staff_directory/donna_busby/what_is_t_e_l _p_a_s__what_is_e_s_l_

Dyslexia: The Holback Academy intends on supporting students who have been recognized or who have not yet been recognized as Dyslexia. Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected about other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may Generation 25: <<The Holback Academy>> 35

include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge. (1) "Dyslexia" means a disorder of constitutional origin manifested by difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. (TEC Section 38.003) (2) "Related disorders" include disorders similar to or related to dyslexia such as auditory imperceptions, dysphasia, specific developmental dyslexia, development dysgraphia, and developmental spelling disability. Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness and manipulation, single word reading, reading fluency, and spelling. Consequences may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are unexpected for the student's age and educational level and are not primarily the result of language difference factors. Additionally, there is often a family history of similar difficulties.https://www.nisdtx.org/cms/One.aspx?portalId=232201&pageId=503355

The State Board of Education (SBOE): According to The State Board of Education, on November 16, 2018, I gave final approval to updates to *The Dyslexia Handbook—2018 Update: Procedures Concerning Dyslexia and Related Disorders* (Dyslexia Handbook). The updates address recent legislative changes and clarify processes regarding identification and services for students, including students with dysgraphia. The updated Dyslexia Handbook is effective immediately. The handbook contains guidelines for school districts to follow as they identify and provide services for students with dyslexia. Also, information regarding the state's dyslexia statutes and their relation to various federal laws is included. The Holback Academy will provide all staff members and faculty with The Dyslexia Handbook. We will provide training for our team member via Professional Development (PD), to make sure our educator is informed and knowledgeable our dyslexia and how to identify it in the classroom .https://www.region10.org/programs/dyslexia-statewide/resources/

Accommodations for Dyslexia: TEA accessibility policies may apply to any student taking STAAR or TELPAS depending on his or her needs and whether or not the student meets the eligibility criteria, if applicable. These policies are divided into 3 main categories. Within each category are links to policy documents that provide more specific information. The Holback Academy will acknowledge this accommodation as needed. According to TEA, During state assessments for STAAR, STAAR Spanish, and TELPAS, certain accessibility features may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from the use of them during instruction. A student cannot be required to use them during testing and there is no need to document their use on the answer document or in the Texas Assessment Management System for online administrations. Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and the use of these materials. In some cases, a student who uses them may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the security and confidentiality of the test. Also, if the administration of an accessibility feature requires a trained test administrator to view secure test

content, he or she must sign the appropriate part of the security oath.https://tea.texas.gov/sites/default/files/Accessibility%20Features_tagged.pdf

The Designated Supports accommodations: These are locally approved supports for students who meet eligibility criteria.

- Basic Transcribing
- Braille/Refreshable Braille
- Calculation Aids
- Content and Language Supports
- Content and Language Supports Guidelines
- Extra Time
- Individualized Structured Reminders
- Large Print
- Manipulating Test Materials
- Mathematics Manipulatives
- Oral/Signed Administration
- Spelling Assistance
- Supplemental Aids

Accommodation Request Process: For designated supports requiring TEA approval, the appropriate team of people at the holback academy campus-level determines whether the student meets all of the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA. We will make sure that our educators read and understand the information in the links below before submitting an Accommodation Request Form to TEA.https://tea.texas.gov/student-testing-and-accountability/testing/2019-accommodation-resources

Gifted and Talented: According to TEA and TEC Chapter 29, a gifted/talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field. (Texas Education Code §29.121) To support our gated and talented students we want to utilize a new innovated program called Penpal schools. PenPal schools is online platform with Standards-aligned lessons that is designed to help develop essential skills. PenPal Schools is a platform that allows classrooms and students around the world to work together on collaborative projects that connect to every school subject. The site boasts that it has connected over 250,000 students in 140 countries. PenPal projects link classes with like-age peers across the globe. The Holback Academy Teachers will be able to browse the home page of constantly updated projects available, and filter for age, time commitment (one to six weeks), and subject. A four- or six-week project may sound intimidating, but most projects ask for only a 30- to 45-minute lesson per week, and instructions and resources to guide students step-by-step are provided. Surprisingly, it's not the time commitment that proves challenging, but the calendaring. Each project has specific "match dates" when projects must be started, so if you miss the date, you may be out of luck -- or conversely, an eager class of prospective pen pals in a neighboring country may be out of luck. When match dates align, students complete the project tasks and collaborate with their scholarly pen pals directly on the site. While connecting students with peers outside of the classroom may challenge some teachers' comfort zones, Generation 25: << The Holback Academy>> 37

a helpful dashboard offers visibility into all student work and communication, as well as customizable feedback and assessment tools. The platform will also provide helpful support chat available and teacher forums for our educators. https://www.commonsense.org/education/website/penpal-schools

https://www.penpalschools.com

Design Effective Tiered Assignments for Scholars: Tiered assessment can help with the meet the needs of all our learners' students. The Holback Academy educators will decide on a basic standard objective and design an assessment on that standard to make the middle tier. Once the middle tier is finished, our educators will make the other tiers by adding support for at-risk children and adding challenge for gifted students. Below we provide two simple ways you can add challenge to assessment:

• Provide gifted students more complex numbers in a math assessment or a more difficult text to read.

• Add a second component to assessment or assignments, such as having them apply the skill they've learned to a real-world situation or asking them to write an explanation of their thinking.https://www.kaplanco.com/blog/post/2015/09/15/Five-Ways-to-Support-Gifted-Students-in-Your-Classroom

School Culture and Safety

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

The Holback Academy is a place we're want all learners, staff and faculty to be and feel safe. We will have consequences in place if students decided to break our campus rules and regulations. We have 3 offenses levels for our proposed campus. The first LEVEL 1 Offense MINOR OFFENSES AND CLASSROOM DISRUPTIONS (Examples: electronic devices, Gum chewing, forgetting school supplies, classroom disruptions, failure to complete assignments, excessive talking, care of supplies, minor pupil-pupil conflicts, and other classroom infractions.) • Level 1 Offense will be handled and documented primarily by the classroom teacher.

(Change of seat, time out/isolation, teacher-student conference, peer mediation, confiscation of electronic devices, parent contact, and/or teacher-student-parent conference)

The 2nd LEVEL Offense is SCHOOL POLICY INFRACTIONS

(Examples: Pervasive Level 1 Misconduct, forgery, smoking, theft, excessive tardiness, truancy, dress code infractions, defiance, willful disrespect, and other infractions to any school policies.)
Level 2 Offense will be referred to the Dean of Discipline and/or Counselor for proper

• Level 2 Offense will be referred to the Dean of Discipline and/or Counselor for proper handling and documentation.

The 3rd LEVEL Offense is EDUCATION CODE INFRACTIONS

(Examples: Pervasive level 2 Offense, physical fighting, possession of any weapon, possession of graffiti and/or tagging materials, destruction of school grounds, possession of any controlled substance, act of physical force, criminal or terrorist threats, others as applicable.)

• Level 3 Offense will be referred to the Dean of Discipline and/or School Police for proper handling and documentation. In attachment 8, we provide more detail on our discipline action plan.

We intend to utilize the Texas School Safety Center. The Texas School Safety Center serves as a central location for school safety information. It provides schools with research, training, and technical support to help reduce youth violence and promote school safety. The center also helps schools create and improve emergency operation plans. The center was authorized by the 77th Texas Legislature in 2001. The authorization for the Texas School Safety Center is located in the Texas Education Code - Chapter §37.201. See the Texas School Safety Center for more information. The Texas Education Code 37.108 states: Sec. 37.108(b) At least once every three years, each school district or public junior college district shall conduct a safety and security audit of the district's facilities. To the extent possible, a district shall follow safety and security audit procedures developed by the Texas School Safety Center or a person included in the registry established by the Texas School Safety Center under Section 37.2091. We will ensure that every teacher and faculty member gets effective training on school procedures and safety. With the passage of Senate Bill 11, Texas now joins the short list of states in our country to legislatively mandate the implementation of threat assessment teams in its public school districts and open-enrollment charter schools. Threat Assessment provides a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions

before a violent incident occurs. The board of trustees of each school district is now required to establish a threat assessment team to serve at each campus of the district. The Board must also adopt policies and procedures for the teams that are consistent with the model policies and procedures developed by the Texas School Safety Center (TxSSC). In addition, each team is required to complete training provided by the TxSSC or a Regional Education Service Center.

Promotion and Graduation Requirements

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

The Holback Academy will have a 100% graduation percentage and college acceptances. The Holback academy believes in creating a safe and secure learning environment at school involves protecting students and staff from in order to learn effectively. When a student enrolls at the holback academy, he/she must choose an Endorsement. The holback academy will offer 2 academic endorsements, Stem and Business & industry. A student may earn an endorsement by successfully completing curriculum requirements for the endorsement, a total of four credits in mathematics, a total of four credits in science and two additional elective credits. Students exiting the 9th grade will be able successfully complete courses that are parallel to their endorsements for the Foundation High School Program. 9th grader learners will also be required to approach, meet or master the state standardized test STAAR. The holback academy will have accommodations for learners with disabilities. Teachers will collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports) of each 9th grade learner. This data will show whether the student still needs the accommodation or whether it is now unnecessary. The date collected will also project the students overall end of year performances that will reflect for the next year. 9th grade learners with disabilities will have the option of an STAAR Alternate Test. 9th grade learners will know that in order to receive their high school diploma they must demonstrated proficiency. This will be determined by the holback academy. 9th grade learners should be able to deliver clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. The freshman year students normally take World History Studies English I, foreign language, algebra I, biology, physical science and two electives(Endorsements courses). https://www.esc20.net/upload/page/0506/docs/FAQ-

<u>Graduation%20Requirements%20for%20students%20receiving%20Special%20Education%20S</u> <u>ervices.pdf</u> The Holback academy will allow students receiving special education services with modifications to the TEKS to earn the Foundation plan. The state requires 22 credits to earn the foundation plan or district standards if greater. Foundation can be earned with or without Modifications to the TEKS. The personal graduation plan options reviewed must include the distinguished level of achievement described and the endorsements according to the state. This means that before the conclusion of the school year, the student and the student's parent or guardian must confirm and sign a personal graduation plan for the student. The holback academy understand that the ARD committee musts begin with the general curriculum. Students may be able to receive a modified curriculum if needed.

https://www.esc11.net/cms/lib3/TX21000259/Centricity/Domain/521/Foundation%20High%20S chool%20Program%20and%20Students%20receiving%20Special%20Education%20Services.pd fThe sophomore year students will continue to take the courses that will fulfil the 22 credits graduation requirement and endorsement requirements. The sophomore year students will normally take World Geography, English II, health education, algebra II, Chemistry two electives(Endorsements courses). Sophomores will also be required to approach, meet or master

the state standardized test STAAR. The holback academy will have accommodations for learners with disabilities. The sophomore year students will also be introduced colleges/Universities and SAT, ACT, PESAT in order to ensure college readiness before senior year. The junior year students will continue to take the courses that will fulfil the 22 credits graduation requirement and endorsement requirements. The junior year students will normally take United States History, English III, foreign language, geometry, Physics

three electives(Endorsements courses). juniors will also be required to approach, meet or master the state standardized test STAAR and prepare to take the SAT or ACT. The holback academy will have accommodations for learners with disabilities. The Junior year students will be familiar with colleges/Universities and the process of applying to them in order to ensure college readiness before senior year. The Holback academy will allow students receiving special education services with modifications to the TEKS to earn the Foundation plan. The state requires 22 credits to earn the foundation plan or district standards if greater. Foundation can be earned with or without Modifications to the TEKS. The personal graduation plan options reviewed must include the distinguished level of achievement described and the endorsements according to the state. This means that before the conclusion of the school year, the student and the student's parent or guardian must confirm and sign a personal graduation plan for the student. The holback academy understand that the ARD committee must begin with the general curriculum. Students may be able to receive a modified curriculum if needed. The senior year students will continue to take the courses that will fulfil the 22 credits graduation requirement and endorsement requirements. The senior year students will normally take Professional Communications, us government, English IV, 4 electives (Endorsements courses) and 1 internship to fulfil the graduation requirements for the holback academy. Seniors will also be required to approach, meet or master the state standardized test STAAR if past test weren't successfully fulfilled. To graduate and receive a high school diploma from the holback academy, Students must pass all the required courses with a grade of 70% or higher. They must also gain enough credits for the Foundation program. To graduate, they also must pass the statewide assessment (STAAR: State of Texas Assessments of Academic Readiness). The Holback academy will allow students receiving special education services with modifications to the TEKS to earn the Foundation plan. The state requires 22 credits to earn the foundation plan or district standards if greater. Foundation can be earned with or without Modifications to the TEKS. The personal graduation plan options reviewed must include the distinguished level of achievement described and the endorsements according to the state. This means that before the conclusion of the school year, the student and the student's parent or guardian must confirm and sign a personal graduation plan for the student. The holback academy understand that the ARD committee musts begin with the general curriculum. Students may be able to receive a modified curriculum if needed.

https://study.com/articles/Earning_Your_Texas_High_School_Diploma.html Students with deisbalites are required standards through courses, one or more of which contain modified content that is aligned to the standards required under the foundation program, as well as the credit requirements under the foundation program. They will also need participation in required state assessments (STAAR): The ARD committee determines whether satisfactory performance on the required state assessments (STAAR) is necessary for graduation; Completing the student's Individualized Education Program (IEP); and Meeting one of the following conditions, consistent with the IEP:(A) full-time employment, based on the student's abilities and local

employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district;(B) demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the local school district; or(C) access to services which are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program. http://texasprojectfirst.org/node/296

Family and Community Engagement

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

Parent engagement and involvement will be paramount to the success of the students at the Holback Academy. Waterford.Org explains that "the best predictor of student success is the extent to which families encourage learning at home and involve themselves in their child's education." Simply put, when parents are engaged and supportive of their student's academic success, students tend to have a better chance at achieving their academic goals. Once the application for the Holback Academy is approved, staff and school leaders will open the communication channels with parents and the community via phone calls and face-to-face meetings. The purpose of the meetings will be to inform parents and the community of the overall vision, mission, and goals of the Holback Academy. Additionally, the phone calls will serve to create personal relationships by giving thanks to the members of the community for their support. Additionally, once the application is approved, staff and school leaders will put effort into a weekly newsletter that chronicles all the stages of development for the Holback Academy. Prior to the opening of the school, the newsletter will focus on informing the community about important details such as development, funding, important dates, and expected enrollment. Following the opening of the school, the newsletter will shift to a detailed outline of the important things happening at the school and in the community. Upcoming events, important dates, teacher and student news, monthly awards, notes from select school officials, and school fun facts will all be added to a weekly newsletter that aims to keep parents, students and the community involved in the evolution of the Holback Academy.

Once the school gains approval and is subsequently launched, parental involvement will remain just as important as it was prior to the school opening. The leaders at the Holback Academy will not only seek to keep parents engaged through a myriad of different methods but will also look for critical feedback that will only serve to help the Academy grow and evolve so that all involved will reach their full potential. In accordance with the theme of technological advancement and integration, the Holback Academy will utilize various social media platforms to give parents an instantaneous way to communicate with school officials and other important school figures on issues, questions, comments or feedback. Social media platforms Facebook and Twitter will be used to give parents live news and updates regarding events and news of the school. Also, Instagram will be used in conjunction with the school's website to create a visually appealing layout of the school's culture and student life. The Holback Academy will encourage parents to volunteer their time and effort into actively running and serving as officers in the PTSA. The PTSA will work hand in hand with the school leaders at the Academy to create fun and engaging ways to keep parents involved and actively invested in the success of not only their children, but all children at the Holback Academy. PTSA organized and sponsored activities will include parent and staff dinners and outings, monthly committee meetings, seasonal festivals, and monthly community engagement activities. The Holback Academy strives to make the Generation 25: << The Holback Academy>> 44 relationship between our staff, parents, students and communities both fun, and fruitful. Parent-Teacher conference opportunities will also be held twice during each nine-week period. This will give parents and guardians a chance to plan to meet with their student's teacher, regardless of their work schedules or prior obligations. Historically, schools have only held conference nights once per semester, meaning that parents that could not attend weren't afforded the opportunity to meet with the teachers. We will offer a total of 8 opportunities for parents to meet with teachers, meaning that they will have ample time to make appropriate accommodations to do so. During these conference nights, teachers will have a chance to discuss the classroom rules and environment, classroom expectations, policies and procedures, and grading outlines with parents to keep them as involved and engaged as possible. In the event that we serve families that speak a language other than English as their primary language, we will have several bilingual employees that will be able to assist in the communication with those families. As an added resource, our staff and teachers will take advantage of technological assets such as Google Translate and other apps that allow teachers and parents to stay connected despite language barriers.

Upon enrollment, parents and guardians will be given a handbook that will include a staff directory. In doing so, the directory will also have an explanation of the professional qualifications of each teacher, staff member, and administrator. Not only will this method aid in the efforts to promote teacher-parent transparency, but it will also give parents and guardians an opportunity to truly know the qualifications of the professionals who will be leading their children. Additionally, this information will be listed on our website under the staff members index.

The primary means of distributing scholastic information to our students and parents will be through our academic work apps. Schoolwork, Google Classrooms, and other platforms will be used to keep parents in the loop regarding their children's grades and upcoming assignments, as well as progress and standard evaluation. Teachers will be responsible for keeping this information up to date and allowing parents and guardians a chance to have an interactive look inside their students' classrooms.

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
Dr.Daniel Holback	CTE Teacher, Author, Doctoral Ambassador , Higher Education	5 years of teaching experience in the Dallas Fort Worth Area. 5 Years of being an ambassador for Capella University doctoral department. Has experience in Actively participated in school events such as PTO, Open House, in-service, faculty meetings, team leader meetings, and grade level meetings. Administered standardized tests and assisted cooperating teacher in parent conferences.
Devon Rosaya	Client's workflow, organizing data folders, user roles and responsibilities, with access rights within the administration website/software. Account, software and engineering.	Tax Credit, NGO Limit Productions, Davids Bali Bonds, Irving Chain of Commerce, Operation Feed The Homeless, Ed Hardy and Cover Girl foundations. Account and experiences in real state.
Timothy Jenkins	2 Years Educator in ELA, and ESL.	3 Years of teaching secondary English Language Arts and Reading at the public schools in the DFW area. ESL Teacher in the DFW area.
Dalvin Dunn	Higher Education, Accounting, Recruiting	Has an experience in Collaborate with System Marketing and Digital

	Services in the development and maintenance of LSC Financial Aid programs through the design of the Financial Aid websites, DMS 1V monitors, social media, LSC Homepage, and MyLoneStar portal Has experience in Collecting, analyzes, evaluates, and verifies financial aid data and documents submitted by students. Certifies student enrollment, ensuring adherence to academic progress policies and eligibility requirements; initiates appropriate adjustments to individual student financial aid.
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Proposed Superintendent Qualifications

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

The Holback Academy board has identified Dr. Daniel Holback as Superintendent of The Holback Academy based on his successful track records, leadership and academic background at charters schools in the Dallas Fort worth area. The Holback Academy highly recommends Dr. Daniel Holback to serve as the CEO/Superintendent of the proposed school. Dr. Daniel Holback was teacher of the year 2017 at Inspired Vision Secondary school in Dallas Texas and has served as a mentor to all students who he taught or haven't taught. Dr. Daniel Holback is an author and a founder of the Kappa Mu Kappa International Fraternity. Dr. Holback was recognized by Full sail University as an advocate for media communications and received a Graduate certificate in Media Arts. Dr. Daniel Holback is recognized as an ambassador for Capella University for Doctoral learners and has received a graduate certificate from the institution in leadership and accountability. Dr. Daniel Holback holds an Ed.D from Capella University in Education. Dr. Daniel Holback has taught over 800 plus students in the DFW area and has a passion for mentorship. The majority of his students are now enrolled in college or finishing up there hours to graduate. Dr. Daniel Holback is huge advocate for higher learning. He believe that every child should have the right to higher education for free. He instills in his students that with the tools given in education you can accomplish any goal or any task. He believes that education is the one thing anyone can't take from you. Once you earn it, it's yours forever. He has taught courses like Engineering Design and Problem solving, Advanced Audio Visual, Applied Engineering, Robotics I & II, Yearbook I & II, Technology, Journalism, Career Portal and English. Dr. Daniel Holback has also taught higher education courses online. The Holback Academy Board will hire a Superintendent who will hold the values of authority and responsibility for day-to-day operations of the proposed school. The Holback Academy Board will use the following evaluation tool to hold the Superintendent accountable for the academic success and financial feasibility of the school's mission and goals outlined in the charter. Evaluation tool will be categorized under 4 main areas. These areas may be increased and decreased by the board as needed. Each of the following tools has sub-components that will be scored on a scale of three (1=Unsatisfactory, 2=Average, 3=Successful).

1. Leadership, 2.Community Relations, 3.Relations with the board, 4. School, Business and Operations.

The Superintendent's salary was set to \$81,000 by the Holback Academy Board. The salary was determined by reviewing the salary schedule of similar size charter schools within the Fort worth Area. The Holback Academy Board will review Superintendent performance annually and determine the renewal or non-renewal of the Superintendent contract.

Proposed Instructional Leadership Team

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

We understand that in order to have an efficient school improvement, a shared responsibility to the achievement of high-quality instruction available to all students by a coordinated team of administrators and teachers is vital and requires an Instructional Leadership Team. Engagement including communication with all school stakeholders, the Instructional leader team uses data at their disposal to produce a distinct message and assist in the implementation of best practices for the school. When this shared leadership is structured in schools where school leaders work with empowered teacher leaders, we can build better opportunities for feedback and growth and retaining effective teachers, it makes improves student achievement. Studies show that highly efficient schools are those that have nurtured and supported a community of distributed leadership, shared accountability, and provide time for professional collaboration for the purpose of increasing student achievement. The Leadership team aids in the achievement of various instructional improvement exercises within the school.

According to Austin, Anderson-Davis, Graham, and WhiteWe (2018) the best five practices for practicing efficient instructional leadership teams consist of:

- 1. Recruit a diverse group of teacher leaders. This is the role of recruiting a diverse group of teacher leaders who are constant scholars, collaborative, and have a shared knowledge of effective teaching and learning.
- 2. Develop a common understanding. The practice generating a common understanding of the attributes and operations of a highly efficient instructional leadership team.
- 3. Identify a narrow student learning problem. This is an act of contributing to teaching problems of practice that the school needs to solve.
- 4. Set team and personal goals: This is essential because we want our team to set achieve goals for the academic year and engage in professional development.
- 5. Gather ongoing data: This is the process of containing active data and constantly assessing the team's effectiveness in reaching its goals and solving the recognized problem of teaching and learning. https://www.nassp.org/2018/09/01/instructional-leadership-teams-to-the-rescue/

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*.

The Holback Academy proposed Financial and **Operations Leadership Team will** meet the need of the school by engaging in effective research, design, and implement solutions to address major operational changes that impact how the school manages its day to day functions, communication regarding operations changes that affect the school, and planning/training for operational changes that cross-impact school community.

A reliable operations leader recognizes that employees are a valuable source and that effectively communicating with operations staff is vital. We will find candidates that recognize these aspects and who believe in the vision of our proposed school. That not only means delivering hard evidence and providing responsive and constructive feedback but listening to empowered employees who are part of the corresponding team. "Yu Xiaomin; Wu Yang; Shan Wei "The Relationship between Transformational Leadership and Leader-Member Exchange in Different Culture: A Meta-Analysis", *Wireless Communications, Networking and Mobile Computing (WiCOM), 2011 7th International Conference on,* On page(s): 1 - 5"

The Holback Academy proposed financial and the operations team leader will play a critical role in bookkeeping. This is one of the central roles of the proposed finance department in the school. Additionally, the proposed finance department candidate will need to keep track of sales and spending and produce yearly and quarterly statements. The Financial departments will be required to constantly update the manager of other departments within the organization about the financial state of The Holback Academy. It is vital that the financial reports are maintained and must remain accurate, verifiable and objective. The proposed financial and operations leadership team must know that management relies on the income statement, which shows our school's financial results, to calculate budgets. The proposed finance department will need to help the organization secure significant funding and distribute profits in the form of dividends.

Some duties for the proposed finance manager will include overseeing all money-related functions with the school, including the billing and accounting departments. The candidates will monitor the mark-up of results and aids to ensure the profitability of the holback academy. The proposed finance manager will review the budget and serves to make decisions about cuts and increases in spending. The Holback Academy proposed finance and operation leadership team will prepare and evaluate financial reports and assist to calculate the school's financial future.

Performance Management

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

Performance management for our proposed school consists of ensuring that the set of activities and outputs meets an organization's goals effectively and efficiently. Performance management will focus on the overall performance of our school, departments, employees, and the processes in place to manage various tasks. Performance management standards at our proposed school consist of organized and disseminated by executive leadership at an organization and by task owners. It also includes identifying tasks and outcomes of a job, providing timely feedback and coaching. This is vital to comparing employee's performance and behaviors with goal performances and behaviors. Our proposed performance management team will use TEA resources to help us with keeping track of our goals and tasks. TEA uses Performance Reporting to compile and analyze data to develop and report meaningful accountability ratings that help Texas public schools meet the educational needs of all students. This will be helpful for the team because the department publishes assessment reporting and accountability information in several different formats, for different audiences, and for different purposes. The department also provides guidance and resources to help school administrators, teachers, parents, and the general public understand and benefit from the state's accountability

information.https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting_Division.

We will utilize the tools and products below to help with our performance management team:

The Accountability Rating site shows ratings as well as the data used to determine the ratings for each campus and district. The site also shows the distinction designations earned by campuses. https://rptsvr1.tea.texas.gov/perfreport/account/index.html

The Local Accountability System (LAS) allows districts and open-enrollment charter schools to develop local accountability system plans for their campuses. Local accountability plans may vary by school type (elementary school, middle school, high school, and K–12) and by school group (magnet schools, early college high schools, etc.), but must apply equally to all campuses as applicable by school type and group. Once approved by the Texas Education Agency (TEA), it is expected that a plan is operational and relatively unchanged for three to five

years.https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Perf ormance_Reporting/Local_Accountability_System

The Texas Academic Performance Reports (TAPR), formerly known as the Academic Excellence Indicator System (AEIS) reports, pull together a wide range of information annually on the performance of students in each school and district in Texas. The reports also provide extensive information on staff, programs, and demographics for each school and

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

The School Report Card (SRC) combines accountability ratings, data from the Texas Academic Performance Reports (TAPR), and financial information to give a broad view of campus performance. This is available for each campus in Texas, the SRC is intended specifically to inform parents and guardians about a school's individual characteristics and its academic

performance.https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/School_Report_Cards

The Snapshot provides an overview of public education in Texas for a particular school year that includes a profile of basic characteristics for each

district.https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/Snapshot__School_District_Profiles

The Texas Performance Reporting System (TPRS) provides additional performance reports and results not previously

available.https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/ Performance_Reporting_System

The Texas Consolidated School Rating Report (TCSR) combines the accountability rating, distinction designations, Financial Integrity Rating System of Texas (FIRST) rating, and community and student engagement rating for each district and campus in

Texas.https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Per formance_Reporting/Texas_Consolidated_School_Rating_Report

The Texas School Accountability Dashboard makes it possible to find clear and concise accountability information and demographics for an individual school, an entire school district, or the state as a whole. It also allows anyone to easily compare districts or schools. http://www.texasschoolaccountabilitydashboard.org

The Assessment Scoring and Reporting site shows information related to various student assessment reports and applicable scoring documents and resources.https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/ Performance_Reporting/Assessment_Scoring_and_Reporting

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.

The proposed Talent Management at The Holback Academy Team will be dedicated to providing high-quality human capital through talent management strategies.

The goal for our proposed Talent Management team is to engage in focused recruitment and effective communications with external partners. We must Carry out effective implementation of the Holback Academy selection model to retain the highest quality teachers, staff and faculty.https://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/Public_Education_Info rmation_Management_System.

Our proposed Talent Management team must focus on increasing the number of candidates in high need areas such as bilingual, mathematics, science.

Qualifications for our proposed Talent Management:

Our proposed talent management will recruit and screen new applicants to ensure principals are positioned to select from a robust, diverse and high-quality applicant pool.

Strategic Selection with Staffing

It's vital that the proposed talent management team Manages major staffing processes such as Voluntary Transfer Period and Reassignment Process for displaced staff and equip hiring managers with tools and resources to make timely, smart, strategic hiring decisions.

Data Analytics And System

The proposed Talent Management will Support employees through the development of career pathways and focused training opportunities and ensure new educators receive specialized support through the New Teacher Support System (NTSS) and the Peer Support Partnership (PSP) to increase personal efficacy, allowing SAISD to retain high-capacity talent.

Support Services for employees

The proposed talent management will Implement systems and processes that put effectiveness at the heart of human capital decisions and utilize systems to generate analysis that provides data to ensure talent is fully supported and held accountable to results.https://tea.texas.gov/finance-and-grants/grants/state-federal/applying-grant/2019-2020-esc-talent-management-strategy In the state of Texas , for all instructional positions, the principal of the school will recruit individuals who hold a bachelor's degree. The school in May will determine all of the staff we

need to hire for the following year . This will allow our school to finalize our staffing plan and school budget. By June, the school will begin to post job opening in social media (teacherjobnetwork) and our official school website. By early June/July, we will begin to interview with the expectation that by late July we complete our either staffing for each year. The principle will proceed to start recruiting for all Vincent positions by late June/July each year. The Holback Academy will use social media outlets like, TeachJobNetWork, Twitter, Facebook, LinkedIn, indeed and our official website go post open positions. The school will gain momentum by creating a variety of flyers to create attraction on the web, and complete with other schools in our area. We will also allow applicants to submit applications to the schools posted email. We will utilize the process in which many other charters school use, the digital networks method. This has been successful for many institutions due to the change in time. Accessing the internet to seek employment is more practical than the print method. The Holback will provide a valid and clear description of our school mission and purpose. We believe that also incorporating events that promote our school such a job fairs would be great to attract attention to our school. Additionally, we want to work Iteach Texas, Teacher for America and other local staffing organizations platforms to recruit educators for our school.

The Process of Hiring for Employment: Step 1: The Candidate will apply online for employment on our official website. No matter what platform we use to recruit educators for employment, it will eventually link back to our official website for them to apply . Step:2, if selected will be sent a pre-Online interview. This interview will consist of 5 questions . These questions will be timed . After candidate successfully completes these timed questions, they will receive an email with a confirmation verifying that they have completed the interview. Our team in Human resources will then look over the pre-qualifications and virtual interview . If the candidate successfully fulfills the requirements, the candidate will be invited to do a 30 min in person interview . Step 3. The candidate is selected to do a 30 min interview with the principal, assistant principal and department chair of specialization. If the interview is successful, the candidate information will be asked to come back and perform a demonstration (demo) class lesson.

The demonstration lesson is a planned lesson taught to an interview committee or a group of students to assess your teaching abilities and skills. The process will include :

• The teacher being directed to teach a specific topic or a particular skill; or, you may be able to teach a lesson entirely of your own choosing.

• During this time, the candidate maybe asked to teach a 15-minute lesson to the interview committee; or, you might be asked to teach a 45–60-minute lesson to a class of students. Depending on the time and school department

• The Principal, assistant principal and department chair will provide time after the lesson with the candidate to reflect on how it went as well.

The principal, assistant principal and department chair will analyze a candidate quality related to effective teaching. They will use professional teaching standards such as the Texas TEKs and state standards. After feedback from administration, the candidate will receive a phone call and Generation 25: << The Holback Academy>> 54

email from HR if they were selected for the position. Step. 4, the candidate will then have to provide documentation for hiring . This may include official transcripts, service records, certification, fingerprints and background checks.

Professional Development and Evaluation

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

Due to the constantly evolving demands of our students' educational needs, it's essential that our teachers are fully prepared to meet those needs with the most effective instructional practices. Intensive training for the school year will begin two weeks before the students report. The two weeks will contain day long sessions that focus on the core components that we strive to implement at the Holback Academy. Those components include mission and vision alignment, school culture, technological integration, classroom management, systems and operations, content and grade level alignment, school expectations, TEK alignment, and data driven calendar planning. We want to allow our teachers and staff time to prepare for the rigors of the school year, as well as the standards we plan to uphold at the Holback Academy. Daily workshops during those first two weeks will delve into each individual component that we plan to uphold. Mission and vision alignment, as well as the school culture workshops will give our teachers a chance to truly buy in to the ideals of the Holback Academy while brainstorming ways to add to the culture of the school. Technological integration will go hand in hand with systems and operations. This will be a valuable tool for teachers and staff to become familiar with our iPad usage and the systems/apps that accompany it. At this workshop, several resources will be covered that will help our staff become acclimated to the websites and other resources that will assist them in the classroom. Several iPad usage techniques will be covered to ensure first day success with our technological integration. Additionally, all grade and content level teams will have time allocated to dive into the data of our perspective students. This will give our staff an opportunity to use the data from previous test scores and other resources, to successfully plan out instruction for our students. Content teams will be given the opportunity during this two-week period to plan instruction for the first semester, as well as aligning those lessons to the TEKS that we will be working with. Ideally, by using the data available to us, we will be able to tailor our instruction to the specific needs of each individual student and class. We believe in an approach that meets students where they are educationally, while simultaneously pushing them to strive for upward academic achievement. Having two weeks to delve into the data for each student will assist us in that endeavor. Teachers will be compensated according to their contracted number of days.

During our workshops, we will use the methods of collaborative learning and modeling to truly ensure that our teachers' skills are being polished in the most effective and efficient ways. Modeling has proven to be an effective in teaching new skills to those who are watching. To capitalize on this, the Holback Academy will utilize professionals from every content area and specialization to model best practices for the classrooms. We also plan to use collaboration to get our teachers and staff in the habit of working together to plan instruction and achieve the goals of the Holback Academy. Collaboration is another proven method of growth and development. Once the school year begins on August 16, 2021, professional development will be continued on a weekly basis. Teachers will be responsible for attending one professional development session once a week after school. The content and grade level will determine the day and time for the professional development. After school professional development will include PLC's, workshops for skill enhancement and classroom techniques, look forward and look back data meetings, and whole group informational sessions. By having PLC once a week after school, our teachers will have their planning time during the instructional day as mandated by the state. According to Texas Education Code, Sec 21.404, teachers must have 450 minutes of planning time every two weeks. We will abide by that by having PLC after school, while allowing teachers to have their planning periods uninterrupted.

Another important aspect of training that will be covered will be the differentiation of instruction needed for our SPED population. It is paramount that we take time to train our teachers and staff on how to make their classrooms as inclusive as possible so that every student, regardless of learning style, has the best chance to succeed. Teachers will collaborate with special education certified professionals to learn different techniques and master different areas of content delivery. This will also assist our teachers in providing the accommodations necessary for each individual student that requires them.

At the Holback Academy, we are aware that our students will have the best chance for success if they have access to the highest quality instruction, support and continued opportunities for growth and development. That philosophy also extends to our teachers and staff. The development and growth of our teachers will be a daily focus. According to the Learning Policy Institute, for professional development to be effective in its goals, it must be content focused, include active learning and collaborative approaches, as well as modeling of effective practices, expert support, and feedback opportunities. The leadership team at the Holback Academy plans to make use of all the previously listed techniques and strategies in order to grow and maintain expert level teachers and staff.

In order to fully take advantage of our opportunities to grow and develop our teachers, we will also utilize methods of professional evaluation for our teachers. Teachers will be evaluated according to the TEA standards of teacher accountability. Teachers will be subject to informal observations at any time. The purpose of these brief, informal observations will be to provide immediate feedback to teachers in any area that is deemed to need fine tuning. Feedback will be provided either in the moment, or within 24 hours of the observation. Teachers will be provided with action steps to improve the quality of instruction for themselves and the students. Teachers will also be subject 6 formal observations is to ensure the quality of instruction and they will be used to provide the teacher with a summative score at the end of the year. The formal observations will also be scored according to the TEA teacher observation rubric.

The leadership team at the Holback Academy plans to give its teachers ample opportunities to hone their skills and learn new ones. Those opportunities will also come in the form of free professional development sessions and adequate planning time during the day. If teachers can't

provide the school and the students with satisfactory teacher performance as outlined by the mission and vision of the Holback Academy, several steps will be taken to correct it. To begin, teachers who are suspected to not be providing quality instruction will be subject to more informal observations than a teacher that is meeting our criteria. That teacher will be worked with closer to try and pinpoint areas of weakness and growth opportunities. The next step will be a meeting with the instructional coach of the designated content and the presiding Assistant Principal of the area of concentration. The meeting will serve as a forum to discuss areas of weakness and set up a goal sheet with measurable goals for the teacher. The goals will be tracked on a goal tracker sheet that is signed by all three parties. If the teacher is still performing at an unsatisfactory level by not meeting the set goals, the next step will be to place the teacher on an Improvement Plan. The IP will outline the areas of desired growth for the teacher and the proactive 'next steps' that the teacher is expected to take. Finally, the teacher may be asked to leave based on the results of the end of the year summative evaluation. Our goal is never to hire anyone to subsequently let them go. However, our number one focus and promise is to provide the best possible instruction for the future generations that will call the Holback Academy home.

Retention

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

We are aware of the retention rates in schools in our area . Account to TEA, The retention rate measures the percentage of students enrolled in the fall of a given school year who were enrolled in the same grade in the previous school year. We want to develop a plan that decease the Retention rate. We have designed a 5-step intervention tool that will help with retention . Below we include our 5-step intervention tool for retention.

1. Introduce leaners Habits for Success

Many students abandon school because they don't understand what is expected of them. These learners are sometimes unfamiliar with the resources the school has to offer. It's vital for The Holback Academy to make campus resources available to students through convocation, orientation and family community first-year meeting.

2. Develop Achievable Goals

it's important for us at The Holback Academy to establish goals for student retention. We want to build those positive safe relationships with our learners and

to help them come up with achievable small and long-term goals .

3. Collecting Effective Data

To tackle the problem of retention at our proposed school, it critical for us gather data effectiveness of our leaners, student achievement and resource allocation. Once we've collected this, we will be able to serve to reduce the student retention rates year after year. We will collect this data using Skyward Student management system.

4. Building Community Focus

We want to Establish a strong community engagement both in and out of the classroom with our students . Building community engagement can also support healthy study habits and high academic performance.

5. Providing Resources for Academic Monitoring

Academic monitoring is a critical factor in student success. It's essential for educators monitoring or advising our students to provide access to programs and resources and improving retention rates.

According to Texas policy, promotion and retention has evolved over the past three decades. Legislation passed in 1984 prohibited social promotion, requiring instead that students be promoted only on the basis of academic achievement (Texas Education Code [TEC] §21.721, Grade Requirement for Advancement or Course Credit, 1986). The State Board of Education (SBOE) rules implementing the legislation, Promotions and Alternatives to Social Promotion (Title 19 of the Texas Administrative Code [TAC]

§§75.191-75.195, 1985), outlined the grading procedures to be used by districts and guidelines for promotion. http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101bb.html

The rules included the provisions that no student could repeat the same grade more than once or repeat more than two grade levels during the elementary grades. In 1987, legislation was enacted to expand TEC §21.557, Compensatory and Remedial Instruction (1988). The legislation provided a definition of students in Grades 7-12 considered to be at risk of dropping out of school and required districts to provide remedial and support programs for these students. The definition of "at-risk" students included students who had not advanced from one grade level to the next in two or more school years. In 1991, the rule prohibiting retention of students below Grade 1 was amended to allow districts to assign six-year-old students who were not developmentally ready for the first grade to grades deemed appropriate by the schools (19 TAC §75.195(j), 1992 Supplement). The 85th Texas Legislature extended the revised graduation requirements through the 2018-19 school year (TEC §28.0258, 2018; 19 TAC §101.3022, 2019, amended to be effective December 5, 2017). State testing procedures allow accommodations on STAAR for students who need them. Several accommodations are available to eligible students, including content and language supports, spelling assistance, supplemental aids, and extra time to complete assessments. Admission, review, and dismissal (ARD) committees and placement committees for students served under Section 504 of the Rehabilitation Act of 1973, as amended (Title 29 of the United States Code §794 [Section 504], 2019; Title 34 of the Code of Federal Regulations, Part 104, 2019), determine which accommodations can be used by students receiving special education services and Section 504 services, respectively. When a student does not receive special education or Section 504 services but meets the eligibility criteria for testing accommodations, the decision is made by the appropriate team of people at the campus level, such as the response to intervention (RTI) team or the student assistance team. English learners (ELs) may also receive accommodations on the statewide assessments, and EL students in Grades 3-5 may be provided Spanish-language versions of tests when available. Language proficiency assessment committees (LPACs) make assessment and accommodation decisions for EL students. Since 1995, Texas statute has stipulated that "a student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level" (TEC §28.021, 1996). In 1999, specific provisions linking test performance, promotion, and instruction were added (TEC §28.0211, 1999).

https://tea.texas.gov/sites/default/files/retention_student_performance_2016-17.pdf

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*.

School Calendar and Schedule

School Calendar: The proposed academic year will begin on Monday **August 16, 2021 and end on May 20, 2022.** The school year will be divided into two semesters, with the first semester consisting of two, 9-week periods, and the second semester, which will consist of two, 9-week periods, a study week for final exams, and a testing week. An average grade from the two 9-week periods will make up the student's semester grade, which will dictate whether or not students receive credit for the semester. The same policy will be held for following two, 9-week periods which make up the second semester. The proposed academic year will feature a total of 75,680 instructional minutes, which is above the required 75,600 minutes. The last week of school will be used for testing/last days of school. The following holidays will be observed during the first semester, Labor Day – **September 6, 2021,** Columbus/Indigenous Peoples Day-**October 11,2021 and** Thanksgiving Break – **November 22 – November 26, 2021.** The following holidays will be observed during the second semester, Martin Luther King Day – **January 17, 2022 and** Spring Break – **March 14 – March 18, 2022.**

School Schedule: High school day will begin for the students at 7:55 AM and will run until 4:20 PM. Our daily schedule is directly aligned with our focus on college preparation and will consist of an eight-period schedule.

2021/22 The Holback Academy Calendar

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Feder	ral holidays 2021/22						
Sep 6, 2021	Labor Day	Nov 25, 2021	Thanksgiving Day	Dec 31, 2021	New Year's Day (obs.)	Feb 21, 2022	Presidents' Day
Oct 11, 2021	Columbus Day	Dec 24, 2021	Christmas Day (obs.)	Jan 1, 2022	New Year's Day	May 30, 2022	Memorial Day
Nov 11, 2021	Veterans Day	Dec 25, 2021	Christmas Day	Jan 17, 2022	Martin Luther King Day	Jul 4, 2022	Independen ce Day

Student Recruitment and Enrollment

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

Enrollment Process: Admission to The Holback Academy shall be open to all scholars who reside within the geographic boundaries stated in the open-enrollment charter of the School and who are eligible for admission in accordance with applicable law. As an open enrollment charter school, we at The Holback Academy will accept applications from all students within the geographic areas defined under the Admission Requirements label. The students residing in the primary boundary are admitted upon the completion of the Holback Academy Application and upon approval the enrollment packet. Applications from students residing in the secondary boundaries are accepted in November of the year prior to the upcoming school year. We will allow applications to be submitted anytime up to the end of the school year that is being applied for. If additional students apply for admission to The Holback Academy than can be admitted, the Academy is obligated to conduct a lottery drawing for applications received from November 1st throughout February 27th. This selection process will be used to determine the order students will be admitted from the waiting list which is held Mid-February. Any applications received after February 1st will be placed on the waitlist in the order they are received.

Submission of Application Deadline In order to be considered for admission, The Holback Academy requires applicants to submit a completed application form .The Holback Academy admissions application process will begin for year one is from November 1 to April 1. The deadline to submit admissions applications for the next school year is February 1^{st} .

The Holback Academy Lottery & Exemption: If a student meet one of the following criteria and in the following order they're exempted from the lottery: As permitted by §100.1207(b) of Title 19 of the Texas Administrative Code and the federal guidance on charter schools, the following categories of applicants are exempted from the lottery and shall be exempted in the following order:

 Returning scholars already admitted or attending the school, Siblings of scholars already admitted to or attending the school, so long as the sibling's grade are not oversubscribed;
 Children of employees of The Holback Academy so long as the total number of scholars allowed under this exemption constitutes only a small percentage of the school's enrollment; and
 Children of founders of The Holback Academy so long as the total number of scholars allowed under this exemption constitutes only a small percentage of the school's enrollment; and
 Children of founders of The Holback Academy so long as the total number of scholars allowed under this exemption constitutes only a small percentage of The Holback Academy enrollment.

Student Enrollment :The Holback Academy must receive the following documents within 30 days upon enrollment.1. Verification of Learners identity, 2. Immunization Records, 3.Verification of Residency (see below) and 4. Academic Records (Transcripts).

Re-Enrollment :Learners who were previously enrolled at The Holback Academy who has withdrawn and desires to re-enroll are subject to policies and procedures outlined in this document, including submission of a new application, the lottery, and the waitlist.

Facility Acquisition

1. Has the applicant identified a specific location for at least one campus in Year 1?

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.

Fort worth, TX 70102	Physical Address of Facility:	1100 Macon St Fort Worth, TX 76102
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2. Does the applicant currently own the p	roperty, plan to purc	hase it, or plan to lea	ase it?
Currently Own 🗆	Purchase 🗆	Lease 🗵	

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

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

Facility Description : The Holback Academy has identified a location for our campus. Based on our calculations for the first 2 years, we will need a location that hold over 490 students. The proposed location is 30,699 Sqft. This would be the ideal location for our student body.

Our campus is technology stem focused, so we want a location that not only fits our desire student body but also safe and manageable. Based on enrollment operations for year one, we will need a facility that offers 14 classrooms, and multiple restroom locations within the campus. We will also need a cafeteria and space for food storage and food warmers; we plan to us Revolution Foods as our food vendor for breakfast and lunch. The leasing option for the year to year is \$368,388. \$12.00/sf/yr. and a total of 30,699 SF overall building size. The total price for the building is \$5,000,000.

Yes ⊠ No □

a it?

PROPRIETARY MATERIAL

1 page has been withheld

PLEASE NOTE: The responsive information contains proprietary information that can only be made available to you for viewing in person. Because the information indicates that it is proprietary, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the proprietary information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.

Facility Not Identified

1.	Does the applicant intend to	o lease or purchase a property?	
	Lease 🖂	Purchase	

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

Transportation

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

In our targeted community population , students are transported to school by walking, family member (cars), and public transportation. We plan to incorporate with public transportation (Transit/Subway). The proposed location is located near the Texas And Pacific (T&P) Transit Stop and near the Fort Worth Intermodal Transportation Center (ITC) Transit Stop. This location fits our targeted community population. In our budget we have made designed public transportation vouchers for students for families who are determined to be economically disadvantaged according to the following four categories Eligible for Free Meals (code 01) – Eligible for free meals under the National School Lunch and Child Nutrition Program; Eligible for Reduced-Price Meals (code 02) – Eligible for reduced-price meals under the National School Lunch and Child Nutrition Program; Other Economic Disadvantage (code 99) – including students from a family with an annual. This is at no cost to our economically disadvantaged learners. https://tea.texas.gov

<u>http://ritter.tea.state.tx.us/peims/standards/1314/c054.html.This</u> is income at or below the official federal poverty line, students eligible for Temporary Assistance to Needy Families (TANF) or other public assistance, students who received a Pell Grant or comparable state program of need-based financial assistance, students eligible for programs assisted under Title II of the Job Training Partnership Act (JTPA), students eligible for benefits under the Food Stamp Act of 1977. (TEA) Budget. <u>https://tea.texas.gov</u>.

http://ritter.tea.state.tx.us/peims/standards/1314/c054.html

Start-up Plan

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

Startup: Superintendent \$2000, (10month salary) for a startup, starting September 1, Operations manager \$2,000 (3-month salary), November 1st Board of directors \$1,000 for board expenses/training in a startup. Year 1: we will hire 2 English Language Arts teachers, 2 math, 2 social studies, 2 science teachers, and 2 specials teachers. Teachers may be subject to teach multiple courses.

We predict an estimation of 230 student's year 1 of operation grades 9th-12th. Year 2 of operations we predict an enrollment of 260 students . Year 3 an estimation of 430 students and year 5 an estimation of 520 students enrolled. Our capacity of students to enroll estimation is 980. The Holback Academy predicts that we will have an estimation of 20 students with disabilities. Starting off with Year 1, we will hire 2 fully certified sped teachers that will collaborate with traditional teachers, support, coordinate, and provide services and interventions for our special need's learners. Our proposed budget provides resources for any ancillary services that students may require. This includes all costs for testing requirements. Year 2, we predict and estimation of 25 to 30 students with disabilities that require may or may not require accommodations. We will use the \$10,000 donation from and continue our fundraisers through year 0. The estimated state revenue for year 1 is 1,914,136. This will increase each year with enrollment. Federal revenue is pending. Total personnel, payroll Texans and benefits expenses is \$1,508,897. The Total expenses for year 1 is \$2,531,613. We predict this will increase based on enrollment. We will take the necessary steps to cover our finances for our year 1 being that is unstable financially. We plan to limit expanses, apply for grants and seek contributors. We will reduce positions so that are our finances align . Enrollment, Family Engagement & Communications: We have included \$1,500 in Start-Up: August 1st, 2020- August 1st, 2021, The leaders at the Holback Academy will not only seek to keep parents engaged through a myriad of different methods but will also look for critical feedback that will only serve to help the Academy grow and evolve so that all involved will reach their full potential. Following the theme of technological advancement and integration, the Holback Academy will utilize various social media platforms to give parents an instantaneous way to communicate with school officials and other important school figures on issues, questions, comments or feedback. Social media platforms Facebook and Twitter will be used to give parents live news and updates regarding events and news of the school. Also, Instagram will be used in conjunction with the school's website to create a visually appealing layout of the school's culture and student life. FINANCIAL MANAGEMENT - No budget needed: Review/establish HBA Policy. June 2020; Monitor/ schedule monthly review of financial statements. The Holback Academy will begin the creation and adoption of financial policies. This protects us and tracks daily treats. July 2020 Manage to assess and control internal Credit usage. August 2020 Establish financial Systems for accounts. September 2020; establish and finalize plans for funding year to ongoing payrolls. We want to make sure we follow Texas accounting laws.

Financial Planning

1. Identify the fiscal yea	r for the sponsoring entity .
July 1-June 30 □	September 1-August 31 □
2. Identify the fiscal year for	or 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.

The Holback Academy has the support of Effective highly qualified educations in the Dallas Fort Worth area who understands the requirements of opening and maintaining a functioning successful charter school in Texas. Below are the positions that will be responsible for managing and executing and overseeing tasks. Superintendent \$2000, (10month salary) for a startup, starting September 1, Operations manager \$2,000 (3-month salary), November 1st Board of directors \$1,000 for board expenses/training in a startup. Annuals Board meeting schedules will be created June 2020; July 2020 board polices, and established goals will be adopted; the Establishment of yearly goals will be created by August 2020; Targets for startups, calendars and benchmarks will be created in September 2020. Deadlines for plans will be established during October 2020. Tea Requirements, various monthly meetings, board members training, state policies, and systems will be established by November 2020. The Holback Academy will create /review job description, performance review, evaluation process, specify salary range, hire HR; confirm bylaws, provide code of conduct, set academic/financial goals; determine roles by electing officers; refine role of governance/management; establish methods of communication; refine decision-making process; approve policies; ensure D&O Insurance; lastly develop an Board Calendar and committee schedule.

Enrollment, Family Engagement & Communications: We have included \$1,500 in Start-Up: August 1st, 2020- August 1st, 2021, The leaders at the Holback Academy will not only seek to keep parents engaged through a myriad of different methods but will also look for critical feedback that will only serve to help the Academy grow and evolve so that all involved will reach their full potential. Following the theme of technological advancement and integration, the Holback Academy will utilize various social media platforms to give parents an instantaneous way to communicate with school officials and other important school figures on issues, questions, comments or feedback. Social media platforms Facebook and Twitter will be used to give parents live news and updates regarding events and news of the school. Also, Instagram will be used in conjunction with the school's website to create a visually appealing layout of the school's culture and student life. August 2020- January 2021, The Holback Academy will send out newsletters via social media to our subscribers. We will post on our official website and share board meeting and school, college prep opportunities with our community.

November 2020– Aug 2021: we will speak to families/stakeholders monthly to share with you our goals and vision. Dec 2020- Aug 2021 ENROLLMENT: The Holback Academy will hold multiple community meetings in English & Spanish to increase families' awareness of our diverse campus; We want the community to know that we are present and here to help mold your child for success,

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 □

January 2020; We begin to create enrollment forms. July 2020; We will share announcements of the application through social media, teacherjobnetwork, newspapers, flyers and our official website, www.TheHolbackAcademy.org. August 2020, HBA: Provide users access to our official enrollment application through our website and teachers' job network.

January 1, 2021, HBA: Announcement of the deadline for our application. January 2021; HBA: We will finalize the lottery protocol, location, and time. Our official website will have the dates posted and we will send an email, and letter to families.

February 2020; The Holback Academy will Continue recruiting and engaging with families via meetings, social media, website or email.

February 2021 – March 2020; Reminder of Deadline for applications. April 2021, The lottery. April 29, 2020. families are informed within 36 hours.

March 2021 – Aug 2021 FACILITIES – We have allocated \$3,500 for facility needs in Start-Up. Leasing option for 10 months. We intend on receiving more donations from our fundraisers in June 2020-June 2021.

Finalize facility selection in June 2021.

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.**

Corporations Soction P O Box 15007 Austin, Texas 78711-3697 Office of the Secretary of State CERTIFICATE OF FILING OF ***Reducted*** File Number: **Pledatesd*** The undersianed, as Secretary of State of Texas, hereby certifies that an Application	Carlos H. Cascos Searctury of State	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	Certificate of Formation Nonprofit Corporation	This space reserved for office use.
<text><text><text><text><text><text></text></text></text></text></text></text>	transact business in sees set forth in the ation of the rights urmed Business or	AI (S	Article 1 – Entity Name and ted is a nonprofit corporation. The s rticle 2 – Registered Agent and Re ee instructions. Select and complete <u>sither</u> A or d agent is an organization (cannot be e	rgistered Office B and complete C.)

Texas Certificate of Filing

Texas Certificate of Formation

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

THE HOLBACK ACADEMY CORPORATION File Number: 803104847

The undersigned, as Secretary of State of Texas, hereby certifies that the statement of change of registered agent/office for the above named entity has been received in this office and has been found to conform to law.

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

Dated: 10/21/2019

Effective: 10/21/2019



H

Ruth R. Hughs Secretary of State

Form 202					
Secretary of State P.O. Box 13697 Austin, TX 78711-3697 FAX: 512/463-5709	Contificat	of Formation	Filing	ecretary of g #: 803104 ocument #:	ne Office of the State of Texas 847 08/29/2018 833929810002
Filing Fee: \$25		t Corporation	Image	Generated	d Electronically for Web Filing
	Article	1 - Corporate Name)		
The filing entity formed is a nonpr	ofit corporation. T	he name of the entity	is :		
THE HOLBACK ACADEMY	<u>CORPORATI</u>	<u>ON</u>			
		red Agent and Regis			
A. The initial registered agent is			n named abov	e) by the nar	ne of:
LEGALINC CORPORATE	SERVICES INC				
		OR			
B. The initial registered agent is	s an individual res	ident of the state who	se name is se	t forth below	:
C. The business address of the re	egistered agent an	d the registered office	e address is:		
Street Address: 10601 CLARENCE DR SUITE 250 FRISCO TX 7	5033				
		t of Registered Age	nt		
A. A copy of the consent of reg	istered agent is at	tached.			
	-	OR			
B. The consent of the registere	d agent is maintai	ned by the entity.			
	Artic	le 3 - Management			
A. Management of the affairs	of the corporation	is to be vested solely OR	in the membe	ers of the cor	poration.
✓ B. Management of the affairs of which must be a minimum of three persons who are to serve as direct are set forth below.	e, that constitutes	the initial board of dire	ectors and the	e names and	addresses of the
Director 1: DANIEL HOLBACK			Title:	Director	
Address: 6535 GLENVIEW DF	RIVE APT 621	NORTH RICHL	AND HILLS	TX, USA	76180
Director 2: TIMOTHY JENKINS	5		Title:	Director	
Address: 6535 GLENVIEW DR		NORTH RICHLA	AND HILLS	TX, USA	76180
Director 3: DALVIN DUNN			Title:	Director	
Address: 6535 GLENVIEW DF	RIVE APT 621	NORTH RICHL			76180
	Article 4 -	Organization Struct	ture		
A. The corporation will have m	embers.	-			
or B. The corporation will not have	e members				
		ticle 5 - Purpose			
The corporation is organized for t		•••••••••••••••••••••••••••••••••••••••			
TO CREATE A COLLABOR AND IMPROVE COMPETENCIES	RATIVE COMN		SURES AL	L STUDEN	ITS ACHIEVE

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

THE HOLBACK ACADEMY CORPORATION File Number: 803104847

The undersigned, as Secretary of State of Texas, hereby certifies that the statement of change of registered agent/office for the above named entity has been received in this office and has been found to conform to law.

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

Dated: 10/21/2019

Effective: 10/21/2019



H

Ruth R. Hughs Secretary of State

Form 202	<u></u>	EOR			
Secretary of State P.O. Box 13697 Austin, TX 78711-3697 FAX: 512/463-5709			Filed in the Office of th Secretary of State of Texa Filing #: 803104847 08/29/201 Document #: 83392981000		State of Texas 847 08/29/2018
Filing Fee: \$25		of Formation Corporation	Image	Generated	d Electronically for Web Filing
	Article	1 - Corporate Name			
The filing entity formed is a none	profit corporation. Th	e name of the entity is :			
THE HOLBACK ACADEM	IY CORPORATIO	<u>DN</u>			
		ed Agent and Registered			
A. The initial registered agent		annot be corporation nam	ned abov	e) by the nar	me of:
LEGALINC CORPORATE	SERVICES INC.				
		OR		Couth holo	
B. The initial registered agent	is an individual resid	ent of the state whose ha	me is se	forth below	:
C. The business address of the	registered agent and	the registered office add	ess is:		
Street Address:	regiotorea agent and	the registered enfort dual	000 10.		
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	Consent	of Registered Agent			
A. A copy of the consent of re	gistered agent is atta				
		OR			
B. The consent of the register					
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B. Management of the affairs which must be a minimum of the persons who are to serve as dire are set forth below.	ee, that constitutes the	ne initial board of directors	and the	names and	addresses of the
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Director 2: TIMOTHY JENKIN	VS		Title:	Director	
Address: 6535 GLENVIEW D	RIVE APT 621	NORTH RICHLAND	HILLS	TX, USA	76180
Director 3: DALVIN DUNN			Title:	Director	
Address: 6535 GLENVIEW D	RIVE APT 621	NORTH RICHLAND	HILLS	TX, USA	76180
	Article 4	Organization Structure			
A. The corporation will have		organization officiale			
or					
B. The corporation will not ha		ala E. Durmana			
The corporation is amonized for		cle 5 - Purpose			
The corporation is organized for TO CREATE A COLLABO AND IMPROVE COMPETENCIE	RATIVE COMM		ES ALI	L STUDEN	NTS ACHIEVE

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

In the Process of sending off application for the 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.

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

The Holback Academy corporations have summitted the application for the Determination letter on January 23rd, 2020.

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.

Generation Twe	nty-Five Applicant Information Session Registration Form
NOV 1 '19 AM9:28	Division of Charter School Administration
GEN25 APP INFO SESSION	Texas Education Agency

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:	The Holback Academy		
Sponsoring Entity Name as reflect	ted on the 501(c)(3) form: The Holback Academy Corporations		
Application Contact Name: Dr. Danel Jarmar Holback			
Title/Role: Ceo			
Email: Holback@usc.edu	Phone: (972)-310-3473		
Board Member Attending:	Dr. Daniel Jarmar Holback		
Board Member Attending:	Timothy Jenkins		
Board Member Attending: Danielle Holback, MFA			
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.		
Subm	it 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		
	Page		

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 <u>NOT</u> provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.
- *Letter(s) of support*. Provide (if any) <u>non-financial</u> letters of support from individuals, organizations, officials, etc.

BERNARD JACKSON

October 16. 2019 Regarding Daniel Holback

To Whom it May Concern:

I highly recommend Dr.Daniel J. Holback as a candidate for expanding education to all children. Daniel has accomplished goals just as any other educator has, but his drive and efforts to create an innovative way to learn should be met with great support. Mr. Holback will be more than responsible for supporting students and staff to be their absolute best and creating a highly productive space to propel excellence in a format that's much needed.

Dr.Daniel has excellent communication skills, In addition to his endearing charm he is extremely organized, reliable and sees his projects to full development. Holback can work independently and is able to follow through to ensure that the points of full scope are met with a get it done initiative. He is also flexible and willing to work on any project that comes his way.

Dr.Daniel Holback is a tremendous asset to the state of Texas education system and will be more effective with the opportunity to be innovative with his ideals to build out programming based on his experience and growth while being an educator. I give him my highest recommendation and support from COSBY WEALTH-MORE Media and BERNARD JACKSON LLC. If you have any further questions with regard to my support, please do not hesitate to contact me.

Sincerely,

Bernard, Jackson

Bernard Jackson Fashion Designer, Philanthropist and Artist BERNARD JACKSON LLC

www.officialbernardjackson.com

The Holback Academy Public Meeting



January 10th, 2020 1:00 pm to 4:25 pm at the Fort Worth Public Library-Central.

Community Questions

- 1. How do we create a community and district-wide culture of continuous improvement, plan strategically, and align our operating plans to achieve strategic outcomes?
- 2. What is your preferred method of asking a question about my student: email, phone or a note in the planner?
- 3. What can I do to support you and make your job easier as we work as a team for my child's growth this year?
- 4. What can I do at home to keep academic and behavior expectations on track?
- 5. How can I best stay on top of what is happening at school? In the classroom?
- 6. What do you suggest we do if we are at home and my student gets "stuck" on homework?
- 7. What is your teaching style and how can we be consistent with those methods at home?
- 8. What are your suggestions for limiting online time and social media for this age?
- 9. Does my child have too many extracurricular activities from your vantage point? How do I know if he/she is overbooked?

The Holback Academy @theholbackacademy		N.	
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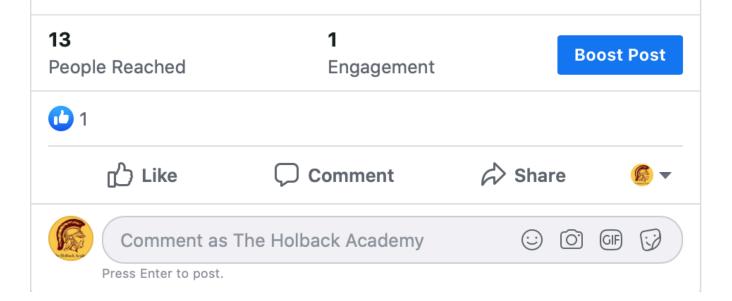


The Holback Academy January 10 at 12:37 AM · 🚱



The Holback Academy Inc

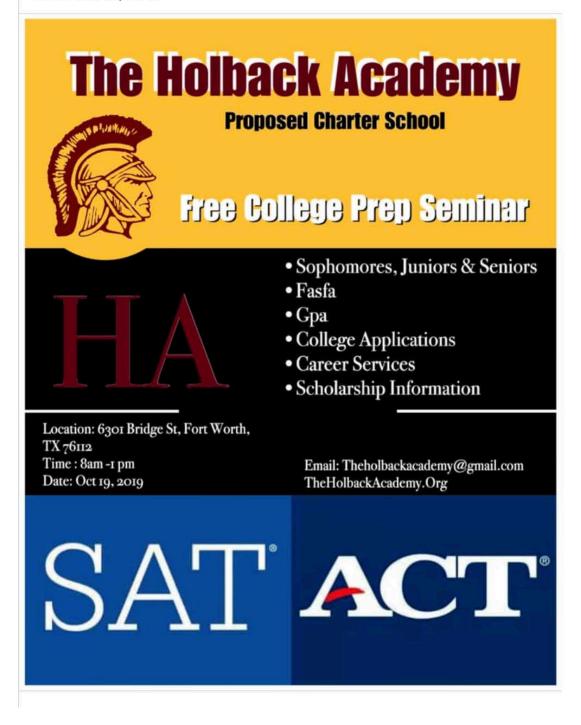
A public meeting on will be held on January 10th, 2020 from 1:00 pm to 4:25 pm at the Fort Worth Public Library-Central. The Holback Academy, a proposed open-enrollment charter from grades 9th-12th . If approved will open Fall 2021. The school board members include Dr. Daniel Holback, Dalvin Dunn, Timothy Jenkins, Davon Rosaya Jamal Firle & Michael Jackson.





The Holback Academy October 14, 2019 · 🚱

Free College Pre Seminar from the Holback Academy (Proposed Charter School) ... Location: 6301 Bridge St, Fort Worth, TX 76112 Time : 8am -1 pm Date: Oct 19, 2019

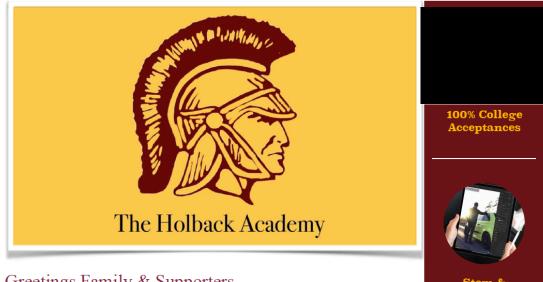


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VOLUME 1. ISSUE 1

NOVEMBER 17, 2019

The Holback Academy Newsletter



Greetings Family & Supporters

The Mission of the Holback Academy is to cultivate the minds of our scholars, ensuring they will acquire the necessary critical thinking skills for the technological advancements of the future, and to provide relevant, quality education that will guarantee that our students are college and career ready upon graduation.

The Holback Academy's vision is to empower and cultivate scholars to improve the world. The goal is for learners to embrace challenges and to be determined to succeed. The Holback academy focuses not only on cultivating learners, but also on the repair of rebuilding the community. This newsletter will be one of many, and we welcome you to the Holback Academy family. We are the Trojans and we strive for success.

Sincerely,

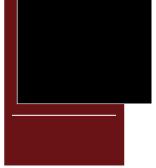
Dr. Daniel J.Holback

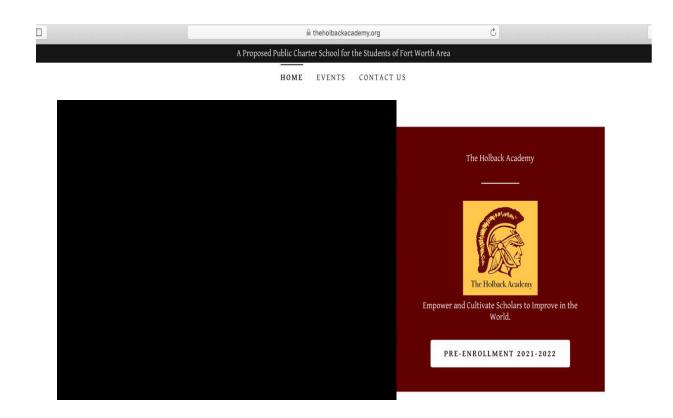
Superintendent, The Holback Academy

972.310.3473

Stem (Technology School

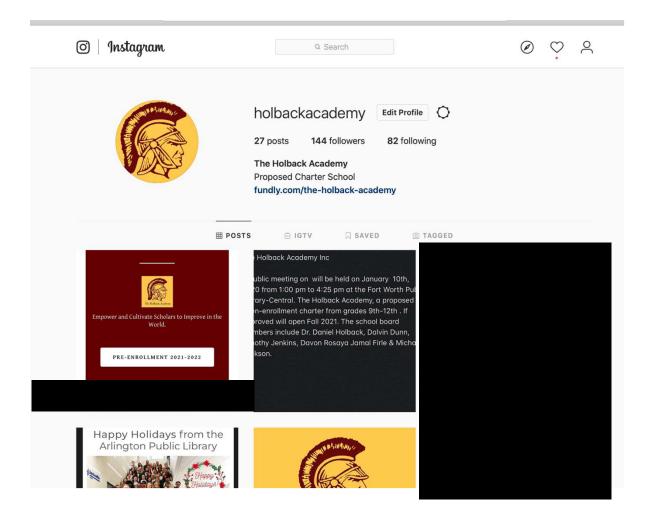
Teacher & Staff SupportStem & Technology School





About Us

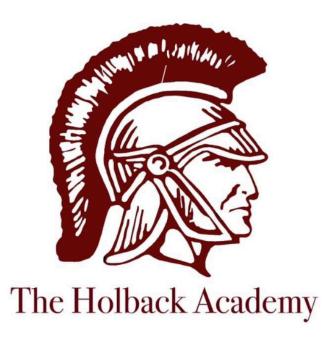
Our Vision	Core Values
The Holback Academy's vision is	Ambition: The learner has a



The Holback Academy Public Meeting

January 10th, 2020

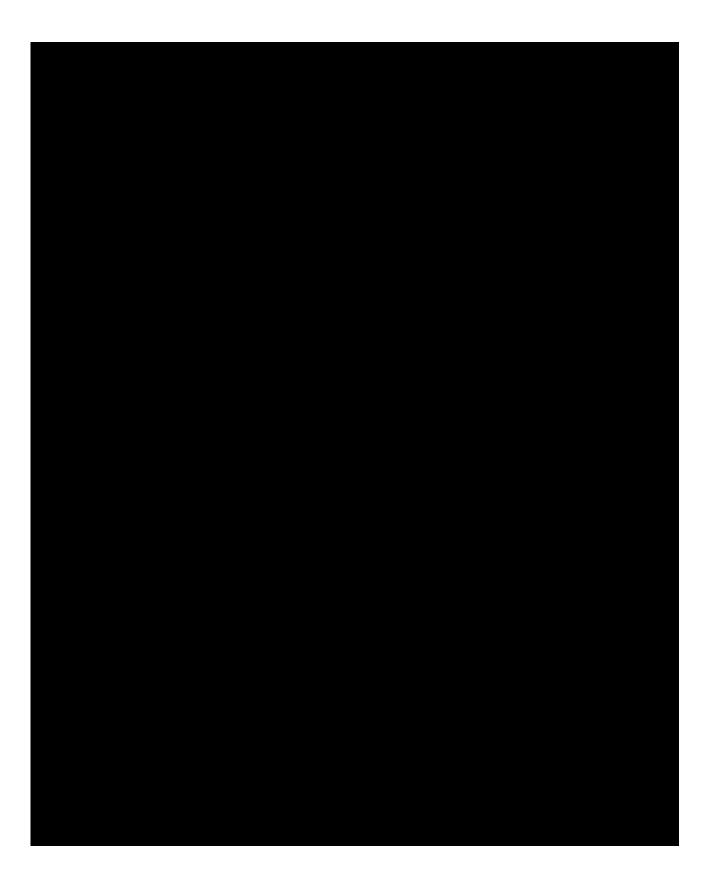
1:00 pm to 4:25 pm at the Fort Worth Public Library-Central.



Meeting Agenda

1:00pm -1:30 School vision and Plan for 2021 1:45pm - 2:30pm Family and Community Engagement 2:45- 3:30 Leadership and plans for College preparation 3:40pm -3:39pm Programs and commitment 3:50pm -4:00pm 4:10pm -4:25pm Questions and Concerns

← TheHoll 6 Tweets	backAcademy		
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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 **<u>must</u>** 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 <u>Subchapter D</u> 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.



Generation 25: << The Holback Academy>>



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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 <u>must</u> 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 <u>Texas State Board of Education</u> (SBOE) and the <u>Texas state legislature</u> 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.

THE HOLBACK Academy Inc - A public meeting on will be held on January_ 10th, 2020 from 1:00 pm to 4:25 pm at the Fort Worth Public Library-Central. The Holback Academy, a proposed open-enrollment charter from grades 9th-12th . If approved will open Fall 2021. The school board Dr. members include Daniel Holback, Dalvin Dunn, Timothy Jenkins, Davon Rosaya _Jamal Firle & Michael Jackson._

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Your Ad Has Been Approved

Do not reply to the email address above. This email is for informational purposes only.

Hello Daniel,

Your Fort Worth Star Telegram ad placed on Star-telegram.com has been approved for publication on the following dates:

Ad number: DFW0102709

Run Schedule: Print Ad: January 4, 2020 to January 10, 2020 Web Ad: January 5, 2020 to January 9, 2020 * Run schedule is the period your ad will run and may not reflect the actual days.

Your ad has been charged as follows: Sub total: 129.99 Grand total: 129.99 Billed amount: 129.99

Any applicable charges will appear as **McClatchy or McClatchy Interactive** on your statement.

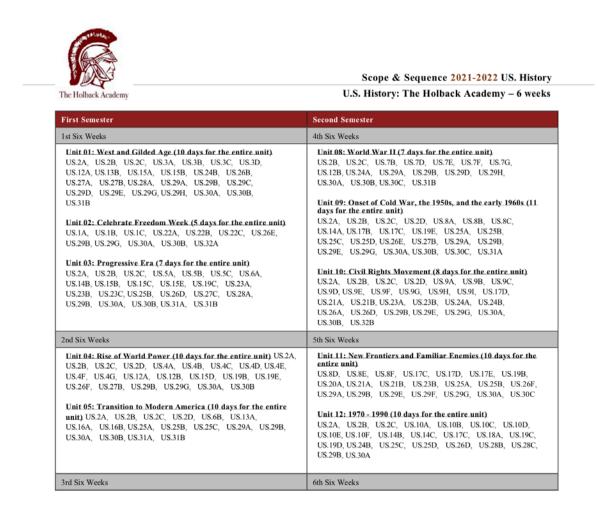
You can view, make changes or renew this and all previous ads through your classifieds account. To access your account, sign in at <u>http://fortworthstartelegram.adperfect.com</u>

If you have any questions about your order, please email <u>oms@mcclatchy.com</u> or call **817-390-7990** Monday - Friday, between 9:00 am and 5:00 pm EST, and reference ad number DFW0102709.

Thank you for choosing Fort Worth Star Telegram.

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.



Unit 06: The Great Depression and New Deal (10 days for the	Unit 13: 1990 - Present (10 days for the entire unit)
entire unit)	US.2A, US.2B, US.2C, US.2D, US.11A, US.11B, US.11C,
US.2A, US.2B, US.2C, US.2D, US.11F, US.12A, US.13A,	US.11D, US.11E, US.12A, US.13B, US.18B, US.19B, US.19C,
US.16C, US.16D, US.16E, US.19A, US.19B, US.19C, US.20B,	US.19D, US.19E, US.24B, US.26D, US.29B, US.30A, US.30C
US.21C, US.25A, US.29D, US.29E, US.29F, US.31A, US.31B,	
US.32A, US.32B	Unit 14: Ever Changing America (10 days for the entire unit)
	US.2A, US.2B, US.2C, US.2D, US.19B, US.26C, US.29B, US.29C
Unit 07: America Reacts to World at War (10 days for the entire	
unit) US.2A, US.2B, US.2C, US.2D, US.7A, US.7B, US.7C,	
US.7D, US.7G, US.12B, US.17A, US.24A, US.26F, US.30A,	
US.31A	

Attachment 8: Proposed Discipline Policy

Provide the school's proposed discipline policy.



The Holback Academy Proposed Discipline Policy

Students at The Holback Academy are accountable for maintaining appropriate behavior at all times. Students who disobey and disregard The Holback Academy school policies will be subject to disciplinary sanctions.

Depending on the violation, student offenses will be identified and handled as follows:

LEVEL 1 Offense MINOR OFFENSES AND CLASSROOM DISRUPTIONS (Examples: electronic devices, Gum chewing, forgetting school supplies, classroom disruptions, failure to complete assignments, excessive talking, care of supplies, minor pupil-pupil conflicts, and other classroom infractions.)

• Level 1 Offense will be handled and documented primarily by the classroom teacher. (Change of seat, time out/isolation, teacher-student conference, peer mediation, confiscation of electronic devices, parent contact, and/or teacher-student-parent conference)

LEVEL 2 Offense SCHOOL POLICY INFRACTIONS

(Examples: Pervasive Level 1 Misconduct, forgery, smoking, theft, excessive tardiness, truancy, dress code infractions, defiance, willful disrespect, and other infractions to any school policies.)

• Level 2 Offense will be referred to the Dean of Discipline and/or Counselor for proper handling and documentation.

LEVEL 3 Offense EDUCATION CODE INFRACTIONS

(Examples: Pervasive level 2 Offense, physical fighting, possession of any weapon, possession of graffiti and/or tagging materials, destruction of school grounds, possession of any controlled substance, act of physical force, criminal or terrorist threats, others as applicable.)

• Level 3 Offense will be referred to the Dean of Discipline and/or School Police for proper handling and documentation.

Depending on the level of misconduct and pervasiveness:

1. Uncooperative students could be disciplined by any faculty member and referred to the Dean for proper handling and documentation.

2. Students could be disciplined by any of the following disciplinary actions: Student Conference, Call Home, Parent Conference, Counseling Session, Detention, In-School Suspension, Home Suspension, Opportunity Transfer, or Recommendation for Expulsion. Additionally, students involved in criminal activities or violations of the Education Code may be subject to police arrest and judicial disciplinary action. Below are a list of activities that will result in suspension ,expulsion and or police involvement.

ACTIVITIES THAT MAY RESULT IN SUSPENSION, EXPULSION, AND POLICE INVOLVEMENT

- Defacing school property. (Student and parent are responsible to pay for damages)
- Defiance or disobedience.
- Fighting.
- Vandalism, damage to school property.
- Habitual profanity.
- Forgery.
- Stealing or extortion.
- Possession of weapons including any type of knife, stun gun, Tasers, pepper spray or mace.
- Crimes of violence.
- Publication or distribution of unauthorized materials.
- Possession of stolen property.
- Climbing of fences or gates.
- Assault or battery upon another person.
- Gambling.
- Sexual harassment.
- Any activity, which is a violation of a law.
- Possession of any marking devise including spray cans, paint, pens and markers.
- Persistent use of degrading language or hazing.
- Any type of gang activity.
- Any type of hate crimes.
- Use or possession of drugs and/or alcohol

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.

January 1, 2020

Alexis LeGrand 3118 Dudley Road West Columbia, South Carolina 29170

To Whom It May Concern

I am writing to lend my support to Dr. Daniel Holback, ED.D. in the rooting of a new charter school in Texas, The Holback Academy.

I met Daniel at Benedict College, where we both were students. He was and still is very passionate about the youth in the world and wants them to excel at all cost.

The Holback Academy is the physical representation of the passion he has for his community. Cultivating the minds of students, ensuring they are mentally ready and capable handling the educational, technological and social advancements of their own futures.

I can whole-heartedly support Daniel for the advancement and workings of The Holback Academy in Texas.

Sincerely,

Alexis LeGrand

Alexis LeGrand



Dear Founding Board and Planning Committee of The Holback Academy Charter School:

I am a national educational consulting firm business owner and I am submitting this letter to express my interest in and my support for the formation of The Holback Academy Charter School. My support exists because The Holback Academy will provide another secondary educational option for families within the community; one which focuses on high standards of achievement, personal growth, creative thinking, social growth/responsibility, and global issues and awareness. Should you have any questions and would like to contact me, please view my contact information in the header of this letter. I am looking forward to working with you all in the development of this prestigious, educational institution.

Sincerely,

Juchael D. Junkley

Michael D. Finkley, GCDF, M.Ed., M.S.Ed. Founder/Executive Director The Finkley Experience An Educational Consulting Firm

BERNARD JACKSON

October 16. 2019 Regarding Daniel Holback

To Whom it May Concern:

I highly recommend Dr.Daniel J. Holback as a candidate for expanding education to all children. Daniel has accomplished goals just as any other educator has, but his drive and efforts to create an innovative way to learn should be met with great support. Mr. Holback will be more than responsible for supporting students and staff to be their absolute best and creating a highly productive space to propel excellence in a format that's much needed.

Dr.Daniel has excellent communication skills, In addition to his endearing charm he is extremely organized, reliable and sees his projects to full development. Holback can work independently and is able to follow through to ensure that the points of full scope are met with a get it done initiative. He is also flexible and willing to work on any project that comes his way.

Dr.Daniel Holback is a tremendous asset to the state of Texas education system and will be more effective with the opportunity to be innovative with his ideals to build out programming based on his experience and growth while being an educator. I give him my highest recommendation and support from COSBY WEALTH-MORE Media and BERNARD JACKSON LLC. If you have any further questions with regard to my support, please do not hesitate to contact me.

Sincerely,

Bernard, Jackson

Bernard Jackson Fashion Designer, Philanthropist and Artist BERNARD JACKSON LLC

www.officialbernardjackson.com

Attachment 10: Bylaws

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.

BYLAWS

THE HOLBACK ACADEMY INC FORT WORTH, TEXAS 12-19-2019

ARTICLE I. NAME AND PURPOSE

Section 1 Name

The Holback Academy Inc. will be the name of this organization. It shall be incorporated under the laws of the State of Texas.

Section 2 Purpose

The organization is incorporated solely for charitable purposes. The purpose of the organization is:

- C. Build Character
- B. Leadership and to young scholars in the community.

Section 3 <u>Non-Discrimination Policy</u>

Pursuant to Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 and the Age Discrimination Act of 1975, The Holback Academy Inc recruits, employs, assigns and promotes staff, terminates employment, accepts patients, volunteers and board members, determines rates of pay and other benefits without discrimination on the basis of age, gender, sexual orientation, disability, ethnic identity, religion or creed.

ARTICLE II. MEMBERSHIP The members of the Corporation shall be the Board of Directors.

ARTICLE III. BOARD OF DIRECTORS

Section 1 <u>Powers and Duties of the Board</u>

The Board of Directors shall manage the business, property and affairs of the organization, and may exercise and delegate any and all of the powers of the organization as it sees fit, subject only to restrictions imposed by statute, the organization Articles of Incorporation, and these Bylaws. The Board of Directors shall establish corporate and administrative policies; authorize operational goals and objectives; emphasize overall corporate planning; authorize agreements and contracts; adopt the budget; approve committee appointments; provide for the maintenance of headquarters; employ, direct and discharge executive personnel; authorize meetings; review committee reports; and determine action to be taken. Board members shall actively participate in community outreach, gift solicitation, and event and campaign planning.

Section 2 <u>Number of Directors and Compensation</u>

The board shall have up to X, but not fewer than X members. The board receives no compensation other than reasonable expenses.

Section 3 Term

Board members shall be elected to two-year terms and are eligible for election for up to two consecutive terms. Directors may be renominated for service on the board following a one-year absence from the board. Lifetime service to the organization is limited to eight years.

Section 4 <u>Elections</u>

The Nominating Committee will nominate one person for each of the available seats to be filled on the Board of Directors by October of each year. New directors shall be elected by a majority of directors present at such a meeting, provided there is a quorum present. Directors so elected shall serve a term beginning on the first day of the next fiscal year.

Section 5 Quorum

A quorum will consist of a simple majority (51%) of the Board of Directors. A quorum of the Board of Directors must be present to conduct business.

Section 6 <u>Meetings</u>

Regular meetings of the Board of Directors shall be held as determined by the Board. Special meetings of the Board of Directors may be held at any time upon twenty-four (24) hour notice, oral or written, by the President, Secretary, Treasurer, or by three other members of the Board of Directors.

Section 7 <u>Notice of Meetings</u>

Written notice stating the place, date and hour of any regular meeting of the Board of Directors shall be delivered personally, electronically, or by mail to each Director with a minimum of ten (10) days notice.

Section 8 <u>Electronic Meetings</u>

Members of the Board of Directors or any committee designated by the Board may participate in a meeting of such Board or committee by means of conference telephone or similar communications equipment by which all persons participating in the meeting can communicate with each other. Participation in a meeting pursuant to this section shall constitute presence at such meeting.

Section 9 <u>Resignations, Termination and Absences</u>

Resignation from the board must be in writing and received by the President or the Secretary. Board members may be excused from attendance upon notification to the President prior to the scheduled meeting. Board members shall be terminated from the board due to excess absences, more than two unexcused absences from board meetings in a year. A board member may be removed for other reasons by a three-fourths vote of the remaining directors.

Section 10 Vacancies

Vacancies occurring on the Board of Directors may be filled at any time by appointment of the President with approval of two-thirds vote of the Board of Directors. The appointment will be for the unexpired term of the position. Fulfillment of appointed partial terms shall not count toward a director's term; appointed directors may serve additional full terms subject to term limitations addressed in Section 3.

ARTICLE IV. OFFICERS

Section 1 General

The Officers of this Corporation shall be President, President Elect, Past President, CEO or Executive Director, Secretary, and Treasurer. Each Officer of this Corporation shall be a member of the Board of Directors.

Section 2 <u>Election and Terms of Office</u>

All officers, except for the CEO, shall be elected for a one (l) year term with no more than two (2) consecutive one-year terms in the same office. No one person may hold more than one office at the same time.

Section 3 Resignation and Removal

Whenever, in the judgment of the Board of Directors, the best interests of the organization will be served, any officer may be removed from office by the affirmative vote of two-thirds of the Board of Directors. Any officer may resign at any time by delivering a written resignation to the President or the Secretary.

Section 4 <u>Vacancies</u>

In the event a vacancy occurs in any Officer's position, it shall be filled in the following manner until the next annual election:

- 1. President The President Elect shall assume the office.
- 2. In case of vacancy in the office of both President and President Elect, the duties of the Office of President shall be performed by the Secretary, until replacements are elected by the Board.
- 3. The Board of Directors shall elect replacements for all other vacancies.

Section 5 Duties and Responsibilities of Officers

The Officers shall possess such powers and perform such duties as shall be determined by the Board of Directors.

- a. The President of the Board shall:
 - Preside at all meetings of the membership and all meetings of the Board of Directors and the Executive Committee;
 - Perform other duties customary to the Office of President, or as directed by the Board of Directors; and
 - Be an ex officio non-voting member of all committees.

b. The President Elect of the Board shall:

- Perform such duties as the President and/or the Board of Directors may determine;
- In the absence of the President, shall perform the duties of the President; and
- Serve as Chair of the Strategic Planning Committee and an ex officio member of the nominating committee.
- c. The CEO shall:
 - Be appointed by the Board of Directors and shall serve as the salaried chief executive of The Holback Academy Inc;
 - Be charged with the responsibility of operating, managing and directing the corporate business, including the employment of individuals to carry out the purposes of The Holback Academy Inc and

- Execute bonds, mortgages and other contracts except where the signing and execution thereof shall be expressly delegated by the Board of Directors to some other officer or agent of The Holback Academy Inc.
- d. The Past President of the Board shall:
 - Perform such duties as the President and/or the Board of Directors may determine;
 - Serve as Chair of the Nominating Committee.
- e. The Secretary shall:
 - Oversee notice and maintenance of the minutes of the meetings the Board of Directors, and the Executive Committee; and
 - Perform other duties customary to the Office of the Secretary, and as may be required by the Board of Directors or the President of the Board.
- f. The Treasurer shall:
 - Be the custodian of the corporate funds of The Holback Academy Inc., however received, save and except for such funds as the Board of Directors may from time to time entrust to the care and use of designated paid employees of The Holback Academy Inc., to be used exclusively for the operation of The Holback Academy Inc.;
 - Serve as Chair of the Finance Committee;
 - Disburse the funds of The Holback Academy Inc. as ordered by the Board of Directors;
 - Oversee day-to-day authority for managing the finances of The Holback Academy Inc.;
 - Provide such financial reports and statements as the Board of Directors or Executive Committee may from time to time require or request; and
 - Supervise the keeping and auditing of the accounts which shall be open at all times to inspection by the Board of Directors and the Executive Committee

ARTICLE V. COMMITTEES

Section 1 <u>Committee formation</u>

The board may create committees as needed. The President appoints all committee chairs from the membership of the Board. Limited term task forces may be appointed by the President at any time with approval by the Executive Committee; standing and longer term committees shall be created with the affirmation of majority vote of the board.

Section 2 <u>Executive Committee</u>

Board officers serve as the members of the Executive Committee. Except for the power to amend the articles of incorporation and bylaws, the Executive Committee shall have all the powers and authority of the board of directors in the intervals between meetings of the board of directors and is subject to the direction and control of the full board. The uncompensated members of the Executive Committee shall be responsible for conducting the performance review of the CEO.

Section 3 Finance Committee

The treasurer is the chair of the Finance Committee, which has at minimum X members. The Finance Committee is responsible for developing and reviewing fiscal procedures and annual budget with staff and other board members. The board must approve the budget and all expenditures must be within budget. Any major change in the budget must be approved by the board or the Executive Committee.

Section 3.1 Audit Task Force

The Finance Committee on an annual basis shall appoint an audit task force who shall monitor the audit process. The task force shall be chaired by a member of the board that does not serve on the Finance Committee and shall have at minimum two members from the Finance Committee represented.

Section 4 <u>Strategic Planning</u>

The Strategic Planning Committee shall be chaired by the President Elect of the board and consist of not less than X members. The Committee shall monitor the implementation of the strategic plan.

Section 5 <u>Nominating Committee</u>

The nominating committee shall be chaired by the past president and consist of not less than X members. Members of the nominating committee are not eligible for officer positions. The President Elect shall serve as an ex officio member of this committee. The committee shall be responsible for selecting a slate of directors and officers for consideration by the full board on an annual basis.

ARTICLE VI. EXECUTION OF DOCUMENTS

Section 1 Documents, Obligations and Disbursements

Policies regarding documents, obligations and disbursements are set forth in the organization's operations policies which shall be reviewed on an annual basis by the board.

ARTICLE VII. PARLIAMENTARY AUTHORITY

Section 1 Fiscal Year

The designated fiscal year of this corporation shall be January 1st to December 31st.

Section 2 Parliamentary Authority

The most recent edition of *Robert's Rules of Order* shall serve as the Parliamentary Authority for the organization.

ARTICLE VIII. INDEMNIFICATION

Section 1 General

Unless expressly prohibited by law, the Corporation shall fully indemnify any person made, or threatened to be made, a party to an action, suit or proceeding (whether civil, criminal, administrative or investigative) by reason of the fact that such person, or such person's testator or in testate, is or was a director, officer, employee or agent of the Corporation or serves or served any other enterprise at the request of the Corporation, against all expenses (including attorneys' fees), judgments, fines and amounts paid or to be paid in settlement incurred in connection with such action, suit or proceeding.

Section 2 Limitation of Liability

Officers, directors and other persons who perform services for the corporation and who do not receive compensation other than reimbursement of expenses ("volunteers") shall be immune from civil liability. Additionally, persons regularly employed to perform a service for a salary or wage ("employees") shall not be held personally liable in damages for any action or omission in providing services or performing duties on behalf of the corporation in an amount greater than the amount of total compensation (other than reimbursement of expenses) received during the twelve (12) months immediately preceding the act or omission for which liability was imposed. Regardless of the amount of liability insurance maintained, this limitation of liability for volunteers and employees shall not apply when the injury or damage was a result of the volunteer or employee's willful misconduct, crime (unless the volunteer or employee had reasonable cause to believe that the act was lawful), transaction that resulted in an improper personal benefit of money, property or service to the volunteer or employee, or act or omission that was not in good faith and was beyond the scope of authority of the corporation pursuant to this act or the corporate charter. This limitation of liability shall not apply to any licensed professional employee operating in his or her professional capacity. The Corporation is liable only to the extent of the applicable limits of insurance coverage it maintains.

ARTICLE IX. AMENDMENTS

Section 1. <u>Amendments</u>

The Governance Committee shall review the Bylaws annually. In order to amend the Bylaws, notice of the proposed amendment shall be delivered personally, electronically or by mail to each member of the Board of Directors at least two weeks prior to the time of the vote on the proposed amendment. The Bylaws shall be amended by a 2/3 vote of the Board of Directors.

Bylaws certified by Board of Directors:

Dated: <u>12-19-19</u>

Davon Rosaya

Secretary, Board of Directors

Dr. Daniel Holback

President, Board of Director

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.

Please note this document was readjusted from a newer document by Texas Charter School Association. There are no existing relationships that could pose actual or alleged conflicts if the application is approved. The Board will require all Board members to sign the Code of Ethics and Conflict of Interest Policy each year and the Board will review both policies yearly in its yearly meeting.

EXHIBIT A

The Holback Academy Code of Ethics and Conflict of Interest Policy

Preamble

This Policy is adopted by the Board of Directors of The Holback Academy. The Board is committed to maintaining the highest legal and ethical standards in the conduct of the business of The Holback Academy, and to protecting the integrity and reputation of The Holback Academy, the Board and all the employees, volunteers and programs of The Holback Academy. The Directors and Officers of The Holback Academy are responsible for exercising their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers have an obligation to keep the welfare of The Holback Academy at all times paramount in order to ensure that they 1) do not compromise their independence of judgment, 2) preserve confidence and trust in the organization and the Board, and 3) protect and fulfill the mission of The Holback Academy. Every Director and Officer of The Holback Academy has a duty of loyalty to The Holback Academy. Therefore, activities and financial interests must be adjusted so as not to interfere with the primacy of that commitment. This Policy will aid Directors and Officers as they identify actual or potential conflicts of interest and will provide the Board with a procedure to address any conflicts. This Policy is intended to supplement but not replace any applicable federal, state or local laws governing conflicts of interest applicable to The Holback Academy and charitable organizations.

I. Ethical Principles

A. Professional Integrity vs Personal. Directors and Officers, as well as employees, volunteers, and advisors of The Holback Academy, must conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

B. Financial Management. The Holback Academy manages its funds responsibly and wisely. It oversees the funds entrusted to it consistent with state and federal law and consistent with donor intent to support the purpose and mission of The Holback Academy and the learner and community in which it operates. It ensures that all spending practices and policies are reasonable and appropriate, and all financial reports are factually accurate and complete in all material respects. As a tax-exempt public charity, The Holback Academy uses and expends its funds in a manner that advances the charitable and educational mission and objectives of The Holback Academy and not the private interests of Directors or Officers.

C. Public Accountability. The Holback Academy provides comprehensive and timely information in accordance with applicable state and federal law and is responsive to reasonable requests for information about its activities. Basic informational data about The Holback Academy such as the IRS Form 990, audited financial statements and Annual Financial and

Compliance Report shall be made available to the public in accordance with applicable state and federal law.

D. Accuracy and Retention of Records. The Holback Academy will create and maintain records that meet operational and legal requirements including federal, state and local laws.

E. **Political Actions.** As a 501 (c)(3) tax-exempt public charity, The Holback Academy is prohibited from engaging in political activities and its tax-exempt status is in part dependent upon whether it conducts political activities. Anyone serving as a Director, Officer, employee, volunteer, vendor or contractor must not use their relationship with The Holback Academy to promote or oppose candidates or parties or to create the appearance that The Holback Academy endorses or opposes a candidate or party for elected office.

F. Endorsements and Use of The Holback Academy **Name and Affiliation.** The Charter School's name, logo, letterhead or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from The Holback Academy Board.

G. Questions, Concerns or Reports of Violations. Questions or concerns should be directed to one or more of the following: the Chairman of the Board of Directors or the Chief Executive Officer. If a Director, Officer, employee, volunteer or contractor believes a colleague is violating the obligations or expectations of this Policy or is otherwise acting in an illegal or unethical manner, it is his/her duty to report it. Doing so is not an act of disloyalty, but of loyalty to The Holback Academy and the principles that it intends to uphold and the type of community it seeks to foster. A report also safeguards the reputation and assets of The Holback Academy and can safeguard an individual from criminal, civil or disciplinary action for failure to report a crime or ethical lapse.

H. Family and **Staff Obligations.** In addition to this Policy, staff members shall also be obliged to conduct themselves in accordance with, among other things, the employee policies of The Holback Academy.

II. Conflicts of Interest

A. Statement on State Law. The Holback Academy and its Officers and Directors shall comply with state law governing conflicts of interest among The Holback Academy and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code and 19 T.A.C. §§ 100.1131 -100.1135, including but not limited to the following:

i. Employees Serving on the Board.

(1) A member of the governing body of a charter holder, a member of the governing body of a charter school, and an officer of a charter school shall comply with Local Government Code, Chapter 171, in the manner provided by the conflict of interest provisions described in 19 T.A.C. §§100.1131 -100.1135. (2) Except as otherwise provided by law, a person who receives "compensation or remuneration" (as defined by law) from a nonprofit corporation holding an open-enrollment charter may not serve on the governing body of the charter holder. (a) If each charter school operated by a charter holder has received a satisfactory rating, as defined by applicable law, for at least two of the preceding three school years, then The Holback Academy employees may serve on the governing body of the charter holder as described below and as provided by law. (b) An employee of a charter school may serve as a member of the governing body of the charter holder if: (i) only employees of The Holback Academy, and not employees of the charter holder, serve on the governing body of the charter holder; (ii) the only compensation or remuneration received by the board member is salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with The Holback Academy;

(iii) The Holback Academy employees do not constitute a quorum of the governing body or any committee of the governing body; and (iv) all charter school employees serving on the governing body comply with all applicable conflict of interest provisions required by law.

ii. **Conflicts Claiming an Affidavit and Abstention from Voting.** The following circumstances shall be deemed a Conflict of Interest (as defined below) and the Director or Officer shall, in addition to the procedures set forth in Section C, take action as described below:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the official shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest (Exhibit A, attached) and shall abstain from further participation in the matter if:

(a) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or (b) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

(2) The affidavit described above (Exhibit A) must be filed with the official record-keeper of the charter holder. For The Holback Academy, the affidavit should be filed with the Superintendent/CEO.

(3) If a Director or Officer is required to file and does file an affidavit as required above, the Director or Officer is not required to abstain from further participation in the matter requiring the affidavit if:

(a) The Director or Officer is a member of the governing body of the charter holder or the charter school, and

(b) A majority of the members of the governing body of which the Director or Officer is a member is composed of persons who are likewise required to file and who do file affidavits of similar interests on the same official action.

iii. **Separate Vote on Budget Item.** The Board of Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a member of the governing body of the charter holder has a substantial interest. Abstention is required except as provided above and in 19 T.A. C. § 100.1133(c), otherwise, the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (a) the affected Director has complied with this chapter, and (b) the matter in which the affected Director is concerned has been resolved.

iv. Conflict Disclosure Statement. For purposes of Local Government Code chapter 176, a local government officer includes The Holback Academy Superintendent/CEO, its agent, and Directors of the Board and their agents. The law prescribes that local government officers shall file the required conflicts disclosure statement (Exhibit B, attached), as adopted by the Texas Ethics Commission, with respect to an application vendor if the vendor enters into a contract with the Holback Academy or if The Holback Academy is considering entering into a contract with the vendor; and the vendor:

(1) Has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds \$2,000 during the 12-month period

preceding the date that the officer becomes aware that a contract has been executed or The Holback Academy is considering entering

into a contract with the person; or

(2) Has given to the local government officer or a family member of the officer one or more gifts that have an aggregate value of more than \$100 in the 12-month period preceding the date the officer becomes aware that such a contract has been executed or The Holback Academy is considering entering into a contract with the vendor.

A local government officer is not required to file a conflicts disclosure statement in relation to a gift accepted by the officer or a family member of the officer if the gift is:

- Given by a family member of the person accepting the gift;
- A political contribution as defined by Title 15, Election Code; or
- Food, lodging, transportation, or entertainment accepted as a guest.

A local government officer shall file the conflicts disclosure statement (Exhibit B) with the records administrator (Superintendent) of The Holback Academy not later than 5:00 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement. A local government officer commits a Class C misdemeanor if the officer knowingly violates this law. It is an exception to the application of the penalty that the local government officer filed the required conflicts disclosure statement not later than the seventh business day after receiving notice from The Holback Academy of the alleged violation. The Holback Academy must also provide access on its website to the conflicts disclosure statements and questionnaires (from vendors) required to be filed with the records administrator.

B. Statement on Federal Law. In addition to state laws described herein, the Charter School and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section §4958 of the Internal Revenue Code and 26 CFR 53.4958 (the "federal tax rules") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A "disqualified person" includes Directors and Officers and any person who is in a position to exercise substantial influence over the affairs of the organization. A "disqualified person" includes Family (as defined below) of the disqualified person. For compliance purposes, where state and federal regulations concerning conflicts of interest vary, The Holback Academy and its Officer and Directors shall comply with the most restrictive requirement.

i. **Person of interest.** Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect interest, as defined below, is an "Interested Person."

(1) A person has an "Interest" if the person has, directly or indirectly, through business, investment, or Family: (a) an ownership or investment interest, directly or indirectly, in any entity with which The Holback Academy has a transaction or arrangement,

(b) a compensation arrangement with The Holback Academy or with any entity or individual with which the Holback Academy has a transaction or arrangement, or

(c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which The Holback Academy is negotiating a transaction or arrangement.(2) "Compensation" is defined to include direct and indirect remuneration as well as gifts or favors that are not insubstantial.

(3) A person has an "Interest" if the person has a substantial interest in a business entity or a substantial interest in real property as described in Section 11.A(ii) above.

ii. **Conflict of Interest.** An Interested Person shall have a Conflict of Interest (as defined below) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

C. Conflict of Interest & Procedures

i. **Duty of Prior Disclosure.** In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it and the Board shalt give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

(1) Not Subject to Board Action (Transaction). An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the Chief Executive Officer/Superintendent or designee. Such disclosure shall be made as soon as the Interest is known to the Interested Person.

(2) **Inappropriate Disclosure.** If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.

(3) Failure to Disclose. If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person's explanation and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

ii. **Determination on a Conflict of Interest Exists.** After disclosure of the Interest and all material facts related thereto, the Interested Person shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest exists. No Director shall vote on any matter in which he or she has a Conflict of Interest.

iii. Vote by Disinterested Directors

(1) Nonparticipation of Directors (with Conflict). A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board's discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during or outside of the Board meeting.

(2) Action by Indifferent Directors. If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:

(a) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.

(b) Except as otherwise allowed by law and as set forth in Section A(ii)(3), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.

(3) Vote Not Disallowed by Presence of Directors with a Conflict. The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified as prescribed herein.

(4) Circumstances in which Comparability Data is Necessary. If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above) under the federal tax rules, or if the transaction involves the transfer of property or another benefit to a Director, Officer, or other individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by The Holback Academy to the Interested Person or persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data.

(a) When considering the comparability of compensation, for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (1) compensation levels paid by similarly situated schools; (2) the availability of similar services within the same geographic area; (3) current compensation surveys compiled by independent firms; and (4) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to, (1) current independent appraisals of the property and (2) offers received in a competitive bidding process.

(b) Based on the Comparability Data, the Board or committee shall determine by a majority vote of the disinterested Directors or committee members whether the transaction or arrangement is fair and reasonable to The Holback Academy. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

(c) If such a transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Section (iv) below.

iv. Documentation. The Board Secretary shall keep accurate minutes reporting:

(1) Interest Disclosed (Determination of Conflict of Interest). That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:

(a) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with any actual or possible conflict of interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

(2) Nonparticipation of Directors (with Conflict). That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

(3) **Comparability Data.** The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and

(4) Vote of Disinterested Directors. That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

D. Compensation. A Director who receives compensation, directly or indirectly, from The Holback Academy for services is precluded from voting on matters pertaining to that Director's compensation.

i. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from The Holback Academy for services is precluded from voting on matters pertaining to that member's compensation.

ii. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from The Holback Academy, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

iii. Except with respect to Board decisions regarding a bona fide class or category of employees pursuant to Local Government Code 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Section 573.002 of the Local Government Code).

E. **Definitions.** The following terms shall have the following meaning:

i. **Director.** A member of the governing body of a charter holder, a member of the governing body of a charter school, or an officer of a charter school or an agent of a board director.

ii. **Officer.** An officer means a person charged with the duties of, or acting as, a chief executive officer, a central administration officer, a campus administration officer, or a business manager, or an agent of an officer, regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer of a charter school." 19 TAC 100.1.011(16).

iii. **Business entity.** A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.

iv. Substantial interest (Business Entity). A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or \$15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person's gross income for the previous year.

v. Substantial interest (Real estate). A person has a substantial interest in real estate if the interest is equitable or legal ownership with a fair market value of \$2,500 or more.

vi. Substantial interest through a relative or family member. A Director or Officer is considered to have a substantial interest under this section if a person related to the Director or Officer within the third degree by consanguinity or the second degree by affinity, (as defined below) has a substantial interest under this section.

vii. Family. Family means a disqualified person's spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great-grandchildren, and spouses of children, grandchildren, and great-grandchildren.

Ill. Nepotism

A. Nepotism Generally Prohibited. Except as provided by Section III.A. above and applicable law, a Director or CEO may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual that is to be directly or indirectly compensated from public funds or fees of office, if:

i. The person is related to the Director or CEO by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below), or ii. The Director or CEO holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the board by blood or marriage within a prohibited degree. *Local Gov't Code 573. 002*,

573.041.

B. Independent Contractors. The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

C. **Payment to Prohibited Person.** A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. *Local Gov't Code* 573.083;19T.A.C. § 100.1116.

D. Relation by Consanguinity. Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose.

E. **Third Degree of Consanguinity.** An individual's relatives within the third degree by consanguinity are the individual's:

i. Parent or child (first degree);

ii. Brother, sister, grandparent, or grandchild (second degree); and iii. Great-grandparent, great-grandchild, aunt or uncle (who is the sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third-degree). *Local Gov't Code 573.023*.

Note: There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood.

F. Relation by Affinity. Two persons are related to each other by affinity (marriage) if they are married to each other or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. *Local Gov't Code 573.024*.

G. First Degree of Affinity. A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

H. **Second Degree of Affinity.** A person's relatives within the second degree by affinity are: i. The person's spouse;

ii. Anyone related by consanguinity to the person's spouse within the first or second degree; and iii. The spouse of anyone related to the person by consanguinity within the first or second degree. *Local Gov't Code 573.025*.

I. Existing Employees/Continuous Employment. The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or CEO to whom the person is related in a prohibited degree and that prior employment is continuous for at least:

i. Thirty days, if the Director or CEO is appointed; or ii. Six months, if the Director or CEO is elected.

iii. One year, if the public official is a member of the governing body of a charter holder. *Local* Gov't Code 573.062(a); TAC \$100.1115(b)(2)(C).

J. Retired Teachers. A teacher who has retired from a full-time, certified teacher position has broken his or her employment with The Holback Academy and does not qualify for the continuous-employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001).*

K. Continuous Employment Exception. For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed Director or Officer. *Atty. Gen. Op. GA177 (2004).* If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a bona fide class or category of employees. *Local Gov't Code 573.062(b).* A "change in status" includes a reassignment. *Atty. Gen. Op. JC-193 (2000).* For an action to be "taken with respect to a bona fide category of employees," the officeholder's action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991).* The nepotism prohibitions do not apply to the appointment or employment of a substitute teacher. *Local Gov't Code 573.061.*

L. **Trading Prohibited.** A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual's services are under the Director or Officer's direction or control if:

i. The person is related to another Director or Officer within the prohibited degree; and

ii. The appointment would be carried out in whole or in partial consideration for the other Director or Officer's hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. *Local Gov't Code 573.044*.

M. Source of Funding Irrelevant. The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant. *Atty. Gen. L.A. No. 80 (1974).*

N. Nepotism Exceptions. The nepotism exceptions described in 19 T.A.C. § 100.1115 also apply. Notwithstanding an exception, a Director or Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a bona fide class or category of employees.

0. Enforcement (Nepotism Prohibitions). In accordance with state law, a Director or Officer who violates the nepotism regulations shall be removed from office by the Board of Directors of The Holback Academy. A failure to thus remove is a material charter violation.

i. Removal must be in accordance with the Articles and Bylaws of the Charter School and in accordance with the terms of the charter and other state and federal law.

ii. A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

IV. Confidentiality

A. No Improper Disclosure. A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available or that The Holback Academy maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally and any information that the Board or The Holback Academy otherwise determines or deems as Confidential Information.

B. No Use of Information for Personal Benefit. A Director shall not use The Holback Academy property, Confidential Information or the status of his or her position to solicit business for others or in any other manner obtain a private financial, social or political benefit. **V. Disclosure and Annual Review**

A. New Directors and Officers. Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto.

B. Periodical Review. To ensure that The Holback Academy operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status. periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (a) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (b) whether partnerships, joint ventures, and arrangements with management organizations conform to the Charter School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

C. Yearly Review. Each Director and Officer shall annually complete the Annual Statement of Disclosure and Compliance. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information to the extent permitted by law.

The Holback Academy Annual Statement of Disclosure and Compliance

Name:	Date:	
Position:		

- Please describe below any relationships, positions, or circumstances in which you are involved that you believe could be considered an Interest or that might be perceived as an actual or possible Conflict of Interest as defined in Ethics, Conflict of Interest and Nepotism Policy. Please also describe any familial relationships that would qualify as relationships within the prohibited degree as defined in the Charter School Ethics, Conflict of Interest and Nepotism Policy.
- □ _I am involved in no activity, relationship, position or circumstance that could be considered an Interest or might be perceived as an actual or possible Conflict of Interest as defined in the Charter School's Ethics, Conflict of Interest and Nepotism Policy. I do not have any familial relationships that would qualify as relationships within the prohibited degree as defined in the Charter School Ethics, Conflict of Interest, and Nepotism Policy.

I hereby certify that the information as set forth above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Ethics, Conflict of Interest and Nepotism Policy of The Holback Academy that is currently in effect.

Signature: _____ Date:

The following pages contain forms that may be used for compliance with disclosure requirements discussed above.

Exhibit A-	Affidavit Disclosing Substantial Interest in a Business Entity or Real
1:	Property, as defined in Local Government Code 171. 002 and Affidavit of
	Abstention -2 pages
Exhibit A-	ADDITIONAL DISCLOSURE: The conflicts disclosure statement required
2:	of members of the Board and the Superintendent by Local Government
	Code 176.003004 is attached and available on the Texas Ethics
	Commission Web site at: https://www.ethics.state.tx.us/filinqinfo/conflict
	forms.htm

EXHIBIT A

AFFIDAVIT DISCLOSING SUBSTANTIAL INTEREST IN A BUSINESS ENTITY OR REAL PROPERTY

STATE OF TEXAS COUNTY OF TARRANT

I, ______ (name), as a local public official of Fort Worth Independent School District, make this affidavit and on my oath state the follow-ing:

- 1. I, or a person(s) related to me in the first degree, have a substantial interest in:
 - □ a business entity, as those terms are defined in Local Government Code Sections 171.001–.002, that would experience a special economic effect distinguishable from its effect on the public by a vote or decision of the Board.

or

- □ real property for which it is reasonably foreseeable that the Board's action or my action will have a special economic effect on the value of the property distinguishable from its effect on the public.
- 2. The business entity or real property is

(name/address of business or description of property).

("I" or name of relative and relationship) (have)(has) a substantial interest in this business entity or real property as follows: *(check all that apply)*

- Ownership of ten percent or more of the voting stock or shares of the business entity.
- Ownership of ten percent or more of the fair market value of the business entity.
- Ownership of \$15,000 or more of the fair market value of the business entity.
- □ Funds received from the business entity exceed ten percent of _____ (*my*, *her*, *his*) gross income for the previous year.
- □ Real property is involved and _____ (*l, she, he*) (have)(has) an equitable or legal ownership with a fair market value of at least \$2,500.
- 3. The statements in this affidavit are based on my personal knowledge and are true and correct.
- 4. Upon the filing of this affidavit with the Board's official record keeper, I affirm that I shall abstain from participation in any decision involving this business entity or real property, unless permitted according to Local Government Code 171.004(c).

Signed	(date)

Signature of official _____

STATE OF TEXAS COUNTY OF TARRANT

Sworn to and subscribed before me on this _____ day of _____ (month), _____ (year).

_____, Notary Public, State of Texas

LOCAL GOVERNMENT OFFICER CONFLICTS DISCLOSURE STATEMENT		FORM CIS	
	(Instructions for completing and filing th		
Т	his questionnaire reflects changes made	OFFICE USE ONLY	
This is the notice to the appropriate local governmental entity that the following local government officer has become aware of facts that require the officer to file this statement in accordance with Chapter 176, Local Government Code.		Date Received	
1	Name of Local Government Officer		
2	Office Held		
3	Name of vendor described by Section	ions 176.001(7) and 176.003(a), Local Government	Code
4	Description of the nature and exten with vendor named in item 3.	t of each employment or other business relationsh	ip and each family relationship
5 List gifts accepted by the local government officer and any family member, if aggregate value from vendor named in item 3 exceeds \$100 during the 12-month period described by Section			
	Date Gift Accepted	Description of Gift	
	Date Gift Accepted	Description of Gift	
	Date Gift Accepted	Description of Gift	
		(attach additional forms as necessary)	
6	6 AFFIDAVIT I swear under penalty of perjury that the above statement is true and correct. I acknowledge that the disclosure applies to each family member (as defined by Section 176.001(2), Loc Government Code) of this local government officer. I also acknowledge that this statement covers the 12-month period described by Section 176.003(a)(2)(B), Local Government Code		
		Signature of Local	Government Officer
	AFFIX NOTARY STAMP / SEAL ABOV		
	Sworn to and subscribed before me, by the said		, this the day
	of, 20, to c	ertify which, witness my hand and seal of office.	
	Signature of officer administering oath	Printed name of officer administering oath	Title of officer administering oath
_		····	

LOCAL GOVERNMENT OFFICER CONFLICTS DISCLOSURE STATEMENT

Section 176.003 of the Local Government Code requires certain local government officers to file this form. A "local government officer" is defined as a member of the governing body of a local governmental entity; a director, superintendent, administrator, president, or other person designated as the executive officer of a local governmental entity; or an agent of a local governmental entity who exercises discretion in the planning, recommending, selecting, or contracting of a vendor. This form is required to be filed with the records administrator of the local governmental entity not later than 5 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of this statement.

A local government officer commits an offense if the officer knowingly violates Section 176.003, Local Government Code. An offense under this section is a misdemeanor.

Refer to chapter 176 of the Local Government Code for detailed information regarding the requirement to file this form.

INSTRUCTIONS FOR COMPLETING THIS FORM

The following numbers correspond to the numbered boxes on the other side.

1. Name of Local Government Officer. Enter the name of the local government officer filing this statement.

2. Office Held. Enter the name of the office held by the local government officer filing this statement.

3. Name of vendor described by Sections 176.001(7) and 176.003(a), Local Government Code. Enter the name of the vendor described by Section 176.001(7), Local Government Code, if the vendor: a) has an employment or other business relationship with the local government officer or a family member of the officer as described by Section 176.003(a)(2)(A), Local Government Code; b) has given to the local government officer or a family member of the officer one or more gifts as described by Section 176.003(a)(2)(B), Local Government Code; or c) has a family relationship with the local government officer as defined by Section 176.001(2-a), Local Government Code.

4. Description of the nature and extent of each employment or other business relationship and each family relationship with vendor named in item 3. Describe the nature and extent of the employment or other business relationship the vendor has with the local government officer or a family member of the officer as described by Section 176.003(a)(2)(A), Local Government Code, and each family relationship the vendor has with the local government officer as defined by Section 176.001(2-a), Local Government Code.

5. List gifts accepted, if the aggregate value of the gifts accepted from vendor named in item 3 exceeds \$100. List gifts accepted during the 12-month period (described by Section 176.003(a)(2)(B), Local Government Code) by the local government officer or family member of the officer from the vendor named in item 3 that in the aggregate exceed \$100 in value.

6. Affidavit. Signature of local government officer.

Local Government Code § 176.001(2-a): "Family relationship" means a relationship between a person and another person within the third degree by consanguinity or the second degree by affinity, as those terms are defined by Subchapter B, Chapter 573, Government Code.

Local Government Code § 176.003(a)(2)(A):

- (a) A local government officer shall file a conflicts disclosure statement with respect to a vendor if:
 - (2) the vendor:

(A) has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds \$2,500 during the 12-month period preceding the date that the officer becomes aware that:

(i) a contract between the local governmental entity and vendor has been executed; or
 (ii) the local governmental entity is considering entering into a contract with the vendor.

THE HOLBACK ACADEMY, INC. CONFLICT OF INTEREST POLICY

Article I Purpose

The purpose of the conflict of interest policy is to protect Houston Classical, Inc. 's (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization 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 organizations.

Article II Definitions

Interested Person

Any director, principal officer, or member of a committee with governing 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 Organization has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Obligation to Disclose

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

2. Devising Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing 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.

3. Methods for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization'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.

4. Violations of the Conflicts of Interest Policy

a. If the governing 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.
b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing 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.

Article IV

Records of Proceedings

The minutes of the governing 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 any 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 governing boards 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 V

Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Yearly Statements Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

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

Article Vil

Periodical Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted. As approved by Unanimous Written Consent of the Board of Directors dated, November 20, 2019

THE HOLBACK ACADEMY, INC.

By: ____ Devon Rosaya_____ Devon Rosaya, Board Member

THE HOLBACK ACADEMY INC. CONFLICT OF INTEREST POLICY

THE HOLBACK ACADEMY, INC. CONFLICT OF INTEREST POLICY

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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 Organization has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Commitment to Disclose

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

2. Concluding Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing 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.

3. Methods for Approaching the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization'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.

4. Infringements of the Disputes of Interest Policy

a. If the governing 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.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing 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.

Article IV

Records of Operations

The minutes of the governing 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 any 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 governing boards 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 V

Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for assistance is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Reports

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

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

Article VII

Periodical Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: **a.** Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

THE HOLBACK ACADEMY INC. CONFLICT OF INTEREST POLICY

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted. *As approved by Unanimous Written Consent of the Board of Directors dated, November 20, 2019*

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 <u>Subchapter D</u> 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.

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter Scho	ol: The Holback Academy
Name of Sponsoring Entity:	The Holback Academy INC
BACKGROUND	
Full Legal Name:	imothy Eron Jenkins
Home Mailing Address: 54	440 Jim Miller Road, Dallas Texas
Phone Number: 46	59-994-8676
E-mail Address: tir	nothy.jenkins1992@hotmail.com
Business Name:	
Business Mailing Address:	
Business Phone Number:	
E-Mail Address:	

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

C Yes

• No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

My motivation to serve is comes from my desire to see the youth of South East Fort Worth granted a true opportunity to excel and succeed in high school education and college/career readiness.

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

My understanding is that a public charter school board member will assist in keeping the proposed charter school in compliance with legal and educational standards, as well as fulfill responsibilities that will help the school operate on a day to day basis.

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.

Currently, I do not have previous board experience. However, I am capable of serving on this board due to my selfless desire to put students in place to succeed. By affording our students equal opportunities to advance their education in a safe and structured environment, we will be setting them up for future successes. That is my main goal.

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

Currently, I have a bachelor's degree in Psychology, and two years of teaching English and ESL techniques. By the time the proposed charter school is approved, I will have earned my master's degree in Educational Administration, as well as a SPED certification.

SCHOOL MISSION AND PROGRAM

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

I understand that the mission of the Holback Academy coincides with a desire to give our students the necessary tools and opportunities for them to reach their full scholastic potential. By providing relevant, quality education, we will ensure that our students are college and career ready.

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

I understand that the proposed charter school plans to provide a standards-based education, while also heavily integrating technology to keep pace with the ever-advancing world around us.

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

A successful school will have data that reflects met standards, a culture that invites positivity and respect, and an environment that produces academic excellence.

Submitted During Remedy Period

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

I will know if that the school is succeeding in our mission if 100 percent of our students that apply for college are accepted, and if we are continuing to meet readiness standards set by the district. A successful mission will also be reflected in positive school culture.

GOVERNANCE

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

The board will be responsible for putting the correct leaders in place to keep the proposed charter school afloat. The board will also be responsible for ensuring that not only are all legal policies adhered to, but also that our school continues to evolve as the world around us evolves.

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

The first year of operation will be a success when we have reached capacity for enrollment, successfully established a culture of excellence in education, and built a foundation that will assist in the continued success of the school for years to come.

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

At the end of four years, not only will we have full enrollment, but we will have also met our goal of 100 percent college acceptance for our students. Another measure of success will come in the form of planning, or already operating a new school under The Holback Academy tree. That will measure our success after four years.

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

The charter school board will need to have an attitude and a mindset of continued evolution and adaptation. By constantly being open to change in order to get better, we will set ourselves and our campus up for success. Another step to ensuring success will be not only to listen to and implement different strategies, but also to be open minded in the aspects of improvement. Also, it will be imperative to place people in positions that will not only benefit the success of the school, but also the futures of our prospective students.

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 first course of action would be to take the concerns to that specific board member to gauge whether the accusations are true or not. After that, it would be up to the board to gather information through investigation, and then make a joint decision on how to proceed after that. We will proceed with the bylaws for our school.

DISCLOSURES

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

• Yes

CNo, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

Ive Worked with Dr. Holback at my last school.

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

• Yes

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

If yes, describe the precise nature of your relationship.

Dr. Holback has been a great mentor to me in the past 2 years.

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).

CYes

• 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.

CYes

• 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 Cschool 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.

CYes

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

If yes, describe the precise nature of your relationship.

hitsi (

CYes		vithin the third degree my compensation or re the charter school?	emuneration fr	om the sponsoring	entity, charter sci	hool, or the
• Does	not apply to me.					
If yes, j	provide informatio	n relating to the matte	er(s).			
12. Hav	e vou ever have	onvicted of a misdeme listed in Article 62.01		moral turpitude; iminal Procedure	a felony; an offeno	ce listed in TEO
• Does	not apply to me.					
		nature of your relatio	nship.			

CERTIFICATION

1. Dalish for

_ , 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

Rhant

Date O.Z 01-18-20

State of

South Carolina Berkeley County of

alvin Dunn (name of affiant) appeared before me the On this day, 7 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 swom to before <u>18 th</u> day of <u>Sqnuary</u> (Notary Public) <u>Bozolie T. Johnson</u> My commission expires <u>3 - 20 th</u> 2025 , 20 20. (Seal)

Dalvin Dunn

5959 Cypress Creek Parkway, Houston, Texas 77069

Cell Phone: (903) 244-5235 Email: Dalvindunn@gmail.com

Education

Texas Women University, Houston, Texas

Master's in Business Administration emphasis in Human Resource

Anticipated Graduation Date: May 2020

Prairie View A&M University, Prairie View, Texas

Bachelor of Science, in Criminal Justice; Specialization in Juvenile Justice

Graduation date: December 2017

Texarkana College, Texarkana, Texas

Associates in Arts, in Criminal Justice Administration

Graduation dates: May 2015

WORK EXPERIENCE

Financial Aid Student Services

Lone Star College - University Park, System Office

Coordinator II, Financial Aid Communication, January, 2020

- Create, test, maintain, modify, and process highly complex mass communication using Campus Community Module in People Soft
- Collaborate with System Marketing and Digital Services in he development and maintenance of LSC Financial Aid
 programs through the design of the Financial Aid websites, DMS 1V monitors, social media, LSC Homepage, and
 MyLoneStar portal
- Maintain Financial Aid Federal Work Study page by adding new, opening, and closing jobs through Oracle CMS
 Open Text Access system
- Develop, coordinate, and manage various department and management calendars and schedules, plan, schedule and coordinate various meetings/seminar/events, including site selection and preparation, marketing and training materials, and general support
- Create, modify, open and close Financial Aid forms as requested

Create, record, and send automated calls to students

Center for Academic and Student Affair (CASA Building)

Lone Star College- Cy Fair Main Campus

Specialist IV, Financial Aid, February 2019- January , 2020

- Collects, analyzes, evaluates, and verifies financial aid data and documents submitted by students
- Certifies student enrollment, ensuring adherence to academic progress policies and eligibility requirements; initiates appropriate adjustments to individual student financial aid
- Participates in preparing for and facilitating financial aid workshops and presentations
- Counsels students, and others, regarding eligibility requirements of financial aid

Administration Building

Lone Star College - University Park, Houston, Texas

Specialist III, Dual Credit, November 2018- February 2019

- Accepts completed enrollment documents from students and ensures they are logged and properly filed
- Assists Students and Parents with Dual Credit enrollment paperwork (Admissions Form/FERPA/Parental Waivers/Bacterial Meningitis/ Testing Ticket)
- · Provides general organizational support for the Dual Credit Manager and Coordinator
- · Assists with the preparation and execution of Dual Credit events

Administration Building

Lone Star College - University Park, Houston, Texas

Specialist IV, Academic Affairs, November 2018- February 2019

- Coordinates general operations of the Health Occupations and Dual Credit office within the Curriculum and Instruction area
- Manages, maintains, and processes OnBase documents for dual credit and automated on-line applications for various health occupation programs including verifying information, creating files, and creating spreadsheets with confidential student information
- Coordinates the renewal of all health occupation affiliation agreements, education affiliation agreements, and dual
 credit course credit agreements. Works with the Office of General Counsel in processing the agreements
- Directly responsible for budget tracking; maintains inventory of supplies; prepares and processes requisitions
- Organizes/coordinates health occupations and dual credit meetings for all the program directors, deans and health care support staff

College of Juvenile Justice & Psychology, Prairie View, Texas

Prairie View A&M University

Enrollment Specialist, January 2018 - July 2018

- Develop, evaluate, and implement enrollment and application services, strategies, materials, and processes.
- Oversee client relationship management, assisting enrollment specialists with service recommendations and problem resolution.
- Answer incoming escalated calls, and manage that from a process improvement perspective, a student assistance perspective, and an employee feedback perspective
- Continual improvement expected with individual and collective employee performance, motivation, and commitment to students.
- Aid enrollment management in marketing, goals, improvement, and strategic initiatives

Office of Recruitment and Retention, Prairie View, Texas

Prairie View A&M University

Intern to the Program Coordinator, September 2016- August 2017

- · Participating and assisting with the organization, planning, and implementation of orientation activities
- Ability to work effectively and collaboratively with diverse groups of people and Demonstrate flexibility and willingness to assist others
- Work closely and cooperate with other Orientation Leaders, Student Orientation Coordinators, supervisors, and other campus administrators to develop, prepare, implement, and evaluate Orientation programs
- Aiding in the development of class schedules and assisting with the class registration process.

Texas Juvenile Crime Prevention Center, Prairie View, Texas

Prairie View A&M University

Student Assistant to Associate Director, September 2015 - December 2017

- develop programs, policies, and strategies to address juvenile delinquency and crime and related social problems
- serving as a state and national resource for information on juvenile delinquency and crime
- conducting, coordinating, collecting, and evaluating research in all areas relating to juvenile crime and delinquency
- providing a setting for educational programs relating to juvenile delinquency and crime, including degree programs at Prairie View A & M University and other educational programs such as continuing education and in-service training for criminal justice and social service professionals

Office of Student Affairs and Enrollment Service Center, Texarkana, Texas

Texarkana College

Intern to the Director of Student Affair and Enrollment Services Center, July 2014- July 2015

- Advises and assists students in the development of academic plans and class schedules to transition to specific undergraduate academic department.
- Analyzes and processes requests for readmission from academic suspension.
- Assists students in overcoming educational and personal problems, and study skills deficiencies. Refers students to counselors, if necessary.
- Answers inquiries and resolves problems related to curriculum and course prerequisites for students.
- · Regular contact with others, including students, public, visitors and University personnel.

Dean of Students and Academic Affair, Texarkana, Texas

Texarkana College

Intern to the Dean of Students, September 2013- May 2015

- · Provide a student-centered, co-curricular environment that enhances the academic mission of the University.
- Challenge students to broaden their world view in a campus culture that respects individual differences, expand their horizons and to make healthy and ethical decisions.

- Constantly improve professional knowledge and skills to provide an optimum and praise-worthy environment for students.
- Partner with students, their families, faculty, staff and alumni to assist in the development and transformation of student.
- Encourage students to be better citizens, dynamic leaders, and individuals who are guided by integrity.

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

The Holback Academy

Name of Sponsoring Entity:

The Holback Academy INC

BACKGROUND

Full Legal Name:	Dalvin Dunn	
Home Mailing Address:	5959 Cypress Creek Parkway, 1328 Houston Texas 77069	
Phone Number:	903-244-5235	
E-mail Address:	dalvindunn@gmail.com	
Business Name:		
Business Mailing Address:		
Business Phone Number:		
E-Mail Address:		

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

CYes

• No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

My motivation to propose comes from my experience working with first year college students. Having dealt with low income and underrepresented group, I have seen a common denominator of under-prepared for the goal.

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

To my knowledge, the board members roles are to govern the charter and propel a better educational foundation for our students.

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.

Although, I have no experience as a board member for any organization. The reason I feel as though I will be a great addition to the team is the exposure, I have at the higher education level. From having conversation with students and family about the education they have received. It became my additional role to assist in student's education goal.

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

I would bring my experience of Enrollment / recruitment, financial planning, and knowledge of education by laws.

SCHOOL MISSION AND PROGRAM

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

My understanding of the missions and goals is that is align with the future growth of our nation. As we hope to ensure our students success can open the opportunities of their passion.

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

My understanding is that the programs are to keep our students engaged in learning. As well as build community relationships with one another.

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

I believe having the characteristics of a successful school must include Transparency, leadership, and knowledge. These three elements are the key to running any successful establishment.

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

One key indicator that can detect whether a school is succeeding is by assessment and grades from our students. Secondly, you can look at the turnover rate as far as staff and faculty.

GOVERNANCE

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

The role the board will play with govern the school operations is that we have the final decision for any improvements at the school. Its vital that the board maintains effective communication during and after the school operation.

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

Reflecting on the years progress from grades assessments, turnover rate, and community involvement

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

By setting goals for a four-year mark and seeing if it is met. However, having a yearly goal can assist in the overall shape of the school. Its vital that we enforce these goals so that our learners are successful at our school.

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

Maintain the standards and ethics that we want all our staff and teachers to have. In hopes of the students having a positive role model.

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 confront them and follow the protocol in which would prevent any further behavior.

DISCLOSURES

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

• Yes

CNo, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

Dr. Holback has helped in the past with my masters thesis and has been a mentor to me.

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

C 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).

CYes

• 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.

C 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.

CYes

• 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.

CYes

• 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

I have no business I have connections or no partnerships.

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

I held no role, nor catered to any events pertaining to the charter school.

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

CYes

• 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?

CYes

• 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? C 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? CYes

(res

• Does not apply to me.

If yes, describe the precise nature of your relationship.

. Daniel J Holback 624 King George Drive ~ Fort Worth, TX 76112 ~ 972-922-6430 ~ Holback@usc.edu

CERTIFICATION

ACSI Certification (Computer Technology) ex: 3/22/2021 In Progress: iTeach Texas EPP (Journalism 7-12th) TEFL Professional Development Institute: English Certification 120 Hours- September 2016 Work Keys: Bronze Certifications -2009

EDUCATION

Doctor of Education in Education, Educational Leadership Capella University Minneapolis, Minnesota Graduation: September 2019 GPA: 4.0 Master of Communications Management, Journalism University of Southern California Los Angeles, California Pending Graduation: January 2020 GPA:4.0 Post-Masters Certificate of Education, Leadership and Accountability Capella University Minneapolis, Minnesota Graduation: April 2018 GPA: 4.0 on a 4.0 scale Graduate Certificate, Media Communication Full Sail University Winter Park, Florida Graduation: May 2016 GPA: 3.7 on a 4.0 scale Master of Education, Adult Education American InterContinental University University in Schaumburg, Illinois Graduation: August 2014 GPA: 3.11 on a 4.0 scale Bachelor of Fine Arts, Communications, Minor: Visual Journalism American InterContinental University University in Schaumburg, Illinois Graduation: September 2013 GPA: 2.75 on a 4.0 scale Associates of Arts in Fine Arts, Communications American InterContinental University May 2012 University in Schaumburg, Illinois

University in Schaumburg, Illinois

Graduation: May 2012

GPA: 2.5 on a 4.0 scale

15 Business Credit Doctoral Hours Walden University

Graduation: 2015 to 2016

GPA: 3.0 on a 4.0 scale

63 Credit Hours Mass Communications Benedict College

GPA: 2.5 on a 4.0 scale Graduation: 2008 to 2011

3 Credit Hours EDU EDFS College of Charleston

Graduation: 2007- 2008

GPA: 4.0 on a 4.0 scale

High School Diploma Cross High School

Cross, South Carolina

Graduation: June 2008

GPA: 3.6 on a 4.0 scale

TEACHING EXPERIENCE

Teacher 8th-12th (Engineering Design & Problem Solving, Robotics I, Applied Engineering) Advantage Academy East, Grand Prairie, Texas August 2019- Current

- Designed and implemented lesson plans for students at different learning levels.
- Utilized a variety of instructional methods including cooperative learning, games, discovery, and discussion.
- Assessed student learning, modified lessons to create meaningful, authentic learning for students, and

prepared bulletin boards.

• Actively participated in school events such as PTO, Open House, in-service, faculty meetings, team leader

meetings, and grade level meetings.

• Administered standardized tests and assisted cooperating teacher in parent conferences.

Teacher 6th-8th (Technology, Yearbook, Robotics & Photography)

Trinity Environmental Academy, Dallas, Texas January 2019- July 2019

- Designed and implemented lesson plans for students at different learning levels.
- Utilized a variety of instructional methods including cooperative learning, games, discovery, and
 - discussion.
- Assessed student learning, modified lessons to create meaningful, authentic learning for students, and
 - prepared bulletin boards.
- Actively participated in school events such as PTO, Open House, in-service, faculty meetings, team leader

meetings, and grade level meetings.

• Administered standardized tests and assisted cooperating teacher in parent conferences.

Teacher 9th-12th (CTE, Journalism)

Inspired Vision Secondary, Dallas, Texas October 2017- September 2018

- Designed and implemented lesson plans for students at different learning levels.
- Utilized a variety of instructional methods including cooperative learning, games, discovery, and discussion.
- Assessed student learning, modified lessons to create meaningful, authentic learning for students, and

prepared bulletin boards.

 Actively participated in school events such as PTO, Open House, in-service, faculty meetings, team leader

meetings, and grade level meetings.

• Administered standardized tests and assisted cooperating teacher in parent conferences.

Adjunct Professor (UNIV 1001)

University of The People, Remote, July 2017- Present

English Substitute Teacher

Nova Academy, Dallas, Texas December 2016- September 2017

- Performed duties such as preparing snack, helping students with their homework, and observing them during outside play.
- Took attendance daily for the director.

English Substitute Teacher

Fair Hill Private School, Dallas, Texas, September 2016 – December 2016

- Performed duties such as preparing snack, helping students with their homework, and observing them during outside play.
- Took attendance daily for the director.

Online English Teacher (ELA)

Global Mate New York/Korea, Remote, January 2015 to Present

Substitute Teacher

Orangeburg Consolidated School District Three, Holly Hill, South Carolina, March 2013 to May 2015

- Performed duties such as preparing snack, helping students with their homework, and observing them during outside play.
- Took attendance daily for the director.

Teacher Cadet (5th Grade ELA)

Cross High, Cross, South Carolina, September 2007 to May 2008

OTHER WORK EXPERIENCE

Inventory Counter, Wis International, Fort Worth, Texas, May 2017-September 2017 Freelance Writer, www.freelancewriting.com, May 2011 to Present

Work-study, Capella University, Remote, October 2014 to December 2014

Volunteer Teacher Assistant, First Calvary, Columbia South Carolina, April 2009 to June 2011 Resident Hall Assistant, Benedict College, Columbia, South Carolina, February 2009 to March 2011

AWARDS & ACTIVITIES

Dean's List Capella University; Member, Doctoral Ambassador, Phi Beta Sigma Inc

COMPUTER SKILLS

Microsoft Word, WordPerfect, Internet, E-Mail Adobe Illustrator, PageMaker, Photoshop Adobe Photoshop, InDesign and Dreamweaver.

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	The Holback Academy		
Name of Sponsoring Entity:	The Holback Academy		

The Holback Academy INC

BACKGROUND

Full Legal Name:	Dr. Daniel Jaramr Holback
Home Mailing Address:	624 King George Drive apt 226, Fort Worth Texas 76112
Phone Number:	9723103473
E-mail Address:	holback@usc.edu
Business Name:	
Business Mailing Address:	
Business Phone Number:	
E-Mail Address	holback@usc.edu

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.

CYes

• No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

My motivation to serving on the board simply came from me working in charter schools for over 5 years and understanding the need for them. I believe that introducing a new charter school that focuses on academics and talent in the fort worth area is vital.

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

The appropriate role of the public charter school board members is to serve as a voice of the school board and community.

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

I served on various boards in my previous career. The first was my organization phi beta sigma inc board as chapter advisor and the next was kappa mu kappa fraternity as founder and president.

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

I have been in education for over 7 years. Ive taught over 10 different subjects fro grades 6th-12th. My prior knowledge of how things work and operate are a few things I could bring to the board. I have also served on a board.

SCHOOL MISSION AND PROGRAM

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

The mission of the Holback Academy is to cultivate the minds of our scholars, ensuring they acquire the necessary critical thinking skills for the technological advancements of the future, and to provide relevant quality education to guarantee that our students are college and career ready upon graduation.

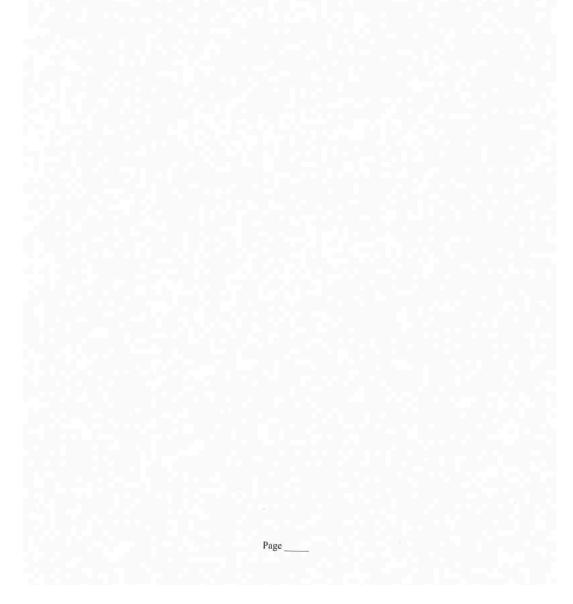
2. What is your understanding of the school's proposed educational program?

The Holback Academy's vision is to empower and cultivate scholars to improve in the world. The goal is for learners to embrace challenges and to be determined to succeed. The holback academy focuses not only on cultivating learners but also on the repair of rebuilding up the community.

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

I believe that the holback academy core values are the vital and successful characteristics of a successful school. Core values :Ambition: The learner has a desire to achieve, succeed and accomplish anything with determination. Purpose: The learner understands who they are and the steps of becoming a better leader. Diversity - We will respect diversity while using our differences to drive innovative practices that unite us all. Motivation: The learner is encouraged that they're cabled of

spire vision.	dership : Leaners at the holback academy set direction , build	and



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

I would know if the holback academy is succeeding or not succeeding its mission if we are or are not cultivating the minds of our scholars and ensuring they acquire the necessary critical thinking skills for the technological advancements of the future.

GOVERNANCE

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

The Board of Directors will provide oversight for the development, improvement and implementation of the school mission, it's governance policies and operational practices and and long range planning, assuring it continues to always operate in an efficient and ethical manner delivering on it's commitment to it's students and their parents.

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

Results from our academic assessment tools that will measure our students growths. These tools will provide us results that will show that our first year of operation has been successful. We will utilize assessment tools, such as quiz, test, state assessments, college preparations and even student survey. Its vital that our students grade us as and share there opinions of our school to us so that we can improve for the next year of operation.

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

We will know at the end of four years that our school is successful when our student grades and assessments such as state test(STAAR), College preparations (SAT, ACT, PRESAT/ACT), Test and Quiz indicate that learners are scoring high on these assessments and we are competing academically with other schools within our area. We will know at the end of four years that our school is successful, not only by academic but also by community support and engagement. We want the Fort Worth community to embrace our learners and our vision for preparing our students for the real world. Secondly, We want would look at our faculty and staff turnover. We want to make sure that our faculty and staff members are supported. Effective communication is the key our success at the end of the four years.

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

The charter school board will need to have an attitude and a mindset of continued evolution and adaptation. By constantly being open to change in order to get better, we will set ourselves and our campus up for success. Another step to ensuring success will be not only to listen to and implement different strategies, but also to be open minded in the aspects of improvement. Also, it will be imperative to place people in positions that will not only benefit the success of the school, but also the futures of our prospective students.

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 first course of action would be to take the concerns to that specific board member to gauge whether the accusations are true or not. After that, it would be up to the board to gather information through

investigation, and then make a joint decision on how to proceed after that. This process would be handled by bylaws, code of conduct and other legal codes.

Page	

DISCLOSURES

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

• Yes

CNo, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

Mr. Jenkins and I have worked together in education in the past.

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

• Yes

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

If yes, describe the precise nature of your relationship.

I'm a mentor to Mr. Jenkins.

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).

CYes

• 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.

CYes

• 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 cschool 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.

CYes

• 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.

CYes

• 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

I have no business I have connections or no partnerships.

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

I held no role, nor catered to any events pertaining to the charter school.

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

CYes

• 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?

CYes

• 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?

C Yes

O 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? C Yes

• Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

1. Dansel Holback

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

Signature

Date 1/18/20

State of

th Carolina County of

On this day, Daniel S. Holback (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 day of ,20 20 (Notary Fublic) (Seal) My commission expires 2025 th

Devon Rosaya 469-417-9269 Devon.Rosaya@gmail.co	om
Objective	Securing a position with Software/Mortgage Institution where I can best utilize my skills.
Summary	Over Ten Years Of Mortgage experience which includes expertise in the following aspects Underwriting, Analyst, Compliance, Testing, Script Writing, Team Lead/Management, AML, , Information Technology, System Support, Software Training and Support. Assertive, self- motivated, goal-oriented, organized, efficient, able to work independently, team player, and have a cheerful personality. Proficient in all facets of Office Administration, Customer Service, Loss Mitigation, Negotiating and Underwriting, Quality Assurance, Operations, Finance, Compliance, Auditing, Servicing, Originations, Software Training and Development.
Employment	Experience
 Calyx Software FICS Nationstar Mortgage Newbold Advisors (Contract) Real Soft (Contractor) Service First Mortgage Countrywide EMC Mortgage 	Calyx Software Professional Software Consultant/Software Trainer July 2017 – Present 9 Meeting with clients to define the scope of a project 9 Planning timescales and the resources needed 9 Clarifying a client's system specifications, understanding their work practices and the nature of their business 9 Travelling to customer sites 9 Liaising with staff at all levels of a client organization 9 Developing agreed solutions and implementing new methods 9 Presenting solutions in written or oral reports 9 Designing, testing, installing and monitoring new systems 9 Preparing/Creating custom documentation and presenting progress reports to customers 0 Organizing training for users and other consultants 10 Being involved in sales and support, and where appropriate, maintaining contact with client organizations System Support/Trainer June 2016 – July 2017 0 Currently respons ble for testing the integrity of Loan Producer on various projects for quarterly releases for example; contiming that Sample Documents and Reports are accurate, Purchase Trans actions containing to the COS Database (Loan Producer, Loan Producer Administrator and Security), and confirming that the user name is Auto-Populated when documents are stored into the LOS Database. 10 Responsible fo

Database.

- Facilitate training for clients that are new in regards to utilizing the LOS Database, as well as provide guidance to how to operate the LOS Database and thoroughly answer any questions regarding various topics and capabilities that pertains to the LOS Database.
- Maintain knowledgeable in all aspects of current on
- FNMA/FHLMC/GNMA/HUD/RESPA/CFPB regulations
- Established and maintain a good relationship with other related departments such as System Development, Tech Department, Third Party Interfaces, and System Enhancements.

Nationstar Mortgage

Customer Relations Specialist II

September 2015 - June 2016

- Manages the Daily Compliance Report to ensure that all deadlines are at a meets.
 Investigates and respond to the Consumer Financial Bureau as well as the Better Business Bureau in writing in regards to all servicing errors.
- Actively manages a pipeline that reflects Bankruptcy, Foreclosure, Loss Mitigation, HAMP status as well as providing any information dealing with Escrow, and other Servicing request.
- Develop correction plans for all concerns that were addressed by the borrowers and all authorized parties.
- Assist with the map out processes for new state/government programs and ensure we
 are within state/government guidelines.
- Work with servicing department leaders to review trends and drive corrective actions to reduce complaints.
- Works closely with Management Team and other Departments to ensure that all
 escalated issues are addressed as needed based on established guidelines.
- Remains courteous, friendly, concerned, and knowledgeable while providing a detailed explanation of resolution taken.

of inputs using all persona's (i.e. Loan Officer, Processor, Underwriting, Transaction Coordinator, and Lock Desk) as well as meeting the requirements that guided Encompass 360's (LOS) design and development

- Maintained Access and Encompass (E360) in regards to scenarios utilized Jira as a defect tracking tool.
- Executed test plans, coordinate test activities and mentor others with regard to QA procedures.
- Updated Access (tracker) regarding "Fails, Soft Fails, and Pass" as well as providing a
 detailed report using Jira which explained why the scenario did not pass; explaining
 what triggers caused Fails/Hard Stops.
- Became knowledgeable with all disclosure documents as well as disclosing documents to the client in a testing environment.

Real Soft (Contractor) FU (Financial Intelligence Unit) Compliance Analyst

February 2015 - May 2015

- Working closely with AML Partners (AML Investigations, FIU Client On-Boarding & Maintenance, and Global Sanctions Compliance) throughout the duration of an investigation.
- Analysing alerts and investigating customers who match with SDN, Politically Exposed Persons and Negative Media lists during the account opening and maintenance processes. Conducting searches, gathering data and recording evidence from internal systems, the internet, commercial databases and enquiry with business or Compliance contacts within the organization. Gather supportive information from a list of internal and external public and private databases based on global standard process
- Accumulating facts from investigations to be utilized in presentation to Senior Management and Compliance. Conducting enhanced due diligence investigations in support of policies and procedures. Reporting unusual client activities which might relate to sanctioned individuals, money laundering or terrorist financing. Conduct alert investigation using global standard policies, procedures and tools, aim ed at meeting internal and external regulatory requirements.
- Building and applying knowledge of sanctions and anti-money laundering processes
- Resolving Customer matches identified during On-boarding and Maintenance processes escalated also resolving escalated transactions identified during Maintenance processes

- Identifying and disposition potential matches and refer exact matches to the appropriate compliance teams for further investigation or disposition
- Conducting ad hoc searches to identify active customers referred to our Client by regulators or government agencies

Newbold Advisors (Contract) Risk and Compliance UAT Team Lead

December 2014 – January 2015

- As a UAT (User Acceptance Testing) Team Lead I was responsible for eight professionals at its max, I managed various HR tasks which included setting a positive and professional atmosphere, managing time, system access/credentials, and resolve any and all issues, as well as handling action plans case by case.
- Was held accountable for the last phase of software testing for the LOS (Loan Originating System) process. Was also responsible for making sure the software could handle required task using real world scenarios according to specifications.
- Keeps other departments abreast of requirements by researching regulatory and filing information; writing and communicating guidelines.
- Serves as the liaison with internal and external auditors on lending reviews and analyzes examination and audit reports to identify compliance concerns overseeing corrective action by the responsible department.
- Liable for the documents and compliance portion of UAT development/testing; test
 cases and test scripts where also established in this particular environment.
- Responsible for obtaining and understanding knowledge in order to develop test cases
 and write scripts for an LOS (Loan Originating System)

Newbold Advisors (Contract) System QA Analyst II LOS, Information Technology

June 2015 - August 2015

- Develop QA plans, assess risk, develop test strategies, perform workload analysis, identify and create test cases, identify and structure test procedures, establish and maintain test data, oversee successful execution of test procedures, verify test results, analyze defects, and submit change request.
- Worked closely with Compliance Officers and Compliance Department in regards to the existing tests based upon regulatory changes, new products, audit issues, Key Risk Indicators and control assessments.
- Researches regulations by reviewing regulatory bulletins and other sources of information.
- Created Origination Test Scenarios from Origination to Funding Phase using Encompass 360 (LOS).
- Tested in Phase II and Phase III to ensure that the LOS performs its function within an
 acceptable amount of time.
- Develop, document, and execute applicable review and/or audit test steps independentlyor in conjunction with the team.
- Support all Post Implementation Validation processes including documentation of exceptions; communication of findings to the Compliance Department, and recommending corrective action.
- Monitored the integrity of the loan by reviewing Mavent (Compliance Review) to
 ensure accuracy of the test loan while in the origination status.
- Tested using the following products Conventional, FNMA (Fannie Mae), and FHLMC (Freddie Mac) using the following loan purposes Purchase, Cash-Out Refinance, and No Cash-Out Refinance.
- · Tested theories to ensure that the system would respond accurately to a combination

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

The Holback Academy INC

Name of Proposed Charter School: The Holback Academy

BACKGROUND

Name of Sponsoring Entity:

Full Legal Name:	Devon Rosaya
Home Mailing Address:	2635 Vill Di Lago, Grand Prairie Texas 75054
Phone Number:	4694179269
E-mail Address:	devon.rosaya@gmail.com
Business Name:	Tax Credit
Business Mailing Address:	2635 Vill Di Lago, Grand Prairie Texas 75054
Business Phone Number:	4694179269
E-Mail Address:	devon.rosaya@gmail.com

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

CYes

• No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

Dr. Holback's vision of the future of education motivated me to serve on the board. He has 7 years in education and served as an effective education in various communities. The Holback Academy vision and purpose its self is powerful and I wanted to be apart of this new educational journey,

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

The role of the public charter school board member is to monitor progress, strategically plan, annual evaluations, and establishing accountability within the organizations.

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

I have experience setting up the client's workflow, organizing data folders, user roles and responsibilities, with access rights within the administration website/software. In addition I help the client by making the best recommendations with regards to creating borrower master templates for various scenarios; such as Conventional, FHA, VA, and USDA templates with provided closing cost plans and loan programs. I have the financial, management and accounting background. I believe that would make me an effective board member for The Holback Academy. I am also a board member of the Tax Credit, NGO Limit Productions, Davids Bali Bonds, Irving Chain of Commerce, Operation Feed The Homeless, Ed Hardy and Cover Girl foundations.

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

We I can bring my understanding and knowledge that roles and responsibilities of the board of directors are as one entity. I have experience in the corporate world, so I understand the legal aspects of the board as well. I can bring my expertise of developing QA plans, assess risk, develop test strategies, perform workload analysis, identify and create test cases, identify and structure test procedures, establish and maintain test data, oversee successful execution of test procedures, verify test results, analyze defects, and submit change request.

SCHOOL MISSION AND PROGRAM

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

My understanding of the schools mission is to cultivate the minds of our scholars, ensuring they acquire the necessary critical thinking skills for the technological advancements of the future. These are guided by The Holback Academy's core values, Ambition, Purpose, Diversity, Motivation and Leadership.

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

The fundamental foundation on which the program will be built on is my understanding of the proposed educational program. I understand that the school plans to provide a standards-based education, while also heavily integrating technology to keep pace with the ever-advancing world around us.

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

I believe that culture, school safety, communication, motivation, leadership and management are the characteristics of a successful school. I believe our learners should feel at home. We want school to be like the second home.

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

The mission of the Holback Academy is to cultivate the minds of our scholars, ensuring they acquire the necessary critical thinking skills for the technological advancements of the future, and to provide relevant quality education to guarantee that our students are college and career ready upon graduation. We will know if our school is succeeding or not succeeding if our students are not performing. We will measure these accomplishment by school assessments, STAAR, College Prep (SAT,ACT) and grades.

GOVERNANCE

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

The board member plays a major role in the governance of the charter school. This includes hiring a school leadership to manage and monitoring to the schools success and to also oversee the schools academic and fiscal progress. This role also includes establishing policies and monitoring the schools over progress.

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

The first year of operation success will be measured when by the capacity of enrollment, successfully establishing culture of excellence in education, and building a structural foundation that will assist in the continued success of the school for years to come.

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

The Holback Academy board will continue to analyze school assessments, STAAR, College Prep (SAT,ACT) and grades. With this date we will know if our school performance has been successful. We will then revisit past policies and create new policies to ensure the success of The Holback Academy throughout the first four years.

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 govern The Holback Academy and monitor student progress, school management and school perform. We will conduct annual evaluations of school leadership.

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

This situation would be handled by bylaws, code of conduct, and the duties of loyalty within our school .After that, it would be up to the board to gather information through investigation, and then make a joint decision on how to proceed after that.

DISCLOSURES

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

• Yes

CNo, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I have worked with Dr. Holback in the past concerning business and software programing.

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

CYes

• 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).

CYes

• 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.

CYes

• 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 Cschool 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.

OYes

• 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.

C 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, I have no business I have connections or no partnerships.

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, I held no role, nor catered to any events pertaining to the charter school.

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

CYes

• 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?

CYes

• 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? C 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? CYes

• Does not apply to me.

If yes, describe the precise nature of your relationship.

Page __

CERTIFICATION

I. <u>Darven</u>, <u>RoSaya</u>, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Date 01-18-2020

South Carolina State of County of Berkele

On this day, Davon R6304a (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 18 th day of Sanuary	, 20 20
(Notary Public) Rosolie T. Johnson	(Seal)
My commission expires 8-20th-2025	

Timothy Jenkins

5440 N Jim Miller Road. Dallas Texas 75227 - 469-994-8676 - timothy.jenkins1992@hotmail.com

Objective To build a long-term career as a high school teacher in a position that offers opportunities for career growth, and to keep up with evolving educational strategies.

F	
Experience	ELAR Content Teacher (Grade 9 & 10)
	Seagoville High School, Dallas Texas
	August 2018 – Current
	Currently in the second year of my teaching career. During the first year while working with English 2, helped to earn a distinction in Domain 2A for Accountability.
Education	Bachelor's Degree - Psychology
	LSU Shreveport, Shreveport, Louisiana
	Graduation Date: May 2014
Certifications	ELA Content 7–12
	Pedagogy and Professional Responsibilities
	ESL 7-12
Leadership	Undergraduate Organizations
	Chapter President – Alpha Phi Alpha Fraternity Inc (2013-2014)
	Psychology Club President (2012-2014)
	Black Studies Association Vice President (2014)
References	Reference name, Company
	Ashley Jackson - Promise House - 469-254-4500

Jabari Jones – African American Museum – 682–582–7944	Jabari Jones -	African	American	Museum -	682-582-7944
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GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	The Holback Academy
Name of Sponsoring Entity:	The Holback Academy INC

BACKGROUND

Full Legal Name:	Timothy Eron Jenkins
Home Mailing Address:	5440 Jim Miller Road, Dallas Texas
Phone Number:	469-994-8676
E-mail Address:	timothy.jenkins1992@hotmail.com
Business Name:	
Business Mailing Address:	
Business Phone Number:	
E-Mail Address:	

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

⊂ Yes

• No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

ollege/career readiness.				
	Pag	e		

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

My understanding is that a public charter school board member will assist in keeping the proposed charter school in compliance with legal and educational standards, as well as fulfill responsibilities that will help the school operate on a day to day basis.

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.

Currently, I do not have previous board experience. However, I am capable of serving on this board due to my selfless desire to put students in place to succeed. By affording our students equal opportunities to advance their education in a safe and structured environment, we will be setting them up for future successes. That is my main goal.

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

Currently, I have a bachelor's degree in Psychology, and two years of teaching English and ESL techniques. By the time the proposed charter school is approved, I will have earned my master's degree in Educational Administration, as well as a SPED certification.

SCHOOL MISSION AND PROGRAM

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

I understand that the mission of the Holback Academy coincides with a desire to give our students the necessary tools and opportunities for them to reach their full scholastic potential. By providing relevant, quality education, we will ensure that our students are college and career ready.

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

I understand that the proposed charter school plans to provide a standards-based education, while also heavily integrating technology to keep pace with the ever-advancing world around us.

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

A successful school will have data that reflects met standards, a culture that invites positivity and respect, and an environment that produces academic excellence.

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

I will know if that the school is succeeding in our mission if 100 percent of our students that apply for college are accepted, and if we are continuing to meet readiness standards set by the district. A successful mission will also be reflected in positive school culture.

GOVERNANCE

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

The board will be responsible for putting the correct leaders in place to keep the proposed charter school afloat. The board will also be responsible for ensuring that not only are all legal policies adhered to, but also that our school continues to evolve as the world around us evolves.

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

The first year of operation will be a success when we have reached capacity for enrollment, successfully established a culture of excellence in education, and built a foundation that will assist in the continued success of the school for years to come.

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

At the end of four years, not only will we have full enrollment, but we will have also met our goal of 100 percent college acceptance for our students. Another measure of success will come in the form of planning, or already operating a new school under The Holback Academy tree. That will measure our success after four years.

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

The charter school board will need to have an attitude and a mindset of continued evolution and adaptation. By constantly being open to change in order to get better, we will set ourselves and our campus up for success. Another step to ensuring success will be not only to listen to and implement different strategies, but also to be open minded in the aspects of improvement. Also, it will be imperative to place people in positions that will not only benefit the success of the school, but also the futures of our prospective students.

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 first course of action would be to take the concerns to that specific board member to gauge whether the accusations are true or not. After that, it would be up to the board to gather information through investigation, and then make a joint decision on how to proceed after that. We will proceed with the bylaws for our school.

Page

DISCLOSURES

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

• Yes

CNo, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

Ive Worked with Dr. Holback at my last school.

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.

Dr. Holback has been a great mentor to me in the past 2 years.

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).

C 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 Cschool 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.

Page _

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 • 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?

• Does not apply to me.

If yes, describe the precise nature of your relationship.

Page

CERTIFICATION

JenKins limothy

, 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

١,

Date 18,2020 anuary

State of

South Carolina County of

On this day, $\underline{\mathcal{T}_{HD} \mathcal{H}_{HY}} \underline{\mathcal{S}_{en}\mathcal{R}_{ins}}$ (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.

18 th day of Subscribed and sworn to before ,2020 (Notary Public) (Seal) My commission expires 0 X

Page

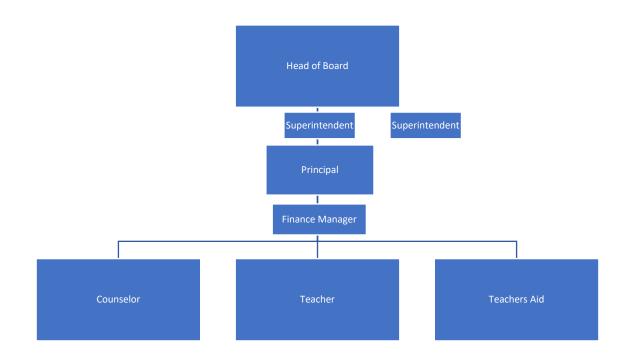
Attachment 13: Organizational Charts for Year 1 and Full Capacity

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.

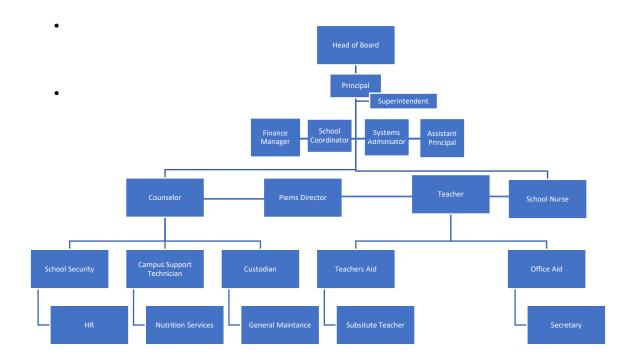
Each organizational chart must clearly delineate the roles and responsibilities of—and lines of authority and reporting among—the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school.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

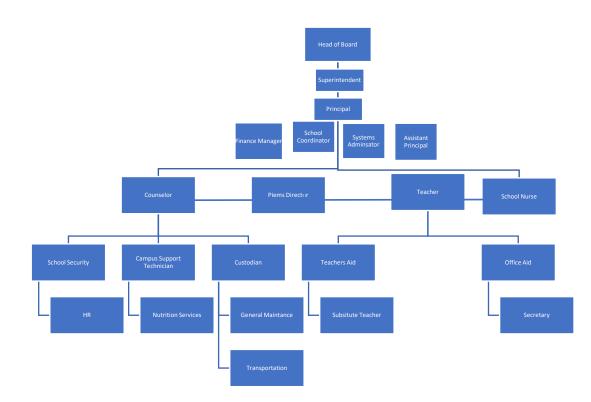
2020 Year 0



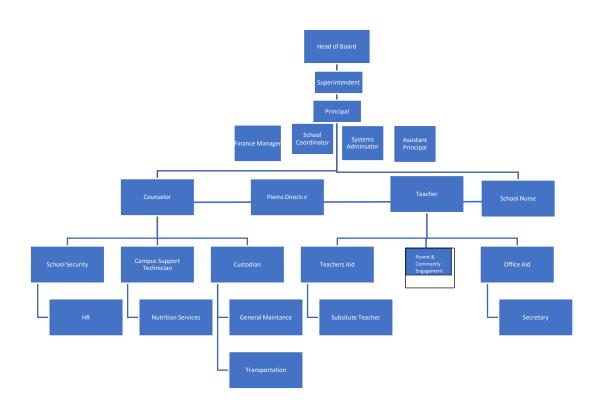
2021-2022 Year 1 & 2



2023-2024 Year 3 & 4



2025 Year 5



Attachment 14: Superintendent Evaluation Tool(s)

Provide any superintendent evaluation tool(s) that have been developed.

The Holback Academy board has identified Dr. Daniel Holback as Superintendent of The Holback Academy based on his successful track records, leadership and academic background at charters schools in the Dallas Fort worth area. The Holback Academy highly recommends Dr. Daniel Holback to serve as the CEO/Superintendent of the proposed school. Dr. Daniel Holback was teacher of the year 2017 at Inspired Vision Secondary school in Dallas Texas and has served as a mentor to all students who he taught or haven't taught. Dr. Daniel Holback is an author and a founder of the Kappa Mu Kappa International Fraternity. Dr. Holback was recognized by Full sail University as an advocate for media communications and received a Graduate certificate in Media Arts. Dr. Daniel Holback is recognized as an ambassador for Capella University for Doctoral learners and has received a graduate certificate from the institution in leadership and accountability. Dr. Daniel Holback holds an Ed.D from Capella University in Education. Dr. Daniel Holback has taught over 800 plus students in the DFW area and has a passion for mentorship. The majority of his students are now enrolled in college or finishing up there hours to graduate. Dr. Daniel Holback is huge advocate for higher learning. He believe that every child should have the right to higher education for free. He instills in his students that with the tools given in education you can accomplish any goal or any task. He believes that education is the one thing anyone can't take from you. Once you earn it, it's yours forever. He has taught courses like Engineering Design and Problem solving, Advanced Audio Visual, Applied Engineering, Robotics I & II, Yearbook I & II, Technology, Journalism, Career Portal and English. Dr. Daniel Holback has also taught higher education courses online. The Holback Academy Board will hire a Superintendent who will hold the values of authority and responsibility for day-to-day operations of the proposed school. The Holback Academy Board will use the following evaluation tool to hold the Superintendent accountable for the academic success and financial feasibility of the school's mission and goals outlined in the charter. Evaluation tool will be categorized under 4 main areas. These areas may be increased and decreased by the board as needed. Each of the following tools has sub-components that

will be scored on a scale of three (1=Unsatisfactory, 2=Average, 3=Successful).

1. Leadership, 2.Community Relations, 3.Relations with the board, 4. School, Business and Operations.

The Superintendent's salary was set to \$81,000 by the Holback Academy Board. The salary was determined by reviewing the salary schedule of similar size charter schools within the Fort worth Area. The Holback Academy Board will review Superintendent performance annually and determine the renewal or non-renewal of the Superintendent contract. "The commissioner's recommended appraisal process and criteria requires, at a minimum: (1) an annual evaluation of the superintendent; and (2) a student performance domain. Other appraisal procedures and criteria are determined by the board. 19 Tex. Admin. Code § 150.1031." (19 Tex. Admin. Code §

150.1031). The Holback Academy Board of Directors will establish a Superintendent appraisal process in which the profession-related performance is evaluated according to Texas Education Code 21.354. The assessment will be created using the scholastic and economic metrics in the Scholarly and Economic Achievement Indicators sections of this application and the academic, financial, and operational metrics from the Campus Request and Growth Plan. Fundamental metrics (classified below) will be used to evaluate the Executive Director in addition to all the measures listed above in accordance with the Commissioner's Rules Concerning Education Standards in 19 TAC Chapter 149 §149.2001 Administrator Standards:

SUPERINTENDENT PERFORMANCE APPRAISAL-SUMMATIVE EVALUATION REPORT

INDIVIDUAL WORKSHEET FOR BOARD MEMBERS

DIRECTIONS

The following statements describe the Superintendent who achieves success. Based on cumulative performance information, the evaluator estimates the superintendent's effectiveness in meeting each criterion. Rate each criterion using the scale below that most closely describes the superintendent's attainment of that criterion. (Please use the NUMBER 1,2,3,4, or 5 or N/A in the blanks to evaluate the superintendent's performance).

RATING SCALE

N/A	Not Applicable	
5	Clearly Outstanding	Performance is consistently far superior to what is normally expected
		Performance demonstrates increased proficiency and is consistently above
4	Exceeds Expectations	expectations.
3	Meets Expectations	Performance meets expectations and presents no significant problems
2	Below Expectations	Performance is consistently below expectations and significant problems exist
1	Unsatisfactory	Performance is consistently unacceptable

MAJOR RESPONSIBILITIES AND DUTIES:

Instructional Management

Item #	Criterion Statement	Score
1	Keep informed about all aspects of the instructional program.	
2	Work with the staff, board, and community in curriculum planning and recommend all curriculum guides.	
3	Encourage campuses and programs to be self-directed and focused on the district's mission.	
4	Prepare reports and assist the board in evaluating the effectiveness of school programs.	
	Sub Total	

School/Organizational Climate

Item #	Criterion Statement	Score
5	Ensure that there is a continuous focus on student growth and learning	
6	Demonstrate skill in anticipating, managing, and resolving conflict	
7	Provide for two-way communication with district personnel.	
	Sub Total	

School/Organizational Improvement

Item #	Criterion Statement	Score
8	Provide leadership in developing district goals and objectives.	
9	Provide leadership in developing long and short range plans for district growth and improvement.	
10	Conduct periodic evaluation of all programs and operations to determine improvement needed.	
11	Use a collaborative decision making process and problem-solving technique when appropriate	
12	Promote goal-oriented performance and support for those involved in achieving campus performance objectivies (academic excellence indicators)	
	Sub Total	

School Community Relations

Item #	Criterion Statement	Score
35	Prepare board agendas and meeting materials in cooperation with the board president.	
36	Attend and participate in all board meetings except when excluded from executive session, such as when the board wants to discuss privately the superintendent's contract or evaluation.	
37	Keep the board continuously informed on issues, needs, and operations of the district.	
38	Recommend policies on organization, finance, instructional programs, student matters, personnel, school plant, and other functions of the district.	
39	Exercise discretion and judgment in matters not covered by board policy.	
40	Interpret board policies to the staff and community and implement them accordingly.	
41	Serve as custodian of all board minutes and records.	
42	Communicate with the district's attorney on matters in litigation or potential litigation except as otherwise directed by the board.	

COMMENTS:

Board Member Signature_____ Date_____

Attachment 15: Résumé and Qualifications for Proposed Superintendent

Complete <u>either</u> 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.

Dr. Daniel J Holback 624 King George Drive ~ Fort Worth, TX 76112 ~ 972-922-6430 ~ Holback@usc.edu

CERTIFICATION

ACSI Certification (Computer Technology) ex: 3/22/2021 In Progress: iTeach Texas EPP (Journalism 7-12th) TEFL Professional Development Institute: English Certification 120 Hours- September 2016 Work Keys: Bronze Certifications -2009

EDUCATION

Doctor of Education in Education, Educational Leadership Capella University Minneapolis, Minnesota Graduation: September 2019 GPA: 4.0 Master of Communications Management, Journalism University of Southern California Los Angeles, California Pending Graduation: January 2020 GPA:4.0 Post-Masters Certificate of Education, Leadership and Accountability Capella University Minneapolis, Minnesota Graduation: April 2018 GPA: 4.0 on a 4.0 scale Graduate Certificate, Media Communication Full Sail University Winter Park, Florida Graduation: May 2016 GPA: 3.7 on a 4.0 scale Master of Education, Adult Education American InterContinental University University in Schaumburg, Illinois Graduation: August 2014 GPA: 3.11 on a 4.0 scale Bachelor of Fine Arts, Communications, Minor: Visual Journalism American InterContinental University University in Schaumburg, Illinois Graduation: September 2013 GPA: 2.75 on a 4.0 scale Associates of Arts in Fine Arts, Communications American InterContinental University May 2012 University in Schaumburg, Illinois Graduation: May 2012

GPA: 2.5 on a 4.0 scale **15 Business Credit Doctoral Hours** Walden University
Graduation: 2015 to 2016
GPA: 3.0 on a 4.0 scale **63 Credit Hours Mass Communications** Benedict College
GPA: 2.5 on a 4.0 scale
Graduation: 2008 to 2011 **3 Credit Hours EDU EDFS** College of Charleston
Graduation: 2007- 2008
GPA: 4.0 on a 4.0 scale **High School Diploma** Cross High School
Cross, South Carolina
Graduation: June 2008
GPA: 3.6 on a 4.0 scale

TEACHING EXPERIENCE

Teacher 8th-12th (Engineering Design & Problem Solving, Robotics I, Applied Engineering)

- Advantage Academy East, Grand Prairie, Texas August 2019- Current
 - Designed and implemented lesson plans for students at different learning levels.
 - Utilized a variety of instructional methods including cooperative learning, games, discovery, and discussion.
 - Assessed student learning, modified lessons to create meaningful, authentic learning for students, and prepared bulletin boards.
 - Actively participated in school events such as PTO, Open House, in-service, faculty meetings, team leader

meetings, and grade level meetings.

• Administered standardized tests and assisted cooperating teacher in parent conferences.

Teacher 6th-8th (Technology, Yearbook, Robotics & Photography)

Trinity Environmental Academy, Dallas, Texas January 2019- July 2019

- Designed and implemented lesson plans for students at different learning levels.
- Utilized a variety of instructional methods including cooperative learning, games, discovery, and discussion.
- Assessed student learning, modified lessons to create meaningful, authentic learning for students, and
 - prepared bulletin boards.
- Actively participated in school events such as PTO, Open House, in-service, faculty meetings, team leader meetings, and grade level meetings.
- Administered standardized tests and assisted cooperating teacher in parent conferences.

Teacher 9th-12th (CTE, Journalism)

Inspired Vision Secondary, Dallas, Texas October 2017- September 2018

- Designed and implemented lesson plans for students at different learning levels.
- Utilized a variety of instructional methods including cooperative learning, games, discovery, and discussion.
- Assessed student learning, modified lessons to create meaningful, authentic learning for students, and

prepared bulletin boards.

- Actively participated in school events such as PTO, Open House, in-service, faculty meetings, team leader
 - meetings, and grade level meetings.

• Administered standardized tests and assisted cooperating teacher in parent conferences.

Adjunct Professor (UNIV 1001)

University of The People, Remote, July 2017- Present

English Substitute Teacher

Nova Academy, Dallas, Texas December 2016- September 2017

- Performed duties such as preparing snack, helping students with their homework, and observing them during outside play.
- Took attendance daily for the director.

English Substitute Teacher

Fair Hill Private School, Dallas, Texas, September 2016 – December 2016

- Performed duties such as preparing snack, helping students with their homework, and observing them during outside play.
- Took attendance daily for the director.
- **Online English Teacher (ELA)**

Global Mate New York/Korea, Remote, January 2015 to Present

Substitute Teacher

Orangeburg Consolidated School District Three, Holly Hill, South Carolina, March 2013 to May 2015

- Performed duties such as preparing snack, helping students with their homework, and observing them during outside play.
- Took attendance daily for the director.

Teacher Cadet (5th Grade ELA)

Cross High, Cross, South Carolina, September 2007 to May 2008

OTHER WORK EXPERIENCE

Inventory Counter, Wis International, Fort Worth, Texas, May 2017-September 2017 Freelance Writer, www.freelancewriting.com, May 2011 to Present Work-study, Capella University, Remote, October 2014 to December 2014 Volunteer Teacher Assistant, First Calvary, Columbia South Carolina, April 2009 to June 2011 Resident Hall Assistant, Benedict College, Columbia, South Carolina, February 2009 to March 2011

AWARDS & ACTIVITIES

Dean's List Capella University; Member, Doctoral Ambassador, Phi Beta Sigma Inc

COMPUTER SKILLS

Microsoft Word, WordPerfect, Internet, E-Mail Adobe Illustrator, PageMaker, Photoshop Adobe Photoshop, InDesign and Dreamweaver.

Superintendent Qualifications

- Master's degree or Higher
- 2 Years of Teaching Experiences (of Record)
- 2 Years of business/management Experiences (Preferred)

Attachment 16: Job Description or Qualifications for Superintendent

Complete <u>either</u> 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.

Job Description for the Superintendent

The superintendent of the holback academy will Adopt and use enforcements of student disciplinary rules and procedures as necessary. The superintendent of The Holback Academy will Collaborate with the Board on submitting reports as required by state or federal law, rule, or regulation, and ensuring that a copy of any report required by federal law, rule, or regulation is also delivered to TEA.

The superintendent of The Holback Academy will provide joint leadership with a board to ensure that the responsibilities of the board and superintendent team are carried out, and Performing any other duties assigned by the action of the board. Other duties for the superintendents may include the hiring and placement of principals for the district. In addition, he or she may choose or hire certain positions within the board of education. The superintendent is also in charge of making decisions about educational programs, spending, and staffing for particular facilities.

Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team

Provide all résumés and qualifications of the instructional leadership team members who have been selected. Clearly indicate the position that is associated with each résumé. If some of the instructional leadership team members have been selected, but some have not, complete this attachment for those who have been selected and complete Attachment 18 for positions that do not currently have candidates identified.

If none of the instructional leadership team members have been selected, write "N/A" on this Attachment and complete Attachment 18.

N/A

Attachment 18: Job Descriptions or Qualifications for Instructional Leadership Team

Provide all job descriptions or qualifications of the instructional leadership team members who have not yet been selected. If some of the instructional leadership team members have been selected, but some have not, complete Attachment 18 for those who have been selected and complete this Attachment for positions without identified candidates.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant instructional leadership team position together with a reference to the appropriate page number in Attachment 23.

Qualifications for the Instructional Leadership Team

- Manage, evaluate and develop a team of teachers.
- Work with teachers to constantly assess and improve student achievement results.
- Ensure the use of effective, research-based teaching methodologies and practices.
- Implement data-driven instruction and lead discussions about student performance.
- Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.
- Keep abreast of successful instructional methodologies and practices.
- Provide high-quality curricular training and resources to staff.
- Ensure consistencies in instruction and practice amongst a team of teachers.
- Foster culture of professionalism among teachers and staff.
- Ensure learning environment and classroom instruction maximizes student learning.
- Monitor the progress of all students.
- Supervise and mentor all teachers.

Attachment 19: Leadership Evaluation Tool(s)

Provide any leadership evaluation tool(s) that have been developed.

The Holback Academy Leadership Evaluation Form

Leader: Supervisor:

This form summarizes feedback about proficiency on the indicators, standards, and domains marked below based on consideration of evidence encountered during this timeframe:_____

D	omain 1: Student Ac	hievement							
() Highly Effective () Effective () Needs Improvement () Unsatisfactory									
Scale Levels: (choose one) Where there is	Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator,								
	assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave								
blank.	J J J J I J	,	8	· · · · · · ·					
Proficiency Area 1 - Student Learning Res	sults: Effective schoo	ol leaders achie	eve results on the school's	student					
learning goals and direct energy, influence	, and resources towa	rd data analysi	s for instructional improve	ement,					
development and implementation of qualit			1						
	hly Effective () Eff		eds Improvement () Unsa	tisfactory					
Indicator 1.1 – Academic Standards Unsatisfactory	() Highly Effective	() Effective	() Needs Improvement	()					
Indicator 1.2 – Performance Data Unsatisfactory	() Highly Effective	() Effective	() Needs Improvement	()					
Indicator 1.3 – Planning and Goal Setting	() Highly Effective	() Effective	() Needs Improvement	()					
Unsatisfactory Indicator 1.4 - Student Achievement Results	() Highly Effective	() Effective	() Needs Improvement	()					
Unsatisfactory	() Inginy Enective	() Effective	() Needs improvement	0					
Proficiency Area 2 - Student Learning as a	Priority: Effective s	chool leaders d	lemonstrate that student le	arning is					
their top priority through effective leadersh	nip actions that build	and support a	learning organization focu	ised on					
student success.	-								
() Highly Effective () Effect	ive () Needs Improv	vement () U	nsatisfactory						
Indicator 2.1 - Learning Organization () Unsatisfactory	() Highly Ef	fective () Ef	fective () Needs Improve	ment					
Indicator 2.2 - School Climate	() Highly Effective	() Effective	() Needs Improvement	()					
Unsatisfactory									
Indicator 2.3 - High Expectations	() Highly Effective	() Effective	() Needs Improvement	()					
Unsatisfactory		() 700		~					
Indicator 2.4 - Student Performance Focus Unsatisfactory	() Highly Effective	() Effective	() Needs Improvement	()					
Unsaustactory									

Domain 2: Instructional Leadership								
() Highly Effective ()	Effective ()]	Needs Improve	ment () Unsatisfa	actory				
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator,								
assign a proficiency level by checking o	ne of the four prof	iciency levels.	If not being rated at thi	is time, leave				
	blank.							
Proficiency Area 3 - Instructional Plan Im	plementation: Effect	ctive school lea	ders work collaborative	ly to develop				
and implement an instructional framework	that aligns curricu	lum with state	standards, effective instr	ructional				
practices, student learning needs, and asse	ssments.							
	() Highly Effective	() Effective	() Needs Improvement	()				
Unsatisfactory								
Indicator 3.1 - FEAPs	() Highly Effective	() Effective	() Needs Improvement	()				
Unsatisfactory								
Indicator 3.2- Standards based Instruction	() Highly Effective	() Effective	() Needs Improvement	()				
Unsatisfactory								

Indicator 3.3 - Learning Goals Alignments	() Highly Effective	() Effective	() Needs Improvement	()
Unsatisfactory				
Indicator 3.4 - Curriculum Alignments Unsatisfactory	() Highly Effective	() Effective	() Needs Improvement	()
Indicator 3.5 - Quality Assessments Unsatisfactory	() Highly Effective	() Effective	() Needs Improvement	()
Indicator 3.6 - Faculty Effectiveness Unsatisfactory	() Highly Effective	() Effective	() Needs Improvement	()
Proficiency Area 4 - Faculty Developmen	t: Effective school l	eaders recruit, r	etain, and develop an eff	ective and
diverse faculty and staff; focus on evidence			· •	
practice with student achievement to demo				1010000000
professional development; monitor impler			I ·	v feedback
to teachers so that feedback can be used to				JICCUDUCK
	() Highly Effective)
Unsatisfactory	() Highly Effective	() Effective	() Reeds improvement ()
Indicator 4.1 - Recruitment and Retention	() Highly Effective	() Effective	() Needs Improvement	()
Unsatisfactory				~ /
Indicator 4.2- Feedback Practices	() Highly Effective	() Effective	() Needs Improvement	()
Unsatisfactory		.,	•	.,
Indicator 4.3 - High effect size strategies	() Highly Effective	() Effective	() Needs Improvement	()
Unsatisfactory				
Indicator 4.4 - Instructional Initiatives	() Highly Effective	() Effective	() Needs Improvement	()
Unsatisfactory				
Indicator 4.5 - Facilitating & Leading Prof. Unsatisfactory	Learning () Highly I	Effective () Effe	ctive () Needs Improvemen	nt ()
Indicator 4.6 – Faculty Development Alignm	ents () Highly Effec	tive () Effect	ive () Needs Improvement	0
Unsatisfactory				
Indicator 4.7 - Actual Improvement Unsatisfactory	() Highly Effe	ctive () Effect	tive () Needs Improvement	nt ()
Proficiency Area 5 - Learning Environment	nt: Effective school	leaders structure	e and monitor a school le	arning
environment that improves learning for all	l of The Holback Ac	ademy diverse	student population.	-
		Unsatisfactory	1 1	
Indicator 5.1 - Student Centered Unsatisfactory	() Highly Effective	() Effective	() Needs Improvement	()
Indicator 5.2 - Success Oriented	() Highly Effective	() Effective	() Needs Improvement	0
Unsatisfactory				.,
Indicator 5.3- Diversity	() Highly Effective	() Effective	() Needs Improvement	()
Unsatisfactory			•	
Indicator 5.4 - Achievement Gaps Unsatisfactory	() Highly Effective	() Effective	() Needs Improvement	()

Domain 3 - Organizational Leadership

() Highly Effective () Effective () Needs Improvement () Unsatisfactory Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.

Proficiency Area 6 - Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.

	() Highly Effective	() Effective	() Needs Improvement	()
Unsatisfactory				
Indicator 6.1- Prioritization Practices	() Highly Effective	() Effective	() Needs Improvement	()
Unsatisfactory			_	
Indicator 6.2- Problem Solving.	() Highly Effective	() Effective	() Needs Improvement	()
Unsatisfactory				
Indicator 6.3 - Quality Control	() Highly Effective	() Effective	() Needs Improvement	t ()
Unsatisfactory				
Indicator 6.4 - Distributive Leadership	() Highly Effective	() Effective	() Needs Improvement	0
Unsatisfactory				

Indicator 6.5 - Technology Integration	() Highly Effective	() Effective	() Needs Improvement	()
Unsatisfactory Proficiency Area 7 - Leadership Develop	mont: Effective scho	al landara nativ	ly gultivota gunnart an	d davalan
other leaders within the organization, mo		ncy, and integri	ity in ways that positive	y impact
and inspire growth in other potential lead				
Indicator 7.1- Leadership Team	() Highly Effective	() Effective	() Needs Improvement	0
Unsatisfactory				
Indicator 7.2 - Delegation	() Highly Effective	() Effective	() Needs Improvement	()
Unsatisfactory				()
Indicator 7.3 - Succession Planning	() Highly Effective	() Effective	() Needs Improvement	()
Unsatisfactory Indicator 7.4 - Relationships	() II' aldar Effe attac	() Effective	() No. J. I.	()
Unsatisfactory	() Highly Effective	() Effective	() Needs Improvement	()
Proficiency Area 8 - School Management	nt: Effective school le	adore manago t	ha organization operatio	one and
facilities in ways that maximize the use of				
environment; effectively manage and del				
understand the benefits of going deeper			uperficial coverage of ev	verything.
		Unsatisfactory		
Indicator 8.1 - Organizational Skills	() Highly Effective	() Effective	() Needs Improvement	()
Unsatisfactory Indicator 8.2- Strategic Instructional Res	ouncing () Highle Effe		. () N J- I	()
Unsatisfactory	ourcing () Highly Elled	uve () Enecuv	e () Needs Improvement	()
Indicator 8.3 – Collegial Learning Resource	ces () Highly Effe	ctive () Effecti	ve () Needs Improvement	()
Unsatisfactory	() Inginy Ene	cuve ()Enecu	ve () Needs improvement	0
Proficiency Area 9 - Communication: E	Effective school leader	s use annronria	te oral written and elec	rtronic
communication and collaboration skills t				
communication and conaboration skins to communications, seeking to listen and le				
			0	
faculty, parents, and community; managing				
all stakeholders engaged in the work of t		g individuals fo	or good work; and maint	aining high
visibility at school and in the community				
		~ ~ ~		Unsatisfactory
Indicator 9.1 Constructive Conversation	s () Highly Effective	() Effective	() Needs Improvement	()
Unsatisfactory				
Indicator 9.2 - Clear Goals and Expectatio	ns () Highly Effective	() Effective	() Needs Improvement	0
Unsatisfactory				
Indicator 9.3 - Accessibility	() Highly Effective	e () Effective	() Needs Improvemen	t ()
Unsatisfactory			() No de Leon	4 ()
Indicator 9.4 - Recognitions	() Highly Effectiv	e () Effective	e () Needs Improvemen	nt ()
Unsatisfactory				

Domain 4 - Professional and Ethical Behaviors

() Highly Effective () Effective () Needs Improvement () Unsatisfactory Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.

Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

	() Highly Effective	() Effective	() Needs Improvement	()
Unsatisfactory				
Indicator 10.1 – Resiliency	() Highly Effective	() Effective	() Needs Improvement	()
Unsatisfactory				
Indicator 10.2 - Professional Learning	() Highly Effective	() Effective	() Needs Improvement	()
Unsatisfactory			_	

Indicator 10.3 - Commitment Unsatisfactory	() Highly Effective	() Effective	() Needs Improvement	()
Indicator 10.4 – Professional Conduct Unsatisfactory	() Highly Effective	() Effective	() Needs Improvement	()

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.

Proposed Financial Team Qualifications

The School Finance Team for The Holback Academy presents information and support to district administrators and fiscal staff, administrators, legislators, public interest groups, taxpayers, researchers, and communications.

Education : Bachelors or higher (MBA preferred)

Experiences : At least 5 to 7 Years in management/Finances. Experience in accounts (Preferred)

This Includes:

Accounting, Auditing, and Financial Management

• Processing of data collection in support of TEA.

State and Federal Aid

• The focus on how Texas public schools are funded with a focus on state and federal education aids.

Calculating Children and aid

• Counting of children and the determining of membership data to establish equalization aid.

- Revenue Limits
 - Monitors the Texas legislature revenue controls and computation of district general fund revenues.

Calendars and Communication

• Maintains and monitors due dates, school finance listserv subscriptions and School Finance team contacts.

Presentations and Tutorials

Required to provide information on various school finance topics, processes, and the use of certain online reports

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

Operations Team Leader Skills and Qualifications

The operations team leader requires professional persistence, a strong sense of commitment, and consistent patience, in addition to these skills:

- **Team leadership** daily leadership is the position's primary role. Some operations team leaders also participate in recruitment and onboarding initiatives as necessary
- **Business supervision** a strong managerial acumen and familiarity with the principles of business administration are necessary components of the job. Examples include overseeing daily operations, pursuing organizational goals, and driving long-term business development
- Effective Communication skills not only are operations team leaders expected to deliver instructions clearly and concisely, but they also address employee questions and issues and respond to staff feedback
- **Customer service** operations team leaders don't typically interact with customers, but they're often called upon to de-escalate and troubleshoot advanced customer issues in retail or manufacturing settings
- **Strong manufacturing** knowledge of lean methodology (boosting efficiency without sacrificing productivity) isn't always required, but it's useful in manufacturing and some other industries, and employers often prefer candidates who understand the principles of lean manufacturing.

Attachment 22: Staffing Chart

Using the template provided in the table below, complete the staffing chart for the proposed campus(es). The staffing chart <u>must</u> 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.

	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
		Centra	al Office			
Superintendent/CE O						
Chief Financial Officer						

Chief Operating Officer						
Other Central Office staff						
Total central office FTEs						
	Elei	nentary Sch	ool Campus	Staff		
School leaders (principal, assistant principal, deans, etc.)						
Teachers (create a separate row for each grade or core subject)						
Teachers (specials, e.g., art)						
Teachers, ESL/Bilingual						
Teachers, Special Education						
Student support staff (e.g., paraprofessionals, counselors)						
Campus operations (e.g., PEIMS coordinator, clerk)						
Total elementary FTEs						
Middle School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)						

Teachers (separate line for each grade or core subject)						
Teacher (specials, e.g., art)						
Teacher, ESL/Bilingual						
Teacher, Special Education						
Student support staff (e.g., paraprofessionals, counselors)						
Campus operations (e.g., PEIMS coordinator, clerk)						
Total middle school FTEs						
		High School	l Campus St	aff		
School leaders (principal, assistant principal, deans, etc.)	3	0	2	0	0	2
Teachers (separate	ELA 2	ELA 4	ELA 6	ELA 6	ELA 7	ELA 10
line for each grade or core subject)	Science 2	Science 4	Science 7	Science 7	Science 8	Science
	Math 2	Math 4	Math 4	Math 2	Math 2	10
	History 2	History 4	History 6	History 7	History 7	Math 10
						History 10
Teacher (specials, e.g., art)	2	6	6	7	7	10
Teacher, ESL/Bilingual	2	3	5	7	10	10

Teacher, Special Education	5	5	5	10	12	12
Student support staff (e.g., paraprofessionals, counselors)	1	0	0	0	2	5
Campus operations (e.g., PEIMS coordinator, clerk)	3	2	2	6	5	10
Total high school FTEs	24	32	43	52	60	90
Total charter school staff	17	30	39	46	52	72
Teacher-student ratio	230	260	430	480	520	980

Attachment 23: Supplemental Human Resources Information Forms

Using the template provided on the <u>Subchapter D</u> 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.

Name of Proposed Ch	arter School: The Holback Academy					
Name of Sponsoring E	The Holback Academy Corporations					
Position Title: Piems	Coodinator					
Reports to: Princip	to: Principal					
Salary Range: \$45,50	alary Range: \$45,500-\$55,000					
	al form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing e given to the individual in this position. If none, please state N/A.					
N/A						
Proposed Location (Ci	ty and County): Fort Worth, Tarrant					
Number of Students an	nticipated in year one: 230 In year five: 530					
Minimum Qualificatio	ns Required:					
Education Required:	Bachelor degree in Information Systems, Business or other related field is required					
Experience Required:	Three (3) years related professional experience with PEIMS or experience in a K-12 environment is preferred. Excellent time management skills,Detailed oriented.					
Certification Required:	N/A					

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Arlington ISD	220901	Arlington	59,900	54,550
Fort Worth ISD	220905	Fort Worth	84,510	54,000
Grand Prairie ISD	057910	Grand Prairie	29,200	54,450

Name of Proposed Charter School:	The Holback Academy
Name of Sponsoring Entity:	The Holback Academy Corporations
Position Title: Piems Coodinator	
Reports to: Superintendent	
RESPONSE BOXES WIL	L AUTO-EXPAND AFTER TEXT IS INSERTED
lob Duties: List up to 10 key duties	
	PEIMS information as it becomes available from TEA in a timely manner
2. Serve as a liaison between other	districts, ESC administrators and TEA regarding PEIMS issues
3. Responsible for data quality in co	ompliance with Performance Based Monitoring and PEIMS
4. Ensure the delivery of complex,	time sensitive PEIMS submissions to TEA
5. Comply with district, state federa regarding enrollment.	al policies regarding student records;Comply with district, state federal policies
6. Comply with district, state and fe	ederal policies/laws regarding attendance accounting
-	ords and documentation
7. Maintain accurate, auditable reco	
 Maintain accurate, auditable rece Assist in the development and im 	plementation of policy and procedures

10. Accounting Handbook and other state and federal student reporting requirements

Name of Proposed Ch	arter School: The Holback Academy				
Name of Sponsoring E	Entity: The Holback Academy Corporations				
1	us Facilities/ Support Tech Manager				
-	School Principal Salary Range: 32,000-44,000				
	al form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing e given to the individual in this position. If none, please state N/A.				
N/A					
Proposed Location (Ci	ity and County): Fort Worth, Tarrant				
Number of Students ar	nticipated in year one: 230 In year five: 530				
Minimum Qualification	ns Required:				
Education Required:	Bachelor's degree (B. A./ B.S.) from four-year college or university preferred. Minimum 2 years' experience in operations management and/or building maintenance or related field can be used in lieu of a degree. High School Diploma or GED equivalent required.				
Experience Required:	To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.				
Certification Required:	VAC certification preferred but not required; fluency in Spanish preferred but not required. Applicant may be required to operate power equipment such as, but not limited to, scissor lifts, pressure washer, campus vehicles, and any other hand power tools.				

Name of District	CDN	Least din (Cita)	# of Students Served	6.1. D
Ivanie of District	CDN	Located in (City)	Servea	Salary Range
Arlington ISD	220901	Arlington	59,900	63,239
Fort Worth ISD	220905	Fort Worth	84,510	50,000
Grand Prairie ISD	057910	Grand Prairie	29,200	45,000

Name of Proposed Charter School:	The Holback Academy
Name of Sponsoring Entity:	The Holback Academy Corporations

Position Title: Campus Facilities Manager

Reports to:

Campus Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

2. Maintain documentation of walkthroughs and preventative maintenance

3. Ensure all buildings and property meet city, state and federal regulations, ordinances and/or mandates

4. Ensure campus buildings and grounds are safe and take appropriate action to reduce risk exposure

5. Ensure that all campus equipment is in proper working order and perform light to medium repairs themselves as necessary

Establish preventative maintenance schedules and replacement of all mechanical, electrical, 6. plumbing, HVAC, safety and monitoring systems, and other facilities equipment, such as security gates and doors

7. Oversee after-hours and weekend on-call maintenance service as requested

8. Manage custodial staff as required by the Operations Director

9. Establish and maintain a schedule for inspection of all building systems, including elevator and fire systems, as needed and monitor to ensure compliance

10. Coordinate work required, if any, to comply with the Texas Department of Licensing & Regulation mandates

GENERAT	TON 25 S	SUPP	LEMEN	ΓAL	HR FO	RM
Name of Proposed Cha	arter School: The	Holback	Academy			
Name of Sponsoring E	Entity: The	Holback	Academy Corporat	ions		
Position Title: Counse	elor					
Reports to: Campu	ıs Principal					
Salary Range: 60,000	-65,000					
List any other potentia allowance, etc) to be						avel or housing
N/A						
Proposed Location (Ci	ty and County):	Fort Worth	n, Tarrant			
Number of Students an	nticipated in year o	one: 230	In	year five:	530	
Minimum Qualification	ns Required:					1
Education Required:	Bachelor's degree	e from acc	redited university,	Masters o	legree in school	counseling.
Experience Required: Strong organizational, communication and interpersonal skills required. 2 Years of valid teaching experience .						
Certification Required:	N/					
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 <u>http://mansfield.tea.state.tx.us/</u> <u>TEA.AskTED.Web/Forms/Home.aspx</u> . 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
Arlington ISD		220901	Arlington		59,900	73,367
Fort Worth ISD		220905	Fort Worth		84,510	63,670
Grand Prairie ISD 057910 Grand Prairie 29,200 55,552						

Name of Proposed Charter School:	The Holback Academy
Name of Sponsoring Entity:	The Holback Academy Corporations

Position Title: Counselor Campus Principal

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Teach campus developmental guidance curriculum consistent with district's guidance program plan and tailored to campus needs.

2. Assist teachers in the teaching of guidance-related curriculum.

Guide individuals and groups of students to develop education plans and career awareness. 3. Counseling

Counsel individual students and small groups with presenting needs and concerns. 4 Consultation

5. Consult parents, teachers, administrators, and other relevant people to enhance their work with students.

- Maintain a communication system that effectively collects and disseminates information to other professionals 6. as appropriate
- Compile, maintain, and file all required physical and computerized reports, records, and other documents. 7 Administration
- 8. Comply with policies established by federal and state law, State Board of Education rule, and board policy in guidance and counseling area.
- Communicate effectively with colleagues, students, and parents. 9 Professional
- Supervise assigned counseling aide(s) and clerical employee(s).Mental Demands/Physical Demands/ Environmental Factors:Maintain emotional control under stress. 10.

Name of Proposed Charter School:	The Holback Academy
Name of Sponsoring Entity:	The Holback Academy Corporations
Position Title: CTE Teacher	
Reports to: Campus Principal	
Salary Range: \$48,500-\$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 (Ci	ty and County): Fort Worth, Tarrant
Number of Students ar	aticipated in year one: 230 In year five: 530
Minimum Qualification	ns Required:
Education Required:	Bachelor's degree from accredited university
Experience Required:	Strong organizational, communication and interpersonal skills required.
Certification Required:	N/A

			# of Students	
Name of District	CDN	Located in (City)	Served	Salary Range
Arlington ISD	220901	Arlington	59,900	54,550
Fort Worth ISD	220905	Fort Worth	84,510	54,000
Grand Prairie ISD	057910	Grand Prairie	29,200	54,450

Name of Proposed Charter School:	The Holback Academy
Name of Sponsoring Entity:	The Holback Academy Corporations
Position Title: CTE Teacher	

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

Campus Principal

1. Develop and implement lesson plan plans that fulfill the requirements of the district and state curriculum program.

Prepare lesson that reflection accommodations for differences in student learning styles. Teachers must present 2. subject matter according to guidelines established by Texas education agency, board policies and administrative regulations.

3. Use technology to strengthen the teaching/learning process.

4. Be a positive role model for learners , support the mission of the holback academy.

5. Conduct ongoing assessment of student achievement through formal and informal testing. The teacher may sponsor outside activities approved by the holback academy campus principal.

6. Create classroom environment conducive to learning and appropriate for the physical , social and emotional development of students.

7. Establish effective communication by conducting conferences with parents, students, principals and teachers.

- 8. Attend and participate in faculty and district professional development meeting. Keep informed of and comply with state , district , and school regulations and policies for classroom teachers.
- 9. Work cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP).
- 10. The Holback Academy teacher must compile, maintain, and file all physical and computerized reports, records and other documents.

				RM
Name of Proposed Chart	er School: The Holback	Academy		
Name of Sponsoring Enti	ity: The Holback	Academy Corporations		
Position Title: Electives	Teacher			
Reports to: Campus I	Principal			
Salary Range: \$48,500-5	\$55,000			
		, car allowance, cell phone his position. If none, pleas		avel or housing
N/A				
Proposed Location (City	and County): Fort Wort	h, Tarrant		
Number of Students antic	ipated in year one: 230	In year fiv	/e: 530]
Minimum Qualifications	Required:]
Education Required: Ba	achelor's degree from acc	redited university		
Experience Required: St	rong organizational, com	munication and interperson	nal skills required.	
	Valid Texas teaching certificate with required endorsements or required training for subject and level assigned			
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 <u>http://mansfield.tea.state.tx.us/</u> <u>TEA.AskTED.Web/Forms/Home.aspx</u> . 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
Arlington ISD	220901	Arlington	59,900	54,550
Fort Worth ISD	220905	Fort Worth	84,510	54,000
Grand Prairie ISD	057910	Grand Prairie	29,200	54,450

Name of Proposed Charter School:	The Holback Academy
Name of Sponsoring Entity:	The Holback Academy Corporations

Position Title:	Electives Teacher		
Reports to:	Campus Principal		

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop and implement lesson plan plans that fulfill the requirements of the district and state curriculum program.

Prepare lesson that reflection accommodations for differences in student learning styles. Teachers must present
 subject matter according to guidelines established by Texas education agency, board policies and administrative regulations.

3. Use technology to strengthen the teaching/learning process.

4. Be a positive role model for learners , support the mission of the holback academy.

5. Conduct ongoing assessment of student achievement through formal and informal testing. The teacher may sponsor outside activities approved by the holback academy campus principal.

6. Create classroom environment conducive to learning and appropriate for the physical , social and emotional development of students.

7. Establish effective communication by conducting conferences with parents, students, principals and teachers.

8. Attend and participate in faculty and district professional development meeting. Keep informed of and comply with state , district , and school regulations and policies for classroom teachers.

9. Work cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP).

10. The Holback Academy teacher must compile, maintain, and file all physical and computerized reports, records and other documents.

Name of Proposed Charte	er School: The Holback Academy	
Name of Sponsoring Enti	ty: The Holback Academy Corporations	
Position Title: English To Reports to: Campus P		
Salary Range: \$48,500-\$		
	orm of remuneration (i.e., car allowance, cell phone, memberships, travel or housing ven to the individual in this position. If none, please state N/A.	
N/A		
Proposed Location (City and County): Fort Worth, Tarrant		
Number of Students antic	ipated in year one: 230 In year five: 530	
Minimum Qualifications I	Required:	
Education Required: Ba	chelor's degree from accredited university	
Experience Required: Str	rong organizational, communication and interpersonal skills required.	
Certification N/. Required:	A	

			# of Students	
Name of District	CDN	Located in (City)	Served	Salary Range
Arlington ISD	220901	Arlington	59,900	54,550
Fort Worth ISD	220905	Fort Worth	84,510	54,000
Grand Prairie ISD	057910	Grand Prairie	29,200	54,450

Name of Proposed Charter School:	The Holback Academy
Name of Sponsoring Entity:	The Holback Academy Corporations
Position Title: English Teacher	

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

Campus Principal

Reports to:

1. Develop and implement lesson plan plans that fulfill the requirements of the district and state curriculum program.

Prepare lesson that reflection accommodations for differences in student learning styles. Teachers must present 2. subject matter according to guidelines established by Texas education agency, board policies and administrative regulations.

3. Use technology to strengthen the teaching/learning process.

4. Be a positive role model for learners , support the mission of the holback academy.

5. Conduct ongoing assessment of student achievement through formal and informal testing. The teacher may sponsor outside activities approved by the holback academy campus principal.

6. Create classroom environment conducive to learning and appropriate for the physical , social and emotional development of students.

7. Establish effective communication by conducting conferences with parents, students, principals and teachers.

8. Attend and participate in faculty and district professional development meeting. Keep informed of and comply with state , district , and school regulations and policies for classroom teachers.

9. Work cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP).

10. The Holback Academy teacher must compile, maintain, and file all physical and computerized reports, records and other documents.

Name of Proposed Charter	School: The Holback Academy
Name of Sponsoring Entity	The Holback Academy Corporations
Position Title: History Te	
Reports to: Campus Pr	incipal
Salary Range: \$48,500-\$5	5,000
	rm of remuneration (i.e., car allowance, cell phone, memberships, travel or housing en to the individual in this position. If none, please state N/A.
N/A	
Proposed Location (City an	nd County): Fort Worth, Tarrant
Number of Students anticip	pated in year one: 230 In year five: 530
Minimum Qualifications R	equired:
Education Required: Bac	helor's degree from accredited university
Experience Required: Stro	ng organizational, communication and interpersonal skills required.
Certification N/A Required:	

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Arlington ISD	220901	Arlington	59,900	54,550
Fort Worth ISD	220905	Fort Worth	84,510	54,000
Grand Prairie ISD	057910	Grand Prairie	29,200	54,450

Name of Proposed Charter School:	The Holback Academy
Name of Sponsoring Entity:	The Holback Academy Corporations

Position Title:	History Teacher		
Demosts to:	Campus Principal		
Reports to:	Campus Principal		

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop and implement lesson plan plans that fulfill the requirements of the district and state curriculum program.

Prepare lesson that reflection accommodations for differences in student learning styles. Teachers must present 2. subject matter according to guidelines established by Texas education agency, board policies and administrative regulations.

3. Use technology to strengthen the teaching/learning process.

4. Be a positive role model for learners, support the mission of the holback academy.

5. Conduct ongoing assessment of student achievement through formal and informal testing. The teacher may sponsor outside activities approved by the holback academy campus principal.

6. Create classroom environment conducive to learning and appropriate for the physical , social and emotional development of students.

7. Establish effective communication by conducting conferences with parents, students, principals and teachers.

8. Attend and participate in faculty and district professional development meeting. Keep informed of and comply with state , district , and school regulations and policies for classroom teachers.

9. Work cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP).

10. The Holback Academy teacher must compile, maintain, and file all physical and computerized reports, records and other documents.

Name of Proposed Char	rter School: The Holback Academy	
Name of Sponsoring Er	tity: The Holback Academy Corporations	
Position Title: Math Te	eacher	
Reports to: Campus	s Principal	
Salary Range: \$48,500	-\$55,000	
	form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing given to the individual in this position. If none, please state N/A.	
N/A		
Proposed Location (City	y and County): Fort Worth, Tarrant	
Number of Students ant	icipated in year one: 230 In year five: 530	
Minimum Qualifications Required:		
Education Required:	Bachelor's degree from accredited university	
Experience Required: S	Strong organizational, communication and interpersonal skills required.	
Certification N Required:	N/A	
L		

			# of Students	
Name of District	CDN	Located in (City)	Served	Salary Range
Arlington ISD	220901	Arlington	59,900	54,550
Fort Worth ISD	220905	Fort Worth	84,510	54,000
Grand Prairie ISD	057910	Grand Prairie	29,200	54,450

Name of Proposed Charter School:	The Holback Academy
Name of Sponsoring Entity:	The Holback Academy Corporations

Position Title: Math Teacher Campus Principal

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop and implement lesson plan plans that fulfill the requirements of the district and state curriculum program.

Prepare lesson that reflection accommodations for differences in student learning styles. Teachers must present 2. subject matter according to guidelines established by Texas education agency, board policies and administrative regulations.

3. Use technology to strengthen the teaching/learning process.

4. Be a positive role model for learners, support the mission of the holback academy.

Conduct ongoing assessment of student achievement through formal and informal testing. The teacher may 5 sponsor outside activities approved by the holback academy campus principal.

Create classroom environment conducive to learning and appropriate for the physical, social and emotional 6. development of students.

7. Establish effective communication by conducting conferences with parents, students, principals and teachers.

8. Attend and participate in faculty and district professional development meeting. Keep informed of and comply with state, district, and school regulations and policies for classroom teachers.

9. Work cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP).

The Holback Academy teacher must compile, maintain, and file all physical and computerized reports, records 10 and other documents.

Name of Proposed Ch	arter School:	The Holback Academy	
Name of Sponsoring I	Entity:	The Holback Academy Corporations	
Position Title: Nurse			
Reports to: Camp	us Principal		
Salary Range: \$50,00	00		
		uneration (i.e., car allowance, cell phone, memberships, travel or housing individual in this position. If none, please state N/A.	
N/A			
Proposed Location (City and County): Fort Worth, Tarrant			
Number of Students anticipated in year one: 230 In year five: 530			
Minimum Qualificatio	ns Required:		
Education Required:	High School Diploma or GED Licensed as a Vocational Nurse in the State of Texas issued by the Board of Nursing Graduation from a state approved accredited School of Vocational Nursing.		
Experience Required:	Ability to comply with standards of care as outlined by the Board of Nurse Examiners for licensure Ability to comply with federal guidelines regarding confidentiality of individual student/family issues and concerns (HIPPA, FERPA).		
Certification Required:	Maintain continuing medical education credits as required by the Board of Nursing Current certification in Cardiopulmonary Resuscitation (CPR) and in Automatic External Defibrillator (AED)		

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Arlington ISD	220901	Arlington	59,900	54,550
Fort Worth ISD	220905	Fort Worth	84,510	54,000
Grand Prairie ISD	057910	Grand Prairie	29,200	54,450

Name of Proposed Charter School:	The Holback Academy
Name of Sponsoring Entity:	The Holback Academy Corporations
Position Title: CTE Teacher	

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

Campus Principal

	Provide basic first aid and care for minor injuries and illness according to district protocols and under the
ι.	direction of the RN.

2. Administer medication to students according to board policy and district procedures

3. Assist with mandatory screening activities as needed and as appropriate. Accurately administer medications as ordered by a physician and recognize adverse reactions

4. Assist with the maintenance of equipment. Provide direct care utilizing school health protocols and care plans.

- 5. Appropriately document health office activities, including incident reports, communicable disease activities and referrals
- 6. Maintain accurate student health records, including immunizations, medication administration and treatment information.

7. Communicate with parents regarding individual students as directed by the school RN.

8. Contribute to and implement the Individual Healthcare Plans (IHP) as established by the school RN.

- 9. Relieve and/or provide assistance to nursing personnel in special needs areas as needed.
- 10. Cross train in the procedures of special needs students as needed

Name of Proposed Cha	arter School:	The Holback Academy	
Name of Sponsoring E	intity:	The Holback Academy Corporations	
Position Title: Science	e Teacher		
Reports to: Campu	ıs Principal		
Salary Range: \$48,50	0-\$55,000		
		uneration (i.e., car allowance, cell phone, memberships, travel or housing individual in this position. If none, please state N/A.	
N/A			
Proposed Location (Ci	ty and County): Fort Worth, Tarrant	
Number of Students anticipated in year one: 230 In year five: 530			
Minimum Qualification	ns Required:		
Education Required:	Bachelor's de	gree from accredited university	
Experience Required:	xperience Required: Strong organizational, communication and interpersonal skills required.		
Certification Required:	N/A		
Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/			

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
Arlington ISD	220901	Arlington	59,900	54,550
Fort Worth ISD	220905	Fort Worth	84,510	54,000
Grand Prairie ISD	057910	Grand Prairie	29,200	54,450

Name of Proposed Charter School:	The Holback Academy		
Name of Sponsoring Entity:	The Holback Academy Corporations		
Position Title: Science Teacher			

Reports to: Campus Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop and implement lesson plan plans that fulfill the requirements of the district and state curriculum program.

Prepare lesson that reflection accommodations for differences in student learning styles. Teachers must present 2. subject matter according to guidelines established by Texas education agency, board policies and administrative regulations.

3. Use technology to strengthen the teaching/learning process.

4. Be a positive role model for learners , support the mission of the holback academy.

5. Conduct ongoing assessment of student achievement through formal and informal testing. The teacher may sponsor outside activities approved by the holback academy campus principal.

6. Create classroom environment conducive to learning and appropriate for the physical , social and emotional development of students.

7. Establish effective communication by conducting conferences with parents, students, principals and teachers.

- 8. Attend and participate in faculty and district professional development meeting. Keep informed of and comply with state , district , and school regulations and policies for classroom teachers.
- 9. Work cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP).
- 10. The Holback Academy teacher must compile, maintain, and file all physical and computerized reports, records and other documents.

Name of Proposed Cha	arter School:	The Holback Academy
Name of Sponsoring E	entity:	The Holback Academy Corporations
Position Title: Teache	er Aid	
Reports to: Campu	ıs Principal	
Salary Range: \$17,00	0	
		uneration (i.e., car allowance, cell phone, memberships, travel or housing individual in this position. If none, please state N/A.
N/A		
Proposed Location (Ci	ty and County	r): Fort Worth, Tarrant
Number of Students an	ticipated in y	ear one: 230 In year five: 530
Minimum Qualification	ns Required:	
Education Required:	30 college cro	edits or more, Bachelor's degree Preferred
Experience Required:	Strong organ	izational, communication and interpersonal skills required.
Certification Required:	State law requires that all substitute teachers have their fingerprints complete prior to entering a classroom. The cost of the fingerprinting is \$50. This is a one-time fee and process that is valid for any school district in the state of Texas. Valid Teachers Aid 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 <u>http://mansfield.tea.state.tx.us/</u> <u>TEA.AskTED.Web/Forms/Home.aspx</u> . Additionally, traditional districts will not have an eight as the fourth digit in		

the county district number (CDN).

			# of Students	
Name of District	CDN	Located in (City)	Served	Salary Range
Arlington ISD	220901	Arlington	59,900	23,234
Fort Worth ISD	220905	Fort Worth	84,510	26,323
Grand Prairie ISD	057910	Grand Prairie	29,200	29,562

Name of Proposed Charter School:	The Holback Academy
Name of Sponsoring Entity:	The Holback Academy Corporations
Position Title: Teacher Aid	

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

Campus Principal

1. Responsible for preparing campus communications, reports, and instructional materials as requested

2. Maintains teacher attendance log, substitute records, and oversees time records and leave requests for campus staff for submittal to central office by established deadlines

3. Maintains school calendar of events

4. Notifies parents of student illnesses in nurse's absence

5. Increased responsibility for student data including graduate data, leaver data, PEIMS reporting, grades, and data for teacher/student scheduling

6. May prepare for opening of school and semester materials

7. May train campus-based staff in accessing data via software systems and provide initial technical support for software and office equipment

8. Attend and participate in faculty and district professional development meeting. Keep informed of and comply with state , district , and school regulations and policies for classroom teachers.

9. May calculate student grade point average, class rank, and honor rolls, as well as assist counselors with student enrollment, withdrawal and transfers

The Holback Academy teachers aid may have increased responsibility for all internal finance funds/records, including daily deposits, preparing checks from internal accounts, overseeing fund-raiser activities, collecting fines and fees, and all records maintenance

Name of Proposed Charter School:	The Holback Academy			
Name of Sponsoring Entity:	The Holback Academy INC			
Position Title: CEO/Superintendent				
Reports to: Charter Holder Board of Directors				
Salary Range: 81,000				

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

N/A	
Proposed Location (Ci	ty and County): South East Fort Worth
Number of Students ar	nticipated in year one: 230 In year five: 530
Minimum Qualification	ns Required:
Education Required:	Masters degree or Higher
Experience Required:	At least 2 years of business experiences, and teaching experience.
Certification Required:	N/A

			# of Students	
Name of District	CDN	Located in (City)	Served	Salary Range
Arlington ISD	220901	Arlington	59,900	296,086
Fort Worth ISD	220905	Fort Worth	84,510	330,000
Grand Prairie ISD	057910	Grand Prairie	29,200	402,000

Name of Proposed Charter School:	The Holback Academy
Name of Sponsoring Entity:	The Holback Academy INC

Position Title: CEO/Superintendent

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

Charter Holder Board of Directors

1. Are responsible for the holback academy school-based activities and programs

2. Ensure that programs are pursuant to district policies and regulations

3. Promote student academic achievement at all levels

4. Advocate for equitable academic and extracurricular programs in all facets of the holback academy community

5. Coordinate and monitor the activities of school principals and school operations, including educational, curricular and financial systems

6. Coordinate and monitor the activities of school principals and school operations, including educational, curricular and financial systems. Collect and analyze data relative to the school improvement process

7. Monitor expenditures and steer budgetary measures in accordance with the District policies, while making staffing additions, reductions or moves in accordance with district policies

8. Assist staff/student/parent/guardian/community with interpretations of policies, regulations and agreements related to elementary and secondary programs

9. Understand and empathize with the learning experience and community experience for those from a diversity of cultures, races and backgrounds

Utilize a creative, innovative approach to problem solving that keeps student and community need at the 10. forefront and possess a encompassing understanding of district policies, regulations, goals and objectives, as well as education legislation

Name of Proposed Cha	arter School:	The Holback Academy			
Name of Sponsoring E	ntity: The Holback Academy Corporations				
Position Title: School					
Reports to: Campu	is Principal				
Salary Range: 60,000					
		uneration (i.e., car allowance, cell phone, memberships, travel or housing individual in this position. If none, please state N/A.			
N/A					
Proposed Location (Cit	ty and County	r): Fort Worth, Tarrant			
Number of Students an	ticipated in y	ear one: 230 In year five: 530			
Minimum Qualification	ns Required:				
Education Required:	Bachelor's de	gree from accredited university, Masters degree in school counseling.			
		zational, communication and interpersonal skills required. lid teaching experience .			
Certification Required:	N/A				

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Arlington ISD	220901	Arlington	59,900	55,225
Fort Worth ISD	220905	Fort Worth	84,510	65,000
Grand Prairie ISD	057910	Grand Prairie	29,200	45,200

Name of Proposed Charter School:	The Holback Academy
Name of Sponsoring Entity:	The Holback Academy Corporations

Position Title: School Coordinator

Campus Principal

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Developing a creative learning community across the school

2. Use learning as a key to raising achievement, aspiration and motivation

3. to have knowledge, understanding and enthusiasm for creative teaching .

4. Generates and collects surveys to be given to the local campus the same day as the presentation is conducted.

5. Consult parents, teachers, administrators, and other relevant people to enhance their work with students.

6. Maintain a communication system that effectively collects and disseminates information to other professionals as appropriate

7. Compile, maintain, and file all required physical and computerized reports, records, and other documents. Administration

8. Plans, coordinates, and conducts High School stitch-in events with the support of the local campus.

9. Provide guidance to students on academic goals and educational issues.

10. Prepare and maintain student records according to district policies and administrative regulations.

Name of Proposed Cha	arter School: The	Holback A	Academy			
Name of Sponsoring E	Entity: The	Holback A	Academy Corp	orations		
Position Title: Sped T	Teacher					
Reports to: Campu	18 Principal					
Salary Range: \$48,50	0-\$55,000					
List any other potentia allowance, etc) to be						vel or housing
N/A						
Proposed Location (Ci	ty and County):	Fort Worth	, Tarrant			
Number of Students ar	nticipated in year o	ne: 230		In year five:	530	
Minimum Qualification	ns Required:		,			
Education Required:	lucation Required: Bachelor's degree from accredited university					
Experience Required:	Strong organizational, communication and interpersonal skills required.					
Certification Required:						DR Accepted in an quired prerequisite
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 <u>http://mansfield.tea.state.tx.us/</u> <u>TEA.AskTED.Web/Forms/Home.aspx</u> . Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).						
Name of District		CDN	Located in (C	tv)	# of Students Served	Salary Range
Arlington ISD		220901	Arlington	- /	59,900	54,550
Fort Worth ISD		220905	Fort Worth		84,510	54,000

Grand Prairie ISD

057910

Grand Prairie

29,200

54,450

Name of Sponsoring Entity:	he Holback Academy Corporations			
Position Title: Sped Teacher				
Reports to: Campus Principal				
RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED				
Job Duties: List up to 10 key duties this individual will perform.				
1. Monitor student progress and adjust instructional materials and strategies to provide differentiated instruction and address individual needs of the students.				

Name of Proposed Charter School: The Holback Academy

Teach the District curriculum utilizing well-designed lesson plans and rigorous instruction combined with curriculum activities and instructional objectives that are standards-based, measurable, and accelerate the transfer of learning and knowledge.

3. Develop instructional units and opportunities for enrichments, differentiations and project-based learning to provide for collaboration, creative thinking, and extended interaction among students.

4. Execute and maintain appropriate student-centered discipline techniques and effective classroom management strategies to maximize student learning and time-on-task.

Perform essential functions and roles pertaining to standardized testing, including monitoring and proctoring 5. tests, securing and disseminating test data, combined with maintaining current and accurate records of student test data.

6. Monitor student behavior outside the classroom at designated times, between classes, and at assigned duty stations.

Engage parents and families in the academic and behavioral progress of their child by initiating parent 7. conferences and providing opportunities for parents to continually support student learning and school programs.

8. Attend and participate in school events during and outside of regular school hours.

Assess and document student mastery of curriculum objectives and student progress and growth utilizing
 frequent, appropriate, on-going and multiple assessment tools through interventions, and formal and informal assessment procedures, including standardized tests, formative assessments, performance tasks, enrichments, and observations.

Perform all job related duties as assigned and in accordance to the Board rules, policies and regulations,

10. Specifically EG (Local), together with exhibiting high professionalism, standards of conduct and work ethic. All employees are expected to comply with lawful directives in rare situations driven by need where a team effort is required.

Name of Proposed Char	er School: The Holback Academy
Name of Sponsoring En	ity: The Holback Academy Corporations
Position Title: Principal	
Reports to: Superint	endent
Salary Range: 68000	
	form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing iven to the individual in this position. If none, please state N/A .
N/A	
Proposed Location (City	and County): Fort Worth, Tarrant
Number of Students anti	cipated in year one: 230 In year five: 530
Minimum Qualifications	Required:
Education Required: B	achelor's degree required;masters degree preferred .
	years of teaching experience. Must have strong organizational, communication and terpersonal skills required.
Certification C Required:	ertification preferred

Name of District	CDN	Least die (Cite)	# of Students Served	6.1 B
		Located in (City)		Salary Range
Arlington ISD	220901	Arlington	59,900	119,928
Fort Worth ISD	220905	Fort Worth	84,510	108,595
Grand Prairie ISD	057910	Grand Prairie	29,200	111,593

Position Title:	: Principal
Reports to:	Superintendent
RESPONS	E BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED
ob Duties: Li	st up to 10 key duties this individual will perform.
The role of school.	the holback academy Principal is to provide leadership, direction and co-ordination within the
	bal is part of a Divisional Administrative Team whose function is to support and assist the schools in e overall objectives of the Division and the needs of individual students.
school and	bal's main focus should be to develop and maintain effective educational programs within his/her to promote the improvement of teaching and learning with his/her school. The Principal should strive a organization and or climate which fosters student and teacher growth.
directly or i detailed org	of the School Principal are all encompassing as all aspects of the schools operations are either indirectly under his/her jurisdiction. In general terms of the Principal shall be responsible for: (a) the ganization of the school; (b) the development of the instructional program; (c) the assignment of d the supervision of members of his staff and: (d) the general operation of the school facility.
. Continually	y endeavour to improve the operating effectiveness of the school for which he is responsible.
Keep inform attending m	med of current practices and techniques relating to school programs, teaching and administration by neetings and professional development conferences, and reading professional materials.
	and foster the development of programs within the school to best meet the needs and interests of the his includes the establishment, supervision, and evaluation of special education programs where a one.
. Participate	with the School Division Office in the selection of professional, clerical and support staff.
esponsible :	ar staff meetings for the purpose of discussing educational and administrative matters and is for the preparation of timetable, class lists and schedules, and supervision schedules and be for their functioning.
Shall eval	uate the effectiveness of each member of the staff in accordance with the establishment plan and shall
10. forward w	ritten reports to the Superintendent.

The Holback Academy Corporations

Name of Proposed Charter School: The Holback Academy

Name of Sponsoring Entity:

Attachment 24: Teacher Evaluation Tool(s)

Provide any teacher evaluation tool(s) that have been developed.

Teacher Evaluation

Teacher:	Date:
Evaluator:	Date:

Guide Post	Rank	Personal Reflection	Debrief comments
Ambitious Goals			
1.A Helps learners achieve Goals			
1.B Communication of Goal that motivates students			
1.C Parent investment influencing student success			
Learning Environmen	t		
2.A Physical Space			
2.B Clear and consistent rules and procedures			
2.C High expectations and 100%			
2.D Motivation and positive relationships			
2.E Assessing data driven learning			
2.E safe classroom environment			
Planning and Deliver			
3.A The Holback Academy standard has driven instruction	5		
3.B Lesson Plans are aligned with curriculum			

3.C Design lessons	
using gradual release	
and the five step lesson	
3.D Use a variety of	
different ways to	
present material	
3.E Have expectations of 100% for all	
students in class	
3.F Literacy across	
the content areas	
Assessment	
4.A Check for	
understandings	
through the lesson	
cycle while adjusting to student needs	
4.B Tracks student	
mastery and progress	
to determine re-	
teaching and	
remediation (aligned	
to big goal)	
4.C Provides regular	
feedback to students	
on their academic	
performance	
4.D Demonstrate a	
deep understanding of	
The Holback	
Academy, state, and national assessments	
4.E Design and use	
daily, weekly, etc.	
assessments to aligned	
daily instruction	
Data Analysis	
5.A Using assessment	
data to drive	
instruction	
5.B Provide in class	
re-teaching and	
remediation based on	
assessment data	
5.C Modifies	
instruction based on	
student needs	
Professionalism	
6.1 Demonstrates that	
conviction that all	
students can and will	
go to college	

6.2 Assumes an	
internal locus of	
control	
6.3 Enforces and uses	
common structures;	
fulfills required	
policies and	
procedures	
6.4 Is self-directed	
and reflective in	
professional growth	
6.5 Understands the	
impacted of personal	
health on student	
achievement	

Priorities

Next Steps

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.

Proposed First Year Calendar (2021-2022 Academic Year)

• The proposed academic year will begin on Monday August 16, 2021.

 \cdot The school year will be divided into two semesters, with the first semester consisting of two, 9 week periods, and the second semester, which will consist of two, 9 week periods, a study week for final exams, and a testing week.

• The first 9 Week period will consist of the school days from August 16, 2021 – October 15, 2021

• The second 9 week period will consist of the days from October 18, 2021 – December 17, 2021

• An average grade from the two 9-week periods will make up the student's semester grade, which will dictate whether or not students receive credit for the semester. The same policy will be held for following two, 9-week periods which make up the second semester

· The following holidays will be observed during the first semester

1. Labor Day – **September 6, 2021**

2. Columbus/Indigenous Peoples Day- October 11,2021

3. Thanksgiving Break – November 22 – November 26, 2021

Christmas Break/Winter Holiday will be held from December 20, 2021 – January 2, 2022

• The third 9 week Period will consist of days from January 3, 2022 – March 4, 2022

• The fourth 9 week Period will consist of days from March 7, 2022 – May 6, 2022

• The week of May 9, 2022 – May 13, 2022 will be used for testing review, final exam prep

The last week of school will be used for testing/last days of school – May 16 – May 20

• The entire academic school year will consist of 32, full weeks (Mon-Fri full days)

 $\cdot~$ The academic year will consist of 8 weeks that are not full educational weeks (4 days or less)

· The following holidays will be observed during the second semester

1. Martin Luther King Day – January 17, 2022

2. Spring Break – March 14 – March 18, 2022

 \cdot The proposed academic year will feature a total of 75,680 instructional minutes, which is above the required 75,600 minutes.

Attachment 26: Proposed School Schedules

Provide teacher and student versions of proposed school schedules for a sample day and a sample week.

Sample School Day Schedule: Holback Academy (2021-2022) Teacher Schedule

7:30 AM – Teachers Report

7:45 AM - 7:55 AM - First Bell Ring/Passing Period

7:55 AM - 8:50 AM - 1st Period - 55 Minutes

 $8:55 \text{ AM} - 9:50 \text{ AM} - 2^{nd} \text{ Period} - 55 \text{ Minutes}$

9:55 AM - 10:50 AM - 3rd Period - 55 Minutes

10:55 AM – 12:25 PM – 4th Period/1st Lunch/2nd Lunch

10:50 AM – First Lunch Begins (10:50 AM – 11:20 AM)/Second Lunch (11:50 AM – 12:20 PM)

 $12{:}25\ PM-1{:}20\ PM-5^{th}\ Period-55\ Minutes$

 $1:25 \text{ PM} - 2:20 \text{ PM} - 6^{\text{th}} \text{ Period} - 55 \text{ Minutes}$

 $2{:}25\ PM-3{:}20\ PM-7^{th}\ Period-55\ Minutes$

3:25 PM - 4:20 PM - 8th Period - 55 Minutes

 $\cdot~$ The proposed school day will consist of eight, 55-minute classes. The day will start for the students at 7:55 AM and will run until 4:20 PM.

 $\cdot~$ The total school day will be a total of 440 instructional minutes, which will combine for 2200 total instructional minutes for the week

• The school week will run Monday through Friday.

Sample School Day Schedule: Holback Academy (2021-2022) Student Schedule

- 7:20 AM Students Arrive on campus (Time for breakfast)
- 7:45 AM 7:55 AM First Bell Ring/Passing Period
- 7:55 AM 8:50 AM 1st Period 55 Minutes
- 8:55 AM 9:50 AM 2nd Period 55 Minutes
- 9:55 AM 10:50 AM 3rd Period 55 Minutes
- 10:55 AM 12:25 PM 4th Period/1st Lunch/2nd Lunch
- 10:50 AM First Lunch Begins (10:50 AM 11:20 AM)/Second Lunch (11:50 AM 12:20 PM)
- 12:25 PM 1:20 PM 5th Period 55 Minutes
- $1:25 \text{ PM} 2:20 \text{ PM} 6^{\text{th}} \text{ Period} 55 \text{ Minutes}$
- $2:25 \text{ PM} 3:20 \text{ PM} 7^{\text{th}} \text{ Period} 55 \text{ Minutes}$
- 3:25 PM 4:20 PM 8th Period 55 Minutes
 - $\cdot~$ The proposed school day will consist of eight, 55-minute classes. The day will start for the students at 7:55 AM and will run until 4:20 PM.
 - $\cdot~$ The total school day will be a total of 440 instructional minutes, which will combine for 2200 total instructional minutes for the week
 - The school week will run Monday through Friday.

Week Schedule

ame	9			-		Semester		
		SUN	MON	TUE	WED	THUR	FRI	SAT
6	am :30							
7	am							
•	:15		Teacher Arrivials 7:30am	Teacher Arrivials 7:30am	Teacher Arrivials 7:30am	Teacher Arrivials 7:30am	Teacher Arrivials 7:30am	
	:30		1				st Bell Ring/ Passing Period 7:45 am	
•	:45 am		1st Period Class 7:55 am	1st Period Class 7:55 am	1st Period Class 7:55 aM	st Period Class 7:55 ar	st Period Class 7:55 an	n
8	:15							
	:30							
	:45		2nd Period Class 8:55 am	2nd Period Class 8:55 am	2nd Period Class 8:55 am	2nd Period Class 8:55 aM	2nd Period Class 8:55 am	
9								
	:15							
	:30 :45		3rd Period Class 9:55 am	3rd Period Class 9:55 am	3rd Period Class 9:55 am	3rd Period Class 9:55 am	3rd Period Class 9:55 am	
0	am							
Ŭ	:15							
	:30		4th Period Class 10:55 am	4th Period Class 10:55 am	4th Period Class 10:55 am	4th Period Class 10:55 am	4th Period Class 10:55 am	
_	:45		1st Lunch 10:50 am	1st Lunch 10:50 am	1st Lunch 10:50 am	1st Lunch 10:50 am	1st Lunch 10:50 am	
1	am :15		2nd Lunch 11:50 am	2nd Lunch 11:50 am	2nd Lunch 11:50 am	2nd Lunch 11:50 am	2nd Lunch 11:50 am	
	:30		21d Earlin 11.50 an	21d Euler 11.50 am				
	:45							
2	pm							
	:15		5th Period Class 12:25 pm	5th Period Class 12:25 pm	5th Period Class 12:25 pm	5th Period Class 12:25 pm	5th Period Class 12:25 pm	
	:30 :45							
1	pm							
1	:15		6th Period Class 1:25 pm	6th Period Class 1:25 pm	6th Period Class 1:25 pm	6th Period Class 1:25 pm	6th Period Class 1:25 pm	
	:30							
	:45							
2	pm 15		7th Period Class 2:25 pm	7th Period Class 2:25 pm	7th Period Class 2:25 pm	7th Period Class 2:25 pm	7th Period Class 2:25 pm	
	:15 :30		701 Period Class 2.25 pm	7 ul Pellou Class 2.25 pm	7 til Pellou Class 2.25 pli	7ai Pendu Class 2.25 pm		
	:45							
3	pm							
	:15		8th Period Class 3:25 pm	8th Period Class 3:25 pm	8th Period Class 3:25 pm	8th Period Class 3:25 pm	8th Period Class 3:25 pm	
	:30 :45							
٨	.45 pm							
4	:15		Release 4:20 pm					
	:30		After School Tutoring 4:35 pm	After School Tutoring 4:35 pm	After School Tutoring 4:35 pm	After School Tutoring 4:35 pm	After School Tutoring 4:35 pm	
	:45	Af	ter School Activities 4:35pm -8	er School Activities 4:35pm -8	per School Activities 4:35pm -8	er School Activities 4:35pm -8p	er School Activities 4:35pm -8p	m
5	pm							
~	:30							
6	pm :30							

Provide teacher and student versions of proposed school schedules for a sample day and a sample week.

Sample School Day Schedule: Holback Academy (2021-2022) Teacher Schedule

- 7:30 AM Teachers Report
- 7:45 AM 7:55 AM First Bell Ring/Passing Period
- 7:55 AM 8:50 AM 1st Period 55 Minutes
- $8:55 \text{ AM} 9:50 \text{ AM} 2^{nd} \text{ Period} 55 \text{ Minutes}$
- 9:55 AM 10:50 AM 3rd Period 55 Minutes
- 10:55 AM 12:25 PM 4th Period/1st Lunch/2nd Lunch
- 10:50 AM First Lunch Begins (10:50 AM 11:20 AM)/Second Lunch (11:50 AM 12:20 PM)
- 12:25 PM 1:20 PM 5th Period 55 Minutes
- $1:25 \text{ PM} 2:20 \text{ PM} 6^{\text{th}} \text{ Period} 55 \text{ Minutes}$
- $2:25 \text{ PM} 3:20 \text{ PM} 7^{\text{th}} \text{ Period} 55 \text{ Minutes}$
- $3{:}25\ PM-4{:}20\ PM-8^{th}\ Period-55\ Minutes$
 - $\cdot\,$ The proposed school day will consist of eight, 55-minute classes. The day will start for the students at 7:55 AM and will run until 4:20 PM.
 - $\cdot~$ The total school day will be a total of 440 instructional minutes, which will combine for 2200 total instructional minutes for the week
 - The school week will run Monday through Friday.

Sample School Day Schedule: Holback Academy (2021-2022) Student Schedule

7:20 AM – Students Arrive on campus (Time for breakfast)

7:45 AM - 7:55 AM - First Bell Ring/Passing Period

7:55 AM - 8:50 AM - 1st Period - 55 Minutes

8:55 AM - 9:50 AM - 2nd Period - 55 Minutes

9:55 AM - 10:50 AM - 3rd Period - 55 Minutes

10:55 AM – 12:25 PM – 4th Period/1st Lunch/2nd Lunch

10:50 AM – First Lunch Begins (10:50 AM – 11:20 AM)/Second Lunch (11:50 AM – 12:20 PM)

12:25 PM - 1:20 PM - 5th Period - 55 Minutes

 $1:25 \text{ PM} - 2:20 \text{ PM} - 6^{\text{th}} \text{ Period} - 55 \text{ Minutes}$

 $2:25 \text{ PM} - 3:20 \text{ PM} - 7^{\text{th}} \text{ Period} - 55 \text{ Minutes}$

 $3:25 PM - 4:20 PM - 8^{th} Period - 55 Minutes$

 $\cdot\,$ The proposed school day will consist of eight, 55-minute classes. The day will start for the students at 7:55 AM and will run until 4:20 PM.

 \cdot The total school day will be a total of 440 instructional minutes, which will combine for 2200 total instructional minutes for the week

• The school week will run Monday through Friday.

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.



The Holback Academy Admission Policy & Procedures

Application and Enrollment Process

Admission to The Holback Academy shall be open to all scholars who reside within the geographic boundaries stated in the open-enrollment charter of the School and who are eligible for admission in accordance with applicable law. As an open enrollment charter school, we at The Holback Academy will accept applications from all students within the geographic areas defined under the Admission Requirements label. The students residing in the primary boundary are admitted upon the completion of the Holback Academy Application and upon approval the enrollment packet. Applications from students residing in the secondary boundaries are accepted in November of the year prior to the upcoming school year. We will allow applications to be submitted anytime up to the end of the school year that is being applied for. If additional students apply for admission to The Holback Academy than can be admitted, the Academy is obligated to conduct a lottery drawing for applications received from November 1st throughout February 27th. This selection process will be used to determine the order students will be admitted from the waiting list which is held Mid-February. Any applications received after February 1st will be placed on the waitlist in the order they are received.

Admissions Eligibility

The Holback Academy will make admissions decisions, the School does not discriminate against scholars on the basis of: sex; national origin; ethnicity; religion; disability; Texas Education Code 12.111(a)(5)(A) states that(a) Each charter granted under this subchapter must: (5) 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 in accordance with this code, although the charter may: (A) provide for the exclusion of a student who has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37; As authorized by Texas Education Code § 12.111(a)(5)(A), the School shall exclude from admission a student with a documented history of a criminal offense, a juvenile court adjudication, Code § 12.111(a)(5)(A) (6), the School may exclude from admission a student with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code, subchapter A, Chapter 37. As authorized by Texas Education Code § 12.111(a)(5)(A) (6), the School may exclude from admission a student with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code, Subchapter A, Chapter 37. As authorized by Texas Education Code § 12.111(a)(5)(A) (6), the School may exclude from admission a student with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code, Subchapter A, Chapter 37.

Submission of Application Deadline

In order to be considered for admission, The Holback Academy requires applicants to submit a completed application form .The Holback Academy admissions application process will begin

for year one is from November 1 to April 1. The deadline to submit admissions applications for the next school year is February 1^{st} .

The application for The Holback Academy will include the following:

- 1. Name of Learner
- 2. Date of Birth
- 3. Name of Parent or Guardian
- 4. Address for Learner and Parent/Guardian
- 5. Contact Information (Phone, Email and work email)
- 6. Previous School District
- 7. Current Transcripts and grade classification Level requested for Admission
- 8. Names of Siblings Attending or Applying for Admission.
- 9. Whether scholar has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems as described in TEC Subchapter A, Chapter 37.

The Holback Academy Lottery Exempt:

If a student meet one of the following criteria and in the following order they're exempted from the lottery: As permitted by \$100.1207(b) of Title 19 of the Texas Administrative Code and the federal guidance on charter schools, the following categories of applicants are exempted from the lottery and shall be exempted in the following order:

4. Returning scholars already admitted or attending the school, Siblings of scholars already admitted to or attending the school, so long as the sibling's grade are not oversubscribed;

 Children of employees of The Holback Academy so long as the total number of scholars allowed under this exemption constitutes only a small percentage of the school's enrollment; and
 Children of founders of The Holback Academy so long as the total number of scholars

allowed under this exemption constitutes only a small percentage of The Holback Academy enrollment.

Admission Alert/Notification

The Holback Academy will notify families within 36 hours of the lottery or when a seat becomes available. Families will receive an email, phone call, and mailed letter informing them of their learner's admission. If a learner is planning to enroll in The Holback Academy, the student's parent or guardian must accept enrollment within 12 school days of receiving notice of admission.

Student Enrollment

The Holback Academy must receive the following documents within 30 days upon enrollment.

- 1. Verification of Learners identity
- 2. Immunization Records

- 3. Verification of Residency (see below)
- 4. Academic Records (Transcripts)

Texas Records Exchange (TREx)

The Holback Academy will inquire records through TRex within 5 days of learners' enrollment, for any student who has previously attended a Texas public school. Other methods will be used for out of state learners.

Student Proof of Residency

To ensure a scholar resides within the boundaries of The Holback Academy, it's vital that the parent/guardian provides one proof of residency. Proofs of residency can include:

- 1. Utility bills
- 2. Lease or mortgage information
- 3. Tax records
- 4. Other sources or documents providing evidence of residency

Homelessness Student Enrollment

The Holback Academy is committed to helping learners who may be homeless. To ensure that learners have the best care, we at The Holback Academy will follow the state rules and regulations when it comes to homeless student enrollment. Students who are experiencing homelessness are to be enrolled immediately. Districts cannot require students experiencing homelessness to provide proof of residency, immunizations, birth certificates guardianship documents, or any other sort of required paperwork before enrolling. Requiring missing paperwork or any other delay to enrollment is a violation of the McKinney-Vento Act. https://tea.texas.gov/Texas_Schools/Support_for_At-

<u>Risk_Schools_and_Students/Texas_Education_for_Homeless_Children_and_Youth_%28TEHC</u> <u>Y%29_Program</u>

Homeless Student School Determination

Students who are experiencing homelessness have the right to attend school in their school of origin or in the school in the attendance area where the family or youth is currently residing. School of origin is defined as the school in which the child/youth was enrolled when they became homeless, or the school in which the child/youth was last enrolled. The campus a child attends is determined by which campus can serve the best interests of the child. In Texas a student experiencing homelessness may enroll in any district they choose, regardless of the location of their residence, school of origin or attendance zone

campus. https://tea.texas.gov/Texas_Schools/Support_for_At-

<u>Risk_Schools_and_Students/Texas_Education_for_Homeless_Children_and_Youth_%28TEHC</u> <u>Y%29_Program</u>

Re-Enrollment

Learners who were previously enrolled at The Holback Academy who has withdrawn and desires to re-enroll are subject to policies and procedures outlined in this document, including submission of a new application, the lottery, and the waitlist.

Attachment 28: Certificate of Occupancy for Facility

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

No Certificate of occupancy

Attachment 29: Evidence that Facility has been Secured

If the applicant currently owns the facility, has a lease, or has an MOU or other proof of intent to secure a specific facility, provide proof of the commitment.

N/A No evidence that facility has been secured.

Attachment 30: Detailed Start-up Plan

Provide a detailed start-up plan for Year 0 (September 2020-August 2021).

Startup: Superintendent \$2000, (10month salary) for a startup, starting September 1, Operations manager \$2,000 (3-month salary), November 1st Board of directors \$1,000 for board expenses/training in a startup. Year 1: we will hire 2 English Language Arts teachers, 2 math, 2 social studies, 2 science teachers, and 2 specials teachers. Teachers may be subject to teach multiple courses.

We predict an estimation of 230 student's year 1 of operation grades 9th-12th. Year 2 of operations we predict an enrollment of 260 students .

Year 3 an estimation of 430 students and year 5 an estimation of 520 students enrolled. Our capacity of students to enroll estimation is 980. The Holback Academy predicts that we will have an estimation of 20 students with disabilities.

Starting off with Year 1, we will hire 2 fully certified sped teachers that will collaborate with traditional teachers, support, coordinate, and provide services and interventions for our special need's learners. Our proposed budget provides resources for any ancillary services that students may require. This includes all costs for testing requirements.

Year 2, we predict and estimation of 25 to 30 students with disabilities that require may or may not require accommodations. We will use the \$10,000 donation from and continue our fundraisers through year 0.

The estimated state revenue for year 1 is \$1,914,136. This will increase each year with enrollment. Federal revenue is pending.

Total personnel, payroll Texans and benefits expenses is \$1,508,897. The Total expenses for year 1 is \$2,531,613. We predict this will increase based on enrollment.

We will take the necessary steps to cover our finances for our year 1 being that is unstable financially. We plan to limit expanses, apply for grants and seek contributors. We will reduce positions so that are our finances align.

Attachment 31: Financial Plan Workbook

Using the template provided on the <u>Subchapter D</u> 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 <u>only</u> the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook;

AND

Electronic Submission: The <u>entire</u> 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.

2/15/20 14:56

The Holback Academy

FINANCIAL PLAN WORKBOOK SUMMARY

	itart-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2020	2021	2022	2023	2024	2025
REVENUE						
Total State Revenue		\$ 1,914,136	\$ 1,914,136	\$ 1,914,136	\$ 1,914,136	\$ 1,914,136
Total Federal Revenue		\$ -	\$ -	\$ -	\$ -	\$ -
Total Local and Other Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$	\$ 1,914,136	\$ 1,914,136	\$ 1,914,136	\$ 1,914,136	\$ 1,914,136
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	\$ 81,000	\$ 345,000	\$ 120,000	\$ 244,000	\$ 300,000	\$ 300,000
Total Instructional Personnel Costs	\$ 23,746	\$ 884,000	\$ 1,484,000	\$ 1,927,000	\$ 2,242,000	\$ 2,690,000
Total Non-Instructional Personnel Costs	\$ 22,000	\$ 279,897	\$ 307,628	\$ 353,442	\$ 385,256	\$ 495,794
Total Payroll Taxes and Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	\$ 126,746	\$ 1,508,897	\$ 1,911,628	\$ 2,524,442	\$ 2,927,256	\$ 3,485,794
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	\$ -	\$ 341,840	\$ 341,840	\$ 341,840	\$ 341,840	\$ 341,840
Total School Operations	\$ -	\$ 201,090	\$ 201,090	\$ 201,090	\$ 201,090	\$ 201,090
Total Facilities Operations and Maintenance	\$ 10,000	\$ 459,786	\$ 459,786	\$ 459,786	\$ 459,786	\$ 459,786
Reserves / Contingencies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL NON-PAYROLL RELATED EXPENSES	\$ 10,000	\$ 1,002,716	\$ 1,002,716	\$ 1,002,716	\$ 1,002,716	\$ 1,002,716
TOTAL EXPENSES	\$ 136,746	\$ 2,511,613	\$ 2,914,344	\$ 3,527,158	\$ 3,929,972	\$ 4,488,510
NET OPERATING INCOME (before depreciation)	\$ (136,746)	\$ (597,477)	\$ (1,000,208)	\$ (1,613,022)	\$ (2,015,836)	\$ (2,574,374
STUDENT ENROLLMENT	 	 	 			
Projected Student Enrollment		230	260	430	480	520
Revenue Per Pupil		\$ 8,322	\$ 7,362	\$ 4,451	\$ 3,988	\$ 3,681
Expenses Per Pupil		\$ 10,920	\$ 11,209	\$ 8,203	\$ 8,187	\$ 8,632

New Charter School Application Financial Plan Workbook Instructions

eral 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** 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

ool 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 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 In the row **Total School Year Minutes**, enter the number of minutes the proposed charter school will be

ollment Tab

Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.

VROLLMENT 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

UDENT 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

ANSPORATION Section

Enter the anticipated transporation allotments for the specified programs.

<u>sonnel Tab</u>

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
- 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

umptions 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 Columns E - F - Enter budgeted amounts for the proposed charter school in column E for the start-up year Columns H - M - Enter the percentage increase <u>OR</u> decrease that is anticipated for each line item from year Enter any notes and descriptions of assumptions that need further explanation.

<u>R Budget Tab</u>

ALL revenues and expenses are automatically calculated based on the **Enrollment**, **Personnel**, and **Start-Up**, No data should be entered on this tab.

ancial Plan Workbook Summary

ALL revenues and expenses are automatically calculated based on the **Enrollment**, **Personnel**, and **Start-Up**, No data should be entered on this tab.

<u>sonnel Tab</u>

Summary of Finances (**SOF**) tab displays the estimate for Total State Aid. No data should be entered on this tab.

h Flow Tab

Actual cash flows are based on average attendance for each 6 week period reported to TEA. If you No data should be entered on this tab.

The Holback Academy

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:		Dr. Daniel Holback			
Contact Email:	Holback@usc.edu				
Contact Phone:	(972)310-3473				
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:	June 30	Select date			
Total School Year Minutes:	75,600	Enter the number of minutes (e.g., 75,600)			

The Holback Acadomy ECTIMATE OF CTATE AID ENITITIEMENT INDUIT

Γ	Year 1	Year 2	Year 3	Year 4	Year 5
ENROLLMENT	2021	2022	2023	2024	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	50.00	60.00	100.00	120.00	130.00
10th Grade	60.00	70.00	100.00	110.00	120.00
11th Grade	60.00	70.00	60.00	70.00	80.00
12th Grade	60.00	60.00	170.00	180.00	190.00
Total Number of All Students Enrolled (Average Membership)	230.00	260.00	430.00	480.00	520.00
Total Number of High School Students Enrolled	230.00	260.00	430.00	480.00	520.00
Average Daily Attendance (ADA) %	98%	98%	98%	98%	98%
Average Daily Attendance (ADA)	225.40	254.80	421.40	470.40	509.60
Percent change YOY		13%	65%	12%	8%
STUDENT POPULATION			Data for t	he following fiscal	waars must be b
Special Education Data:	2021	EYS 2021	2022	EYS 2022	2023

STUDENT POPULATION			Data IO	the following lisca	al years must be ba
Special Education Data:	2021	EYS 2021	2022	EYS 2022	2023
Number Enrolled in Homebound	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-
Number Enrolled in Speech Therapy	-	-	-	-	-

Number Enrolled in Resource Room	-	-	-	-	-
Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	-	-	-
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-
Number Enrolled in Off-Home Campus	-	-	-	-	-
Number Enrolled in VAC	-	-	-	-	-
Number Enrolled from State Schools	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	-	-	-	-	-
Number Enrolled in Mainstream	-				
Special Education Student Count (SPED)	-	-	-	-	-
Special Education Student Count %					
Percent change YOY			0%	0%	0%

Career and Technology (C&T) Data:	2021	Advanced C&I	2022	Advanced C&I	2023
Number Enrolled in One-hour Class	100.00		120.00	200.00	120.00
Number Enrolled in Two-hour Class					
Number Enrolled in Three-hour Class		-			
Number Enrolled in Four-hour Class		-			
Number Enrolled in Five-hour Class		-			
Number Enrolled in Six-hour Class		-			
Career & Technology Students Enrolled	100.00	-	120.00	200.00	120.00
% of Career & Technology Students	43.48%		46.15%	76.92%	27.91%
Percent change YOY			20%	0%	0%

Gifted and Talented, Pregnancy Related, &	Data for the following fiscal years must be based on reasonable estimates and projections.							
Bilingual/ESL Data:	2021	2022	2023	2024	2025			
Number Gifted and Talented Students Enrolled	25.00	50.00	100.00	150.00	250.00			
% of Gifted and Talented Students Enrolled	10.87%	19.23%	23.26%	31.25%	48.08%			
Number of Pregnancy Related Students								
% of Pregnancy Related Students Enrolled								
Number of Students Enrolled in Bilingual/ESL	150.00	170.00	190.00	220.00	250.00			
% of Students Enrolled in Bilinguel/ESL	65.22%	65.38%	44.19%	45.83%	48.08%			
Special Education Error Check								
Career and Technology Error Check								
Compensatory Education Enrollment								

TRANSPORTATION	2021	2022	2023	2024	2025
Regular Program Transportation Allotment	25	40	55	60	80
Special Education Program Transportation Allotment	-	-	-	-	-
Career and Technology Program Transportation Allotment	-	-	-	-	-
Transportation Total	25	40	55	60	80
Percent change YOY		60%	38%	9%	33%

sed on reasonable estimates and projections.								
EYS 2023	2024	EYS 2024	2025	EYS 2025				
-	-	-	-	-				
-	-	-	-	-				
-	-	-	-	-				

-	-	-	-	-
-	-	-	-	-
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-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
0%	0%	0%	0%	0%

Advanced C&I	2024	Advanced C&I	2025	Advanced C&I
350.00	125.00	300.00	130.00	310.00
40.00		80.00		80.00
25.00		100.00		130.00
415.00	125.00	480.00	130.00	520.00
96.51%	26.04%	100.00%	25.00%	100.00%
108%	4%	16%	4%	8%

Position Description (Categories align with the categories on the Five Year Budget) FYE 2020 2021 2022 2023 2024 2025 Starting							The		ck Acad	emy						
Prodim								PERS	ONNEL							
Image Image <t< th=""><th></th><th>Position Category</th><th>Veer Count</th><th></th><th>Veer 1</th><th></th><th></th><th>Veer 4</th><th>Veer F</th><th></th><th></th><th>Veer 1</th><th></th><th></th><th>Year 4</th><th>Year 5</th></t<>		Position Category	Veer Count		Veer 1			Veer 4	Veer F			Veer 1			Year 4	Year 5
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Image Image <t< th=""><th></th><th>categories on the Five Year Budget)</th><th></th><th>2020</th><th>2021</th><th>2022</th><th>2023</th><th>2024</th><th>2023</th><th></th><th>2020</th><th>2021</th><th>2022</th><th></th><th>2024</th><th>2023</th></t<>		categories on the Five Year Budget)		2020	2021	2022	2023	2024	2023		2020	2021	2022		2024	2023
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Total \$ 1,240,329 3.0 35.0 45.0 58.0 68.0 82.0 \$ 126,746 \$ 1,508,897 \$ 1,911,628 \$ 2,524,442 \$ 2,927,256 \$	Total		\$ 1,240.329	3.0	35.0	45.0	58.0	68.0	82.0		\$ 126.746	\$ 1,508.897	\$ 1,911.628	\$ 2,524.442	\$ 2,927.256	\$ 3,485,794

The Holback Aca REVENUE AND EXPENSE AS

ASSUMPTIONS

BUDGET					
Start-Up					
Year 0	Year 1				
2020	2021				

Year 0	Year 1	Year 2	Year 3
2020	2021	2022	2023
		-	

Start-Up

REVENUE			hange below for which t h year. Consider using th	
TOTAL STATE REVENUES		1,914,136	0.00%	0.00%
TOTAL FEDERAL REVENUES			0.00%	0.00%
TOTAL LOCAL & OTHER REVENUES			0.00%	0.00%
TOTAL REVENUE	\$ -	\$ 1,914,136		

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management

Instructional Management

Deans, Directors & Coordinators

CFO / Director of Finance

Operation / Business Manager

Administrative Staff

Other - Administrative

TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular

	-
-	68,000
-	60,000
-	-
-	71,000
-	56,000
-	90,000
\$ -	\$ 345,000

-

0.00%	0.00%
0.00%	0.00%
0.00%	0.00%

•	•	

225,000			

Teachers - SPED Substitute Teachers Teaching Assistants Specialty Teachers Aides Therapists & Counselors Other - Instructional

TOTAL INSTRUCTIONAL PERSONNEL COSTS

Nurse

Librarian

Custodian

Security

Other - Non-Instructional

TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS

TOTAL PERSONNEL EXPENSES

PAYROLL TAXES AND BENEFITS

\$ -	\$ 884,000
-	-
-	55,000
-	-
-	480,000
-	-
-	34,000
-	90,000

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-	-
\$-	\$ 73,915

For each lin	e item in the F	ayroll Taxes a	nd Benefits se
	Personnel E	xpenses that li	ne item shoul
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TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

\$ 22,000 \$ 1,519,184

CONTRACTED SERVICES		
Accounting / Audit	-	15,00
Legal	-	10,00
Management Company Fee	-	-
Nurse Services	-	-
Food Service / School Lunch	-	231,84
Payroll Services	-	35,00
Special Ed Services	-	50,00
Titlement Services (i.e. Title I)	-	-
Custom Contracted Services #1	-	-
Custom Contracted Services #2	-	-
Custom Contracted Services #3	-	-
TOTAL	\$ -	\$ 341,84

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SCHOOL OPERATIONS

Board Expenses
Classroom / Teaching Supplies & Materials
Special Ed Supplies & Materials
Textbooks / Workbooks
Supplies & Materials other
Equipment / Furniture
Telephone
Technology
Student Testing & Assessment
Field Trips
Transportation (student)
Student Services - other
Office Expense
Staff Development
Staff Recruitment
Student Recruitment / Marketing
School Meals / Lunch

-	1,000
-	40,000
-	5,600
-	5,000
-	-
-	360
-	46,000
-	75,000
-	5,700
-	14,930
-	3,000
-	3,500
-	1,000
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Travel (Staff)	-	
Fundraising	-	
After School Program	-	
Custom Operations #1	-	
Custom Operations #2	-	
TOTAL SCHOOL OPERATIONS	\$-	\$

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0.00%	0.00%
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FACILITY OPERATION & MAINTENANCE

Insurance	
Janitorial Services	Ī
Building and Land Rent / Lease	Ī
Repairs & Maintenance	Ī
Security Services	
Utilities	ſ
Internet	ſ
Dontation	
Custom Facilities Operations #2	
TOTAL FACILITY OPERATION & MAINTENANCE	ſ

0.00%	0.00%
0.00%	0.00%
0.00%	0.00%
0.00%	0.00%
0.00%	0.00%
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0.00%	0.00%
0.00%	0.00%

RESERVES / CONTIGENCIES	-	-	0.00%	0.00%
TOTAL EXPENSE	\$ 32,000 \$	2,521,900		
NET OPERATING INCOME (before Depreciation)	\$ (32,000) \$	(607,764)		
DEPRECIATION & AMORTIZATION	-	-	0.00%	0.00%
NET OPERATING INCOME (including Depreciation)	\$ (32,000) \$	(607,764)		

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30,699

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demy			
SUMPTIONS			

Year	4 Year 5	Notes and Descriptions of Assumptions	Notes and Descriptions of Assumptions
2024	2025	for Start-Up Year	for Year 1 through Year 5

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0.00%	0.00%	This is determined off campus growth
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0.00%	0.00%	
0.00%	0.00%	We are using Revolution Food Services. Breakfast is
0.00%	0.00%	We will be using Skyward software. This supports
0.00%	0.00%	This is per hour for any Special Education services
0.00%	0.00%	No Federal entitlement requirement claimed.
0.00%	0.00%	
0.00%	0.00%	
0.00%	0.00%	

0.00%	0.00%	150 - 250 per board member
0.00%	0.00%	IPads for the classroom
0.00%	0.00%	special education services in addition to
0.00%	0.00%	patnership with vitalsource books
0.00%	0.00%	
0.00%	0.00%	
0.00%	0.00%	The unlimited local calls generally cost \$15-\$30
0.00%	0.00%	200 per student, Ipad Technnology cost
0.00%	0.00%	
0.00%	0.00%	\$25.00 per student
0.00%	0.00%	An estimation of \$10,000 special education
0.00%	0.00%	\$3.20 a gallon to fill up,
0.00%	0.00%	School paper, printers etc
0.00%	0.00%	\$50 per student head for pd year 1
0.00%	0.00%	
0.00%	0.00%	
0.00%	0.00%	covered by the contract.

0.00%	0.00%	
0.00%	0.00%	
0.00%	0.00%	
0.00%	0.00%	
0.00%	0.00%	

0.00%	0.00%	Directors and Officers insurance and facility totaling
0.00%	0.00%	Year 1 will cost around 2500, with no full-time
0.00%	0.00%	The leasing option for the year to year is \$368,388.
0.00%	0.00%	\$1.00 per foot totaling 30,699
0.00%	0.00%	Kompareit services 16 -Camera systems with 4MP,
0.00%	0.00%	\$1.00 per foot totaling 30,699
0.00%	0.00%	\$500.00 per month with cox buisness plans
0.00%	0.00%	Dr. Daniel Holback will donante 10,000 of his money
0.00%	0.00%	

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The Holback Academy PROJECTED BUDGET / OPERATING PLAN

	Start-Up				
	Year 0	Year 1	Year 2	Year 3	Year 4
	2020	2021	2022	2023	2024
SUMMARY					
Total Revenue	-	1,914,136	1,914,136	1,914,136	1,914,136
Total Expenses	136,746	2,511,613	2,914,344	3,527,158	3,929,972
Net Operating Income (before Depreciation)	(136,746)	(597,477)	(1,000,208)	(1,613,022)	(2,015,836)
Revenue Per Pupil		8,322.33	7,362.06	4,451.48	3,987.78
Expenses Per Pupil		10,920.06	11,209.02	8,202.69	8,187.44
REVENUE					
TOTAL STATE REVENUES		1,914,136	1,914,136	1,914,136	1,914,136
TOTAL FEDERAL REVENUES		-	-	-	-
TOTAL LOCAL & OTHER REVENUES	\$-	-	-	-	-
TOTAL REVENUE	\$-	\$ 1,914,136	\$ 1,914,136	\$ 1,914,136	\$ 1,914,136
EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	81,000	-	-	-	-
Instructional Management	-	68,000	-	68,000	-
Deans, Directors & Coordinators	-	60,000	120,000	120,000	120,000
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	-	71,000	-	-	-
Administrative Staff	-	56,000	-	56,000	-
Other - Administrative	-	90,000	-	-	180,000
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 81,000	\$ 345,000	\$ 120,000	\$ 244,000	\$ 300,000

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	225,000	225,000	225,000	450,000
Teachers - SPED	-	90,000	135,000	225,000	315,000
Substitute Teachers	-	34,000	68,000	85,000	85,000
Teaching Assistants	-	-	-	-	-
Specialty Teachers	-	480,000	1,056,000	1,392,000	1,392,000
Aides	23,746	-	-	-	-
Therapists & Counselors	-	55,000	-	-	-
Other - Instructional	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 23,746	\$ 884,000	\$ 1,484,000	\$ 1,927,000	\$ 2,242,000
NON-INSTRUCTIONAL PERSONNEL COSTS					
Numera					
Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
	-	- - 63,628	- - 63,628	- - 95,442	- - 127,256
Librarian		- - 63,628 -	- - 63,628 -	- - 95,442 -	- - 127,256 -
Librarian Custodian	- - - 22,000	- - 63,628 - 216,269	- - 63,628 - 244,000	- - 95,442 - 258,000	- - 127,256 - 258,000
Librarian Custodian Security	- - - 22,000 \$ 22,000	-	244,000	258,000	- 258,000

PAYROLL TAXES AND BENEFITS

Social Security	-	-	-	-	-
Medicare	-	-	-	-	-
State Unemployment	-	-	-	-	-
Worker's Compensation Insurance	-	-	-	-	-
Custom Other Tax #1	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-
Health Insurance	-	-	-	-	-
Dental Insurance	-	-	-	-	-
Vision Insurance	-	-	-	-	-
Life Insurance	-	-	-	-	-
Retirement Contribution	-	-	-	-	-
Custom Fringe #1	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 126,746	\$ 1,508,897	\$ 1,911,628	\$ 2,524,442	\$ 2,927,256

CONTRACTED SERVICES

341,840	\$ 341,840	\$ 341,840	\$ 341,840
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
50,000	50,000	50,000	50,000
35,000	35,000	35,000	35,000
231,840	231,840	231,840	231,840
-	-	-	-
-	-	-	-
10,000	10,000	10,000	10,000
15,000	15,000	15,000	15,000
	15 000	15,000 15,000	15,000 15,000 15,000

SCHOOL OPERATIONS

Board Expenses - 1,000 1,000 1,000 1,000 Classroom / Teaching Supplies & Materials - 40,000 40,000 40,000 40,000 Special Ed Supplies & Materials - 5,600 5,600 5,600 5,600 Textbooks / Workbooks - 5,000 5,000 5,000 5,000 Supplies & Materials other - </th <th>SCHOOL OF LIKATIONS</th> <th></th> <th></th> <th></th> <th></th>	SCHOOL OF LIKATIONS				
Special Ed Supplies & Materials - 5,600 5,600 5,600 5,600 Textbooks / Workbooks - 5,000 5,000 5,000 5,000 Supplies & Materials other - <	Board Expenses	- 1,000	1,000	1,000	1,000
Textbooks / Workbooks - 5,000 5,000 5,000 Supplies & Materials other -	Classroom / Teaching Supplies & Materials	- 40,000	40,000	40,000	40,000
Supplies & Materials other - </td <td>Special Ed Supplies & Materials</td> <td>- 5,600</td> <td>5,600</td> <td>5,600</td> <td>5,600</td>	Special Ed Supplies & Materials	- 5,600	5,600	5,600	5,600
Equipment / Furniture -	Textbooks / Workbooks	- 5,000	5,000	5,000	5,000
Telephone - 360 360 360 360 Technology - 46,000 46,000 46,000 46,000 Student Testing & Assessment - 75,000 75,000 75,000 Field Trips - 5,700 5,700 5,700 Transportation (student) - 14,930 14,930 14,930 Student Services - other - 3,000 3,000 3,000 Office Expense - 3,500 3,500 3,500 Staff Development - 1,000 1,000 1,000 Staff Recruitment / Marketing - - - - Student Recruitment / Marketing - - - - School Meals / Lunch - - - - - Fundraising - - - - - - Custom Operations #1 - - - - - -	Supplies & Materials other		-	-	-
Technology - 46,000 46,000 46,000 46,000 Student Testing & Assessment - 75,000 75,000 75,000 75,000 Field Trips - 5,700 5,700 5,700 5,700 Transportation (student) - 14,930 14,930 14,930 14,930 Student Services - other - 3,000 3,000 3,000 3,000 3,000 Office Expense - 3,500	Equipment / Furniture		-	-	-
Student Testing & Assessment - 75,000	Telephone	- 360	360	360	360
Field Trips - 5,700 5,700 5,700 5,700 Transportation (student) - 14,930 14,930 14,930 14,930 Student Services - other - 3,000 3,000 3,000 3,000 Office Expense - 3,500 3,500 3,500 3,500 Staff Development - 1,000 1,000 1,000 1,000 Staff Recruitment - - - - - Student Recruitment / Marketing - - - - - School Meals / Lunch - - - - - - Travel (Staff) - - - - - - - Fundraising - - - - - - - - Custom Operations #1 - - - - - - - - Custom Operations #2 - - - - - - - - -	Technology	- 46,000	46,000	46,000	46,000
Transportation (student) - 14,930 14,930 14,930 14,930 Student Services - other - 3,000 3,000 3,000 3,000 Office Expense - 3,500 3,500 3,500 3,500 Staff Development - 1,000 1,000 1,000 1,000 Staff Recruitment - - - - - Student Recruitment / Marketing - - - - - School Meals / Lunch - - - - - - Travel (Staff) - - - - - - - Fundraising - - - - - - - - Custom Operations #1 -	Student Testing & Assessment	- 75,000	75,000	75,000	75,000
Student Services - other - 3,000 3,000 3,000 3,000 Office Expense - 3,500 3,500 3,500 3,500 Staff Development - 1,000 1,000 1,000 1,000 Staff Recruitment - - - - - Student Recruitment / Marketing - - - - - School Meals / Lunch - - - - - - Travel (Staff) - - - - - - - Fundraising - - - - - - - - Custom Operations #1 - - - - - - - - Custom Operations #2 - - - - - - - - -	Field Trips	- 5,700	5,700	5,700	5,700
Office Expense 3,500	Transportation (student)	- 14,930	14,930	14,930	14,930
Staff Development - 1,000 1,000 1,000 1,000 Staff Recruitment O - O - O - O - O - O - O - O - O - O - O - O - O - O - O - O - O O - O O - O O - O	Student Services - other	- 3,000	3,000	3,000	3,000
Staff RecruitmentStaff Recruitment / MarketingImage: Constraint of the state of the stat	Office Expense	- 3,500	3,500	3,500	3,500
Student Recruitment / MarketingImage: Constraint of the sector of the secto	Staff Development	- 1,000	1,000	1,000	1,000
School Meals / Lunch——===	Staff Recruitment		-	-	-
Travel (Staff)—————Fundraising———————After School Program——	Student Recruitment / Marketing		-	-	-
FundraisingAfter School ProgramCustom Operations #1Custom Operations #2	School Meals / Lunch		-	-	-
After School ProgramCustom Operations #1Custom Operations #2	Travel (Staff)		-	-	-
Custom Operations #1 -	Fundraising		-	-	-
Custom Operations #2 -	After School Program		-	-	-
	Custom Operations #1		-	-	-
TOTAL SCHOOL OPERATIONS \$ 201,090 \$<	Custom Operations #2		-	-	-
	TOTAL SCHOOL OPERATIONS	\$ - \$ 201,090	\$ 201,090	\$ 201,090	\$ 201,090

FACILITY OPERATION & MAINTENANCE

Insurance	-	15,000	15,000	15,000	15,000
Janitorial Services	-	2,500	2,500	2,500	2,500
Building and Land Rent / Lease	-	368,388	368,388	368,388	368,388
Repairs & Maintenance	-	30,699	30,699	30,699	30,699
Security Services	-	7,500	7,500	7,500	7,500
Utilities	-	30,699	30,699	30,699	30,699

Internet	-	5,000	5,000	5,000	5,000
Dontation	10,000	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 10,000	\$ 459,786	\$ 459,786	\$ 459,786	\$ 459,786
RESERVES / CONTIGENCIES	-	-	-	-	-
TOTAL EXPENSE	\$ 136,746	\$ 2,511,613	\$ 2,914,344	\$ 3,527,158	\$ 3,929,972
NET OPERATING INCOME (before Depreciation)	\$ (136,746)	\$ (597,477)	\$ (1,000,208)	\$ (1,613,022)	\$ (2,015,836)
DEPRECIATION & AMORTIZATION	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ (136,746)	\$ (597,477)	\$ (1,000,208)	\$ (1,613,022)	\$ (2,015,836)



Year 5	
2025	

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\$ (2,574,374)

The Holback Academy FINANCIAL PLAN WORKBOOK SUMMARY

		itart-Up Year 0		Year 1	Year 2	Year 3	Year 4	Year 5
		2020		2021	2022	2023	2024	2025
REVENUE								•
Total State Revenue			\$	1,914,136	\$ 1,914,136	\$ 1,914,136	\$ 1,914,136	\$ 1,914,136
Total Federal Revenue			\$	-	\$ -	\$ -	\$ -	\$ -
Total Local and Other Revenue	\$	-	\$	-	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$	-	\$	1,914,136	\$ 1,914,136	\$ 1,914,136	\$ 1,914,136	\$ 1,914,136
EXPENSES								
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES								
Total Administrative Staff Personnel Costs	\$	81,000	\$	345,000	\$ 120,000	\$ 244,000	\$ 300,000	\$ 300,000
Total Instructional Personnel Costs	\$	23,746	\$	884,000	\$ 1,484,000	\$ 1,927,000	\$ 2,242,000	\$ 2,690,000
Total Non-Instructional Personnel Costs	\$	22,000	\$	279,897	\$ 307,628	\$ 353,442	\$ 385,256	\$ 495,794
Total Payroll Taxes and Benefits	\$	-	\$	-	\$ -	\$ -	\$ -	\$ -
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	\$	126,746	\$	1,508,897	\$ 1,911,628	\$ 2,524,442	\$ 2,927,256	\$ 3,485,794
NON-PAYROLL RELATED EXPENSES								
Total Contracted Services	\$	-	\$	341,840	\$ 341,840	\$ 341,840	\$ 341,840	\$ 341,840
Total School Operations	\$	-	\$	201,090	\$ 201,090	\$ 201,090	\$ 201,090	\$ 201,090
Total Facilities Operations and Maintenance	\$	10,000	\$	459,786	\$ 459,786	\$ 459,786	\$ 459,786	\$ 459,786
Reserves / Contingencies	\$	-	\$	-	\$ -	\$ -	\$ -	\$ -
TOTAL NON-PAYROLL RELATED EXPENSES	\$	10,000	\$	1,002,716	\$ 1,002,716	\$ 1,002,716	\$ 1,002,716	\$ 1,002,716
TOTAL EXPENSES	\$	136,746	\$	2,511,613	\$ 2,914,344	\$ 3,527,158	\$ 3,929,972	\$ 4,488,510
NET OPERATING INCOME (before depreciation)	\$	(136,746)	\$	(597,477)	\$ (1,000,208)	\$ (1,613,022)	\$ (2,015,836)	\$ (2,574,374)
STUDENT ENROLLMENT								
Projected Student Enrollment				230	260	430	480	520
Revenue Per Pupil			\$	8,322	\$ 7,362	\$ 4,451	\$ 3,988	\$ 3,681
Expenses Per Pupil	-		\$	10,920	\$ 11,209	\$ 8,203	\$ 8,187	\$ 8,632
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The Holback Academy ESTIMATE OF STATE AID ENTITLEMEN	Г	
Summary of Finance Description	Weight	
	or Rate	
Refined Average Daily Attendance (ADA)		225.400
High School ADA	\$ 275	225.400
Prior Year Refined ADA		0.000
SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.000
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 Special Education FTE		0.000
Total Special Education Weighted FTE		0.000
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 Mainstream ADA	1.10	0.000
	1.10	16.660
Career & Technology FTEs Advanced Career & Technology Education FTEs	\$ 50	0.000
Advanced Career & Technology Education FTES Regular Program ADA		208.740
Gifted & Talented Enrollment	0.12	11.270
State Compensatory Education Enrollment	0.12	
Pregnancy Related FTEs	2.41	0.000
Bilingual ADA	0.10	147.000
Adjusted GYA	0.10	0.9733
Total Weighted Average Daily Attendance (WADA)	SOF pg	308.276
Did Charter Holder Participate in TRS Active Care in 2005-06?	00. 00	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 Cuerente ed Vield (CV)	10	~	27.00
EDA Guaranteed Yield (GY)	16	\$	37.00
Level 1 Entitlement Level 2 Entitlement	12 12	\$ \$	106.28
	12	Ş	31.95
Program Intent Codes -TIER I Allotments	SOF pg		
11-Regular Program Allotment	2	\$	1,364,116
21-Gifted & Talented Adjusted Allotment (spend 55% of amount)	2	\$	8,838
25-Bilingual Education Allotment (spend 52% of amount)	2	\$	96,065
99-New Instructional Facility Allotment	2	\$	-
31-High School Allotment (spend 100% of amount)	2	\$	61,985
Special Education Detail:	SOF pg		
Regular Special Education	10	\$	-
Mainstream	10	\$	-
Residential Care and Treatment	10	\$	-
State Schools	10	\$	-
Extended Year Special Education	10	\$	-
23-Special Education Adjusted Allotment (spend 52% of amount)		\$	-
Career & Technology Detail:	SOF pg	+	
		-	
Regular Career & Technology (CTE) Allotment	10	\$	146,979
Advanced CTE Allotment	10	\$	-
22-Career and Technology Allotment (spend 58% of amount)	2	\$	146,979
State Compensatory Education Detail:	SOF pg		
State Compensatory Allotment	11	\$	-
Pregnancy Related	11	\$	-
24-Compensatory Education Allotment (spend 52% of amount)	2	\$	-
Transportation Detail:	SOF pg		
Regular	9	\$	25
Special Education	9	-	
Career & Technology Education	9	-	-
99-Transportation Allotment	2	\$	25
TOTAL COST OF TIER I / STATE SHARE OF TIER I	2	\$	1,678,007
	SOF pg	Y	1,010,001
		~	
Tier II Level 1	12	\$	187,864
Tier II Level 2 TOTAL TIER II	12	\$ \$	48,265 236,129
OTHER PROGRAMS	3	Ŷ	230,123
	10	ć	
Staff Salary Allotment Charter has at least an acceptable academic performance rating?	13	\$	
HB21 - State Facilites Allotment	16	ć	NU
TOTAL OTHER PROGRAMS	16 3	\$ Ş	-
	-	Ŷ	
TOTAL STATE AID	SOF pg 3	Ş	1,914,136
Available School Fund (ASF)	3	\$	
Foundation School Fund (FSF)	3	\$ \$	1,914,136
	5	Ŷ	1,314,130

The Holback Academy PAYMENT FORMULA EXAMPLE

FSP Allotment	\$ 1,914,136
Adjustments to Allotments	\$ -
Less Total Paid to Date	\$ -
FSP Remaining Balance	\$ 1,914,136

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule		
September	12	8.3%	\$ 158,873		
October	11	9.1%	\$ 159,729		
November	10	10.1%	\$ 161,149		
December	9	11.1%	\$ 159,217		
January	8	12.4%	\$ 158,121		
February	7	14.4%	\$ 160,855		
March	6	16.6%	\$ 158,728		
April	5	19.9%	\$ 158,695		
May	4	25.1%	\$ 160,331		
June	3	33.2%	\$ 158,841		
July	2	49.7%	\$ 158,840		
August	1	100.0%	\$ 160,757		
	Тс	otal Payments	\$ 1,914,136		

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.

Startup: Superintendent \$2000, (10month salary) for a startup, starting September 1, Operations manager \$2,000 (3-month salary), November 1st Board of directors \$1,000 for board expenses/training in a startup. Year 1: we will hire 2 English Language Arts teachers, 2 math, 2 social studies, 2 science teachers, and 2 specials teachers. Teachers may be subject to teach multiple courses.

Texas' contributions from the TRS service of public schools and employees 7.7%.
Estimation of 1.45% of all salaries calculating to \$8,265.
Estimation of 1% of all salaries calculating to \$5,700.
Estimation of 1% of all salaries calculating to \$5,700.
This is an estimation of 7% of all salaries totaling \$40,000
An estimation of 3% of the contribution from employer and 4.5% from employee salary for a total of 7.5% calculated to \$14,250.

TOTAL	
PERSONNEL,	
TAX &	
BENEFIT	
EXPENSES	
CONTRACTED	
SERVICES	
Accounting /	This is determined off campus growth
Audit	
Legal	This is determined off campus growth
Management	
Company Fee	
Nurse Services	
Food Service /	We are using Revolution Food Services. Breakfast is \$1.80 per
School Lunch	student per day, lunch \$3.00 per student per day, totaling to \$231,840.
Payroll Services	We will be using Skyward software. This supports payroll, business
	and overall platform for teachers and staff. (Attendance /Grades).
Special Ed	This is per hour for any Special Education services being provided.
Services	
Titlement Services	No Federal entitlement requirement claimed.
(i.e. Title I)	
Custom	
Contracted	
Services #1	
Custom	
Contracted	
Services #2	
Custom	
Contracted	
Services #3	
TOTAL	
SCHOOL	
OPERATIONS	
Board Expenses	150 - 250 per board member
Classroom /	iPads for the classroom
Teaching Supplies	
& Materials	
Special Ed	special education services in addition to textbook/workbook and
Supplies &	curriculum
Materials	
Textbooks /	partnership with VitalSource books
Workbooks	
Supplies &	
Materials other	

Equipment /	
Furniture	
Telephone	The unlimited local calls generally cost \$15-\$30 per month
Technology	200 per student, iPad Technology cost
	200 per student, il ad Technology cost
Student Testing & Assessment	
	¢25.00 men etcelent
Field Trips	\$25.00 per student
Transportation	An estimation of \$10,000 special education transportation. An
(student)	estimation of \$40 for economically disadvantaged students for 31-
	day VIA Transit full fare bus passes totaling \$14,930.
Student Services -	
other	
Office Expense	School paper, printers etc.
Staff Development	\$50 per student head for pd year 1
Staff Recruitment	
Student	
Recruitment /	
Marketing	
School Meals /	covered by the contract.
Lunch	
Travel (Staff)	
Fundraising	
After School	This budget consist of high school after school operations, after
Program	school lights and extra security cost.
Custom	
Operations #1	
Custom	
Operations #2	
TOTAL	
SCHOOL	
OPERATIONS	
FACILITY	
OPERATION &	
MAINTENANCE	
Insurance	Directors and Officers insurance and facility totaling \$15,000.
Janitorial Services	Year 1 will cost around 2500, with no full-time janitor on staff.
Building and Land	The leasing option for the year to year is \$368,388. \$12.00/sf/yr and a
Rent / Lease	total of 30,699 SF overall building size. The total price for the
Runt / Lease	building is \$5,000,000.
Repairs &	\$1.00 per foot totaling 30,699
Maintenance	$\varphi_{1.00} \text{ per root totalling } 30,077$
	Komparait convises 16 Compare questions with AMD 195' record with
Security Services	Kompareit services 16 -Camera systems with 4MP, 125' recognition, 75' identification digital and optical zoom average starting price
	75' identification, digital and optical zoom, average starting price
	approximately \$7,500 a year.

We predict an estimation of 230 student's year 1 of operation grades 9th-12th. Year 2 of operations we predict an enrollment of 260 students. Year 3 an estimation of 430 students and year 5 an estimation of 520 students enrolled. Our capacity of students to enroll estimation is 980. The Holback Academy predicts that we will have an estimation of 20 students with disabilities. Starting off with Year 1, we will hire 2 fully certified sped teachers that will collaborate with traditional teachers, support, coordinate, and provide services and interventions for our special need's learners. Our proposed budget provides resources for any ancillary services that students may require. This includes all costs for testing requirements. Year 2, we predict and estimation of 25 to 30 students with disabilities that require may or may not require accommodations. We will use the \$10,000 donation from and continue our fundraisers through year 0. The estimated state revenue for year 1 is 1,914,136. This will increase each year with enrollment. Federal revenue is pending. Total personnel, payroll Texans and benefits expenses is \$1,508,897. The Total expenses for year 1 is \$2,531,613. We predict this will increase based on enrollment. We will take the necessary steps to cover our finances for our year 1 being that is unstable financially. We plan to limit expanses, apply for grants and seek contributors. We will reduce positions so that are our finances align .

Attachment 33: Evidence of Other Financial Support

Provide evidence of financial support from intended community partners such as:

- Letters of intent/commitment;
- Memoranda of understanding; and/or
- Contracts.

Applicants having no responsive documents to this attachment shall provide a statement on this attachment attesting, "The applicant has no documents in response to this attachment."



The Holback Academy

November 20, 2019

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

Texas Education Agency:

The Holback Academy Board of Directors are committed to our mission to ensure that all 9th - 12th scholars are prepared for college, Military or the work field. In order to show our support and commitment to The Holback Academy , we as the Board we have pledged to raise funds on behalf of the school as well as leverage our network to financially support our school.

Our Board's goal is to raise \$50,000 during The Holback Academy start-up year and continue this annually. The The Holback Academy Board directors hereby recognized this commitment and will provide this letter annually.

Sincerely,

Dr. Daniel Jarmar Holback

Proposed Superintendent of The Holback Academy

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

The Holback Academy Charter School

Statement of Financial Position As of December 31, 2020 and 2019

Assets

	<u>2019</u>	2020
Current Assets		
Cash and cash equivalents	\$0	\$0
Accounts receivable Prepaid expenses		\$0
	\$0	\$0
	\$0	
Total current assets	\$0	\$0
Property and Equipment, net	\$0	\$0
Total Assets	\$0	\$0
Liabilities and Net Assets		
Current Liabilities		
Accounts payable	\$0	\$0
	\$ 0	·
Accrued liabilities	\$0	\$500K
Deferred revenue	\$0	\$250K
Current portion of long-term debt	\$0	\$750K
Total current liabilities	\$0	\$1.5M
Long-Term Debt	\$0	\$0
Total Liabilities	\$0	\$ 0

Net Assets

Without Donor Restrictions	\$0	
		\$0
With Donor Restrictions	\$0	\$0
Total Net Assets	\$0	\$0
Total Liabilities and Net Assets	\$0	\$3M

The Holback Academy Charter School

Statement of Activities

For the Years Ended December 31, 2019 and 2020

<u>Totals</u>

Unrestricted	Temporarily	Restricted	2019	2020

Revenues

Local support:

5740 Other Revenues from Local Sources	\$0	\$0	\$0	\$0
State program revenues:				
5810 Foundation School Program	\$0	\$0	\$0	\$0
5820 State Program Revenues Distributed				
by TEA Texas Education Agency	\$0	\$0	\$0	\$0
Total state program revenues -	\$0	\$0	\$0	\$0
Federal program revenues:				
5920 Federal Revenues Distributed by				
Restrictions satisfied by payments	\$0	\$0	\$0	\$0
Total Revenues	\$0	\$0	\$0	\$0
Expenses	\$3M	\$0	\$0	\$0
11 Instruction				
12 Instructional Resources and Media				
Services	\$0	\$0	\$0	\$0
13 Curriculum Development and Instructional				
Staff Development	\$500K	\$0	\$0	\$0
21 Instructional Leadership	\$60K	\$0	\$0	\$0

23	School Leadership	\$700K	\$0	\$0	\$0
31	Guidance, Counseling and Evaluation				
Ser	vices	\$100K	\$0	\$0	\$0
32	Social Work Services	\$100K	\$0	\$0	\$0
33	Health Services	\$100K	\$0	\$0	\$0
34	Student (Pupil) Transportation	\$60K	\$0	\$0	\$0
35	Food Services	\$600K	\$0	\$0	\$0
36	Cocurricular/Extracurricular Activities	\$80K	\$0	\$0	\$0
41	General Administration	\$800K	\$0	\$0	\$0
51	Plant Maintenance and Operations	\$1M	\$0	\$0	\$0
52	Security and Monitoring Services	\$100K	\$0	\$0	\$0
53	Data Processing Services	\$400K	\$0	\$0	\$0
61	Community Services	\$0	\$0	\$0	\$0
81	Fund Raising	\$0	\$0	\$0	\$0
Tot	al Expenses	\$7,602M	\$0	\$0	\$0
Cha	nge in Net Assets	\$0	\$0	\$0	\$0
Net	Assets, beginning of year	\$0	\$0	\$0	\$0
Net	Assets, ending of year	\$0	\$0	\$0	\$0

The Holback Academy Charter School Schedule Statement of Cash Flows

For the Year Ended December 31, 2019 and 2020

	<u>2019</u>	2020
Cash flows from operating activities:		
Foundation School Program payments	\$0	\$0
Grant payments Contributions and fund-raising activities Miscellaneous sources	\$0 \$0 \$0	\$0 \$0 \$0
Payments to vendors for goods and services rend	lered. \$0	\$0
Payments to charter school personnel for service	s rendered \$0	\$0
Interest payments	\$0	\$0
Net cash provided by investing activities	\$0	\$0
Cash flows from investing activities:		
Purchase of land and building	\$0	\$0
Purchase of equipment	\$0	\$0
Net cash provided by investing activities		
Cash flows from financing activities:		
Issuance of long-term debt	\$0	\$0
Principal payments on long-term debt	\$0	\$0
Net cash provided by financing activities	\$0	\$0
Net increase in cash	\$0	\$0
Cash at beginning of year	\$0	\$0

Cash at ending of year	\$0	\$0
Reconciliation of change in net assets to net		
cash provided by operating activities:		
Change in net assets	\$0	\$0
Adjustments to reconcile change in net assets to		
net cash provided by operating activities:	\$0	\$0
Depreciation	\$0	\$0
(Increase) Decrease in assets:		
Accounts receivable	\$0	\$0
Increase (Decrease) in liabilities:		
Accounts payable	\$0	\$0
Accrued liabilities \$	\$0	\$0
Net cash provided by operating activities	\$0	\$0

The Holback Academy Charter School Schedule of Expenses

For the Years Ended December 31, 2019 and 2020

	Totals		
	2019	2020	
Expenses			
6100 Payroll Costs	\$0	\$0	
6200 Professional and Contracted Services	\$0	\$0	
6300 Supplies and Materials	\$0	\$0	
6400 Other Operating Costs	\$0	\$0	
6500 Debt	\$0	\$0	
Total Expenses	<u>\$0</u>	<u>\$0</u>	

Attachment 35: Credit Report

Provide a copy of the sponsoring entity's credit report dated within the last six months. If the entity was incorporated prior to January 1, 2018, but has no credit history, a response from one of the credit rating bureaus (Equifax, Experian, TransUnion) must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2018, a credit report is not required. Instead, the applicant shall provide a statement on this attachment attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2018."

No Documents are need being that the sponsoring entity was incorporate 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. **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.

The Hartford Insurance

Business Owner's Policy (BOP)

The three coverages that a BOP bundles together are: General liability insurance to help protect your school from claims of bodily injury or property damage. It can also help pay your student's medical bills if they get hurt at school, or it can help cover repair costs if your teacher damages a student's property. This insurance also helps cover certain claims of slander and libel. It doesn't, however, cover claims related to your school's professional educational services. A professional liability policy would help cover those claims. https://www.thehartford.com/business-insurance/schools Commercial property insurance, which helps cover your school's facilities and equipment, like books and furniture. Coverage applies whether your school owns or leases its property .https://www.thehartford.com/business-insurance/schools

Business income insurance to help recover lost income if we can't open our school because of covered property damage, like a fire. https://www.thehartford.com/business-insurance/schools

Bankers Insurances

Insurance products:

- Property: buildings, contents, equipment, bleachers, booths, and all other
- General Liability: standard \$1m/\$3m limits or higher as desired
- Umbrella Liability: \$1,000,000 to \$50,000,000 and higher.
- Business Automobile
- Workers Compensation
- Educators Professional Liability
- Directors and Officers Liability
- Employment Practices Liability (EPLI)
- Employee Benefits Liability
- Cyber Liability
- Crisis Response
- Abuse and molestation
- Employee Benefits: Group health, life, disability, dental, and vision insurance

https://www.bankersinsurance.net/business-insurance/school-insurance/

United Educators (UE)

UE can provide capacity up to \$10 million for both direct coverage and reinsurance, and minimum self-insured retention of \$25,000. UE's public school liability policies include the coverage listed below.

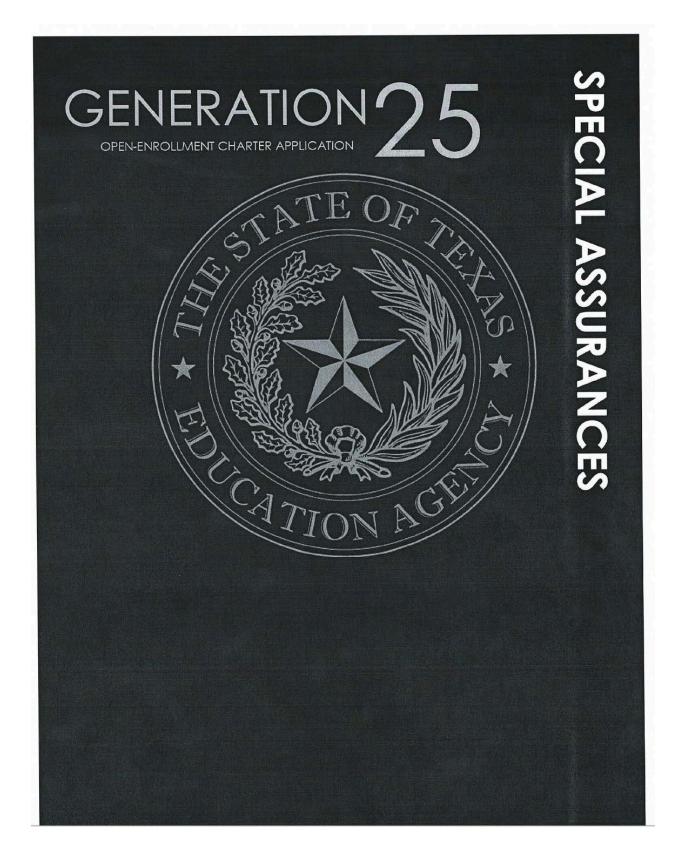
PSL Coverage Highlights:

- Occurrence form (general liability and excess auto liability)
- Blanket additional insured where required by contract
- Care, custody, and control exception for autos used in curriculum-related instruction
- Intentional acts exception for protection of persons or property (corporal punishment and law enforcement)
- Limited school pollution liability coverage
- "Pay on behalf of" form
- Sexual misconduct (including sexual molestation) coverage for the institution
- Coverage (including students) for practicums or internship programs
- Defense costs outside the limits
- Coverage for traumatic brain injury claims

SBL Coverage Highlights

- Discrimination
- Employment practices
- Educators E&O
- \$25,000 defense costs submit for individual education plans (IEP)

https://www.ue.org/what-we-offer/liability-insurance/public-school-K-12-liability/



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

Sponsoring Entity:	The Holback Academy Inc
Proposed Charter School Name:	The Holback Academy

The Board Chair of the proposed sponsoring entity shall initial each <u>and</u> 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.

Page

Sponsoring Entity:	The Holback Academy Inc				-
Proposed Charter School Name:					

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.

DH 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.

 \mathfrak{DH} 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.

THE 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

DH 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.

 $\underline{\mathcal{DH}}$ 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.

Page

Sponsoring Entity: <u>The Hulback Academy Inc</u> Proposed Charter School Name: <u>The Holback Academy</u>

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).

 \mathcal{D} \mathcal{H} 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

 \mathcal{D} \mathcal{H} 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

DH 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

 $\mathcal{D}\mathcal{H}$ 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.

 $\mathbf{D}\mathbf{H}$ 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.

Page

Sponsoring Entity: <u>The Holback Academy Inc</u> Proposed Charter School Name: <u>The Holback Academy</u>

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.

Printed Name of Sponsoring Entity Board Chair

Signature of Sponsoring Entity Board Chair

<u>||-20-|9</u> Date