Texas Education Agency
1701 North Congress Ave.
Austin TX 78701

GENERATION 26

OPEN-ENROLLMENT CHARTER APPLICATION

NEW OPERATOR APPLICATION

RESPONSES & ATTACHMENTS

Generation 26 Application The Justice Hub School

RFA: 701-21-104

SAS: 568-21

Table of Contents

Applicant Checklist **5**

Applicant Cover Sheet **9**

Executive Summary **13**

Targeted Community and Anticipated Student Population 15

Geographic Boundaries 19

Enrollment Projections 20

Demographic Projections 21

Community Engagement 22

School Design **26**

Mission, Vision, and Overview of School Design 26

Mission: The Justice Hub School empowers students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success. 26

Curriculum and Instruction 33

Strategies for Assessment of Learning and Data-Driven Instruction 47

Supports for Special Populations 52

School Culture and Safety **60**

Promotion and Graduation Requirements 71

Family and Community Engagement 75

Leadership and Governance **77**

Board Structure and Qualifications 77

Proposed Superintendent Qualifications 84

Proposed Instructional Leadership Team 86

Proposed Financial and Operations Leadership Teams 87

Performance Management 88

Talent Management and Development **93**

Talent Management 93

Professional Development and Evaluation 98
School Calendar and Schedule 100
Student Recruitment and Enrollment 102
Facility Acquisition 105
Facility Identified 105
Facility Not Identified 105
Transportation 107
Start-up Plan 108
Financial Planning 109

Attachments 112

Attachment 1: Articles of Incoporation 112
Attachment 2: 501(c)(3) Determination Letter. 119
Attachment 3: Applicant Information Session Documentation. 121
Attachment 4: Evidence of Community Demand 123
Attachment 5: Certified Mail Receipt Cards. 165
Attachment 6: Published Notice(s) of Public Meeting 172
Attachment 7: Sample Course Scope and Sequence. 178
Attachment 8: Proposed Discipline Policy 194
Attachment 9: Evidence of Community Support 213
Attachment 10: Bylaws 235
Attachment 11: Code of Ethics and Conflict of Interest Policy 252
Attachment 12: Board Members' Resumes and Biographical Affidavits. 260
Attachment 13: Organizational Charts for Year1, Year3, and Full Capacity 301
Attachment 14: Superintendent Evaluation Tool(s) 305
Attachment 15: Resume and Qualifications for Superintendent. 307
Attachment 16: Job Description or Qualifications for Superintendent 314
Attachment 17: Resume(s) and Qualifications for Proposed Intructional Leadership Team 316

Attachment 18: Job Description or Qualifications for Proposed Intructional Leadership Team.....323

Attachment 19: Leadership Evaluation Evaluation Tool(s).....326

Attachment 20: Resume(s) and/or Qualifications for Proposed Financial Team.....328

Attachment 21: Resume(s) and/or Qualifications for proposed Operations Team.....331

Attachment 22: Staffing Chart.....334

Attachment 23: Supplemental Human Resources Information Forms.....337

Attachment 24: Teacher Evaluation Tool(s).....368

Attachment 25: Proposed School Calendar (Annual).....370

Attachment 26: Proposed School Schedules.....372

Attachment 27: Proposed Admissions and Enrollment Policy.....376

Attachment 28: Certificate of Occupany for Facility.....389

Attachment 29: Evidence that Facility has been Secured.....391

Attachment 30: Detailed Start-Up Plan.....393

Attachment 31: Financial Plan Workbook.....404

Attachment 32: Budget Narrative.....406

Attachment 33: Evidence of other Financial Support.....409

Attachment 34: Audit Report.....411

Attachment 35: Credit Report.....413

Attachment 36: IRS Form 990,990-N, or Form 990-EZ.....416

Special Assurances.....418

CSP.....425

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

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

Sections	Required Elements	Yes/No
Attachments	Attachment 12: Board Member Résumés and Biographical Affidavits	Yes
	Attachment 13: Organizational Charts for Year 1, Year 3, and Full Capacity	yes
	Attachment 14: Tool(s)/Process to Evaluate Superintendent	yes
	Attachment 15: Résumé and Qualifications for Proposed Superintendent OR	yes
	Attachment 16: Job Description or Qualifications for Superintendent	yes
	Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team	yes
	Attachment 18: Job Descriptions or Qualifications for School's Instructional Leadership Team	yes
	Attachment 19: Tool(s)/Process to Evaluate Members of the School's Instructional Leadership Team	yes
	Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team	yes
	Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team	yes
	Attachment 22: Staffing Chart	yes
	Attachment 23: Supplemental Human Resources Information Forms for Each Position on the Staffing Chart	yes
	Attachment 24: Teacher Evaluation Tool(s)	yes
	Attachment 25: Proposed School Calendar (Annual)	yes

Sections	Required Elements	Yes/No
Attachments	Attachment 26: Proposed School Schedule for Day and Week: Teacher and Student Versions	Yes
	Attachment 27: Proposed Admissions and Enrollment Policy	Yes
	Attachment 28: Certificate of Occupancy for Facility	~~No~~ N/A
	Attachment 29: Evidence that Facility Has Been Secured	~~No~~ N/A
	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	N/A
	Attachment 35: Credit Report	N/A
	Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ	N/A
Special Assurances	Special Assurances	Yes
CSP Addendum	CSP Addendum	Yes
CMO Addendum	CMO Addendum (if applicable)	N/A

Marvin Pierre

AMY LYNN REED
Notary Public, State of Texas
Comm. Expires 03-26-2022
Notary ID 4555760

Notary Public: Amy L. Reed
Commission Expires: 3-26-22
Harris County, Texas
Date: 1/19/2021

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-SIX CHARTER SCHOOL	
The Justice Hub School	
NAME OF SPONSORING ENTITY	
The Justice Hub Public Schools Network	
The sponsoring entity is a:	☒ 501(c)(3) Nonprofit Organization ☐ Governmental Entity ☐ College or University

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

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

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

I. PRIMARY CONTACTS

	Applicant Team Lead	Proposed Superintendent	Proposed Board Chair
Name	**Mr. Marvin Pierre**	**Mr. Marvin Pierre**	**Mr. Russell Ramsey**
Mailing address	**3933 Tulane Street Houston, TX 77018**	**3933 Tulane Street Houston, TX 77018**	**1756 W 23rd Houston, TX 77008**
Email address	**mpierre@eightmillionstories.org**	**mpierre@eightmillionstories.org**	**rmramsey4@gmail.com**
Phone number	**(832) 849-7570**	**(832) 849-7570**	**(713) 302-0441**

II. CHARTER SCHOOL INFORMATION

Grade level(s) served in Year 1	9
Number of students served in Year 1	100
Grade levels served at capacity	9-12

Number of students served at capacity	400
Student teacher ratio	24:1
Number of campuses requested	1
Number of districts within geographic boundary	3

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

Address of Proposed Administrative Offices *(if different from above):*
Physical Address of Each Proposed Campus *(please include street address, city, state, zip, and county).* If the specific address is unknown at this time, please provide the county and general location of the proposed campus:
3420 Almeda Genoa Road *Houston, TX 77047*

III. GOVERNANCE/LEADERSHIP

Number of Board Members	5
Chairperson of the Governing Board	Mr. Russell Ramsey
Chief Executive Officer of the Sponsoring Entity	Mr. Marvin Pierre
Superintendent of Proposed Charter School	Mr. Marvin Pierre
Board Member Who Attended Applicant Conference	Mr. Russell Ramsey, Mrs. Jamie Garrett, Mr. Michael Love, Mrs. Anastasia Anderson, Mrs. Robin Reagler

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

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

Full Name	Position or Role with Proposed Charter School
Marvin Pierre	CEO and Superintendent

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?
Transcend & Disruptive Partners	Yes ☒ No ☐
Instruction Partners	Yes ☒ No ☐
Ensemble Learning; Relay; & NCSECS	Yes ☒ No ☐
Cambren Lane & Transcend	Yes ☒ No ☐
Innovate Public Schools	Yes ☒ No ☐
Empower	Yes ☒ No ☐
Oak Tree	Yes ☒ No ☐
Cambren Lane & Oak Tree	Yes ☒ No ☐
Building Hope	Yes ☒ No ☐
4Mativ	Yes ☒ No ☐
Michelle Doane & Maria Sokol	Yes ☒ No ☐

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-Six Open-Enrollment Charter Application Instructions document.

Signature of Chief Executive Officer of Sponsoring Entity *(Blue Ink)*	Date	Printed Name
	2/11/21	Marvin Pierre

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-SIX CHARTER SCHOOL	
The Justice Hub School	
NAME OF SPONSORING ENTITY	
N/A	
The sponsoring entity is a:	☐ 501(c)(3) Nonprofit Organization ☐ Governmental Entity ☐ College or University

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

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

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

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	Applicant Team Lead	Proposed Superintendent	Proposed Board Chair
Name	**Mr. Marvin Pierre**	**Mr. Marvin Pierre**	**Mr. Russell Ramsey**
Mailing address	**3933 Tulane Street Houston, TX 77018**	**3933 Tulane Street Houston, TX 77018**	**1756 W 23rd Houston, TX 77008**
Email address	**mpierre@eightmillionstories.org**	**mpierre@eightmillionstories.org**	**rmramsey4@gmail.com**
Phone number	**(832) 849-7570**	**(832) 849-7570**	**(713) 302-0441**

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Full Name	Position or Role with Proposed Charter School
Marvin Pierre	CEO and Superintendent

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?
Transcend & Disruptive Partners	Yes ☒ No ☐
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Ensemble Learning; Relay; & NCSECS	Yes ☒ No ☐
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Empower	Yes ☒ No ☐
Oak Tree	Yes ☒ No ☐
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Building Hope	Yes ☒ No ☐
4Mativ	Yes ☒ No ☐
Michelle Doane & Maria Sokol	Yes ☒ No ☐

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Signature of Chief Executive Officer of Sponsoring Entity *(Blue Ink)*	Date	Printed Name
	1/20/21	Marvin Pierre

AMY LYNN REED
Notary Public, State of Texas
Comm. Expires 03-26-2022
Notary ID 4555760

Notary Public: Amy L. Reed
Commission Expires: 3-26-22
Harris County, Texas
Date: 1/20/21

School Overview

Executive Summary

Proposed Community In response to family and community demand for a high performing high school that commits to preparing all students for college and career success, The Justice Hub School (J-Hub or Justice Hub) proposes opening its first campus in South Houston. J-Hub's proposed geographic boundaries encompass the Southeast and Southwest portion of the Houston Independent School District (HISD), as well as targeted zip codes within Alief ISD and Fort Bend ISD. In Year 1 (2022-23), J-Hub intends to open with 100 ninth graders. A slightly larger cohort of ninth graders enrolls each year thereafter until full capacity is met in Year 4 with 423 students in grades 9-12. While J-Hub is an open-enrollment school, our model intentionally seeks to improve outcomes for at-risk students (as defined by Section 29.081). Recruitment efforts target communities with a higher percentage of students who are struggling to excel and reach their full potential. We chose this geographic location to support initiatives set forth in community action plans: providing wraparound services, expanding tutoring, mentoring, college readiness, early college credit; and as a hub, making J-Hub the center of the community.

Educational Philosophy Our holistic model affirms that we believe every student, regardless of personal circumstances, should have the opportunity to learn through authentic, hands-on experiences that hold relevance and meaning in their lives. J-Hub is generated by the founder and proposed Superintendent/Chief Executive Officer, Mr. Marvin Pierre, who has committed his career to creating equitable learning opportunities needed to transform lives. Mr. Pierre believes in love and ensuring that even the most disconnected youth are brought into a school community through love, and the uplifting of their voices. His recent success providing disconnected youth with pathways to an equitable opportunity for completing their education and finding meaningful employment[1] with Eight Million Stories (8MS) drove him to seek expansion into a charter school.

Mission The Justice Hub School empowers students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success.

Vision A Justice Hub School graduate is prepared to confidently leverage their skills to confront adversity, be trailblazers of change, thrive economically and be the most sought-after talent in the professional market.

Key Design Elements The mission and vision are achieved through delivery of a holistic educational program that prioritizes: **1. Student-centered explorative academics** With emphasis placed on personalization and high expectations, our model addresses the root

[1] https://www.eightmillionstories.org/about The Justice Hub School

causes of low performance to prevent students from falling further behind academically, to engage and connect students to learning and, uniquely, ensures each student's individual needs are met so they are fully prepared for adulthood. J-Hub provides all students with rigorous, standards-driven instruction with a personalized learning model. J-Hub students are connected to learning in a deeper, more profound way. J-Hub's research-based program intentionally incorporates meaningful interaction with industry professionals' workplaces and post-secondary partners as well as development of critical learning habits and core competencies. **2**. **Mental health and social emotional learning** Through trauma-informed practices and social-emotional learning (SEL) framework, we eliminate barriers to students' well-being and support our youth in developing the prerequisite skills to reach their highest aspirations. Our SEL programming takes a systematic approach to promote school values and adolescent development. We create a culture of student empowerment as students identify personal strengths, allowing them to actively engage and excel in school. **3. Collective and community-based partnerships** At J-Hub we take a collective community impact approach that positions us to partner closely with a network of youth-development agencies, educators, municipalities, employers and social-support centers. J-Hub students and families have unprecedented access to counseling, case management, tutoring, career readiness training, career pathways, internships, extracurricular opportunities and leadership development.

Capacity: Leadership team (CEO and principal) and board members hold the collective capacity to successfully open and operate J-Hub. The Board includes the Assistant Superintendent (Supt) of HISD Career Technical Education programming; a trailblazer in creating corporate partnerships to support at-risk youth in breaking generational poverty; the Supt for Promise Schools and staunch advocate for the creation of more equitable educational opportunities; the former Executive Director (ED) of Writers in Schools with a significant footprint in Houston; and a former school leader and current director at The Houston Endowment.

Innovation: J-Hub's holistic learning environment benefits students, teachers, schools and communities. Benefits include improved academic achievement; enhanced mental and emotional well-being; increased problem-solving ability; reduced impact of inequities.[2] By creating a personalized learning environment that culturally affirms the identity and the unique gifts and talents of each child, student agency is increased, and individual learning needs are prioritized. J-Hub's model uniquely prepares students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success. None of the existing options incorporate these elements in this way.

[2] https://soeonline.american.edu/blog/what-is-holistic-education

Targeted Community and Anticipated Student Population

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

Number of Campuses To implement our instructional model effectively, J-Hub proposes opening one campus. Once J-Hub has the opportunity to evaluate programming, adjust its model and assess readiness, we, designated Tier 1 or 2 under the Charter School Performance Framework for ≥ two years, may seek an expansion from the Commissioner to open one or more campuses across the state.

Enrollment and Growth Plan Our enrollment plan is designed to provide students that are transitioning into high school with a small, personalized learning community where they share their voice, address their vulnerabilities and acquire the confidence that is required to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations. We purposefully chose this school size because we understand that when all the staff know and notice all the students, there is an enhanced sense of belonging, responsibility, accountability, and authentic relationships. We believe that our small school environment improves learning and raises student achievement for J-Hub students.

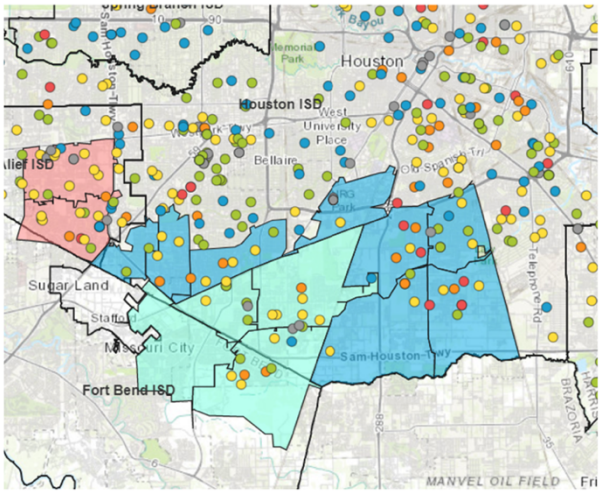
The slow growth pattern permits us to establish a foundation of best practices. By adding one grade level per year, J-Hub sustains the school's culture as returning students are familiar with the school's practices, procedures, and expectations and are able to positively influence new students, as well as fortify acculturation efforts led by J-Hub staff as new students become part of our community. By serving 100 students in Year 1, we are given the opportunity to work with a small staff, allowing the CEO and principal to cultivate their collaborative leadership style as the staff gains familiarity with our model. The small number of staff required in Year 1 enables leadership to select the most qualified teaching candidates. Researchers identify teacher quality as an essential factor influencing student achievement. They conclude from their analysis of 400,000 students in 3,000 schools that, while school quality is an important determinant of student achievement, the most important predictor is teacher quality.[3] This is particularly important in the proposed community. In 2018, the Houston Chronicle, analyzed five years' worth of teacher ratings to find more than a third of Worthing's teachers were rated as "ineffective" or "needs improvement, twice as bad as the district average.[4]

[3] https://www.epi.org/publication/books_teacher_quality_execsum_intro/

[4]https://www.houstonpublicmedia.org/articles/news/in-depth/2018/07/09/294729/worthing-high-school/

Geographic Location Rationale J-Hub proposes opening its first location in South Houston, within the Sunnyside community. Historically, Sunnyside is a minority community with a very rich history. The community is strong in civic participation, collective efficacy, and an unwavering desire by parents for their children to one day graduate from high school and become the "pride" of Sunnyside. However, the nearest high school, Worthing High School (WHS) has struggled to meet state academic targets over the last four years. Since 2011, WHS has experienced more turnover in leadership (6 principals in 10 years) than any of the 40 high schools in the Houston area. Research shows that frequent leadership turnover leads to issues with recruiting and hiring practices of high performing teachers, as well as an overall decline in school culture.[5] In 2016-17, WHS ranked second worst in Texas with 28% of students passing the English 1 (EOC) and last in Algebra with 35% passing. In 2018-19, 21% of students met grade level or above on the English I and II; 39% met grade level or above in Algebra.

In addition to serving the Sunnyside community, J-Hub plans to extend its geographic boundaries (See map below) to serve students within the Southwest portion of HISD as well as targeted zip codes within Alief ISD and Fort Bend ISD J-Hub whose schools are poorly rated.



	Alief ISD Targeted Zip Codes	Fort Bend ISD Targeted Zip Codes	Houston ISD Targeted Zip Codes
% of Population Identifying as Non-Hispanic AA/Black	24.7%	54.6%	51.0%
2020 Population Ages 5-10	9,638	16,707	11,113
2020 Population Ages 11-13	4,546	7,938	5,483
2020 Population Ages 14-17	6,090	9,876	7,250
2025 Population Ages 5-10	9,881	17,190	11,807
2025 Population Ages 11-13	4,857	8,385	6,099
2025 Population Ages 14-17	5,999	10,763	7,583
5 Year School Age Population Growth Rate	2.3%	5.3%	6.9%
Households at or below Poverty Line	21.9%	19.5%	13.2%
Total Public School Enrollment	26,862	13,946	23,156
Total Number of ISD/Charter Schools	23/6	20/5	39/11

Alief ISD Zip Codes
Fort Bend ISD Zip Codes
Houston ISD Zip Codes

The current low performance and inequitable results (See below) compelled us to select this location. Data indicates that the majority of students are not meeting grade level and suggests that practices are ineffective. Students are not graduating ready for college, career or military.

[5] Bayless, 2004; Pietsch, Tulowitzski, & Hartig, 2020

2019 ELA/Reading STAAR Performance Rates at Meets Grade Level or Above (ELA) 2019 Math STAAR Performance Rates at Meets Grade Level or Above (MATH) 2017-18 College, Career, and Military Readiness (CCMR)															
	Alief ISD									Fort Bend ISD					
	Elsik			Hastings			Taylor			Thurgood Marshall			Willowridge		
	ELA	MATH	CCMR	ELA	MATH	CCMR	ELA	MATH	CCMR	ELA	MATH	CCMR	ELA	MATH	CCMR
Campus	32	46	6.8	31	36	9.9	31	46	51	33	68	4.7	27.5	43	3.2
State	49.5	61	21.6	49.5	61	21.6	49.5	61	21.6	49.5	61	21.6	49.5	61	21.6
District	37	50	10.6	37	50	10.6	37	50	10.6	60.5	65	10.4	60.5	65	10.4
Black/ African American (AA)	38	47	8.1	35	36	8	31	39	48.2	32	33	3.7	21.5	35	2
Hispanic	28	44	5.2	28	33	9.7	29	35	49.4	34.5	35	7.5	32.5	51	3.3
Economically Disadvantaged	31	47	7.6	30.5	37	10.6	30	40	49.7	32	35	3.3	27.5	43	2.7
	Houston ISD														
	Bellaire			Madison			Sterling			Westbury			Worthing		
Campus	62	52	71.2	23	35	57.7	25	59	19.8	34	52	33.4	21	39	4.5
State	49.5	61	21.6	49.5	61	21.6	49.5	61	21.6	49.5	61	21.6	49.5	61	21.6
District	41	48	18.6	41	48	18.6	41	48	18.6	41	48	18.6	41	48	18.6
Black/AA	52	43	56.8	21	29	50.4	26	60	20.2	32	28	26.7	19.5	41	5.2
Hispanic	47	47	58.7	24	40	62.7	23	59	18.2	35	33	37.1	25	34	0

Additionally, over the past five years,[6] WHS reported the most fights relative to size of any HISD neighborhood HS at 17.2 per 100; Sterling HS ranked second at 11.5 fights per 100 students; and, HISD's higher performing campuses had fewer than 2 fights per 100 students. While WHS currently has an accountability rating of a C, data shows that they are rated "D" in both student achievement and closing gaps. Despite the historical challenges faced, the community has set a goal that in 15 years, they will have schools that raise the bar for neighborhood students, empathetic teachers with resources to teach all students, programs and activities that expose students to new ideas and new people.[7] Attendance trends show that families are leaving their community to find better options: nearly 200 students zoned to WHS leave their community to attend Lamar HS; another 200 students travel around Houston to eight of HISDs magnet schools. J-Hub would reconnect students to their community, while providing an innovative option tailored to meet the need of our most at-risk students.

Further rationale for the location includes camaraderie with community organizations that share our commitment to providing residents with equitable educational opportunities and choices that support revitalization and create transformational change.

[6] Carpenter, 2018

[7] https://txlihis.files.wordpress.com/2016/05/sunnyside-youth-and-education.pdf

For example, through the Complete Communities initiative as established by Mayor Turner, the community has set education as one of its highest priorities. We support initiatives set forth in the Complete Communities' action plans[8]: providing wraparound services, expanding tutoring, mentoring, college readiness, early college credit and as a community hub, (e.g., leaving it open for community uses during out of school hours). Similarly, we support goal attainment in these action plans by providing students with a safe, inclusive and supportive learning environment where youth violence and bullying is minimized, and partnerships to promote and expand career and college preparation are increased. We selected the community because we, like Houston Hope, seek to build on the unique strengths of the community.[9]

Finally, as the Executive Director of 8MS, Mr. Pierre was able to identify a need within the Westbury and small pockets of Bellaire High School feeder pattern of students who were in danger of dropping out due to homelessness, previous criminal records, truancy, low academic performance, etc.[10] The targeted areas within Alief and Forth Bend ISD were added as there was a proven need for the services that J-Hub looks to provide. Mr. Pierre also learned that there was strong correlation between the youth who had been incarcerated coming from schools listed in the top 5 most underperforming schools. In addition, in 2018, he had an opportunity to engage with local stakeholders to discuss the needs and desires of the community through his work in the Leadership ISD fellowship program. This direct engagement provided him with a deeper understanding of what's happening in Houston's Southside schools, obtain an account from community voices about the factors allowing some schools to succeed and others to continually underperform, listen intently to stakeholders and look for others interested in providing insight into the schools' successes and challenges. Although the narrative about these particular Southside neighborhoods is overshadowed by challenges, we believe there is immeasurable opportunity to revitalize and bring needed resources to the community with the opening of J-Hub. Our model directly aligns to the needs and desires of the community based on what they want to see in their community schools, a "Hub "for strong community-school partnerships to exist.

Non-Academic Challenges We anticipate the majority of our students and families face non-academic challenges that impede upon their ability to learn, such as poverty, mental health problems, trauma, stress, homelessness, insecurity (through family or caregiver instability) and violence. For example, we know that students may enroll from communities with high crime rates and have designed a learning environment where students feel safe to engage in learning. According to FBI data from 17,000 local law enforcement agencies, Sunnyside is the sixth-most dangerous neighborhood in America; with the violent crime rate (per 1,000) reported as 91.27, residents have a 1 in 11 chance

[8] https://www.houstontx.gov/completecommunities/

[9] https://www.cdrchouston.org/houston-hope

[10] Natriello, 1986; Blount, 2012

of becoming a victim of crime in one year.[11] We anticipate supporting pregnant teens and new parents by connecting them with proper nutrition, prenatal care, childcare, positive role models and the counseling needed to graduate. All teachers are trained in trauma-informed practices and DBT (See Key Design Element #2 below for more detail). They work with certified mental health providers to help students build a toolbox of strategies to regulate emotions, solve problems, improve relationships and enhance their and others' lives.[12]

Most Effective Approach We provide a community in which all students, regardless of their past have a voice to discover their unique potential, talents, and passion, learn at high levels, and are strengthened through our diversity to build a better world. At J-Hub, students are loved, holistically supported, and valued so they can confidently leverage their skills to confront adversity, be trailblazers of change, thrive economically and be competitive in the professional marketplace. Uniquely, our entire program is designed to increase opportunity for all students by providing extensive wrap around services such as community partnerships, parent workshops/support groups, social emotional support and access to basic necessities such as food, clothing, healthcare, transportation and rental assistance. In our safe and inclusive learning environment that is supported by a community-supported infrastructure, students gain trust, find their pathway and actualize our belief that they can and will succeed. Further, through connections, students build social capital that position them to reach and exceed their highest aspirations for college and career success.

Deviation J-Hub recruits in the zip codes whose schools are poorly rated. Therefore, demographic projections are based on rates at existing high schools in the target communities. For this reason, our demographics deviate from those in the overall Occupied District.

Geographic Boundaries

Attendance Boundary	**Primary Attendance Boundary** (*if applicable*)
Alief Independence School District	77072; 77099
Fort Bend Independent School District	77045; 77053; 77085; 77489
Houston Independent School District	77031; 77033; 77035; 77048; 77047,77051;77054;77071

[11] https://www.chron.com/business/real-estate/article/Two-Houston-neighborhoods-called-most-dangerous-4476367.php

[12] https://www.guilford.com/excerpts/mazza_ch1.pdf

Number of charter school campuses currently operating within the occupied district: *** Number of high school charter campuses currently operating within the identified primary attendance boundaries***	22 ***6*
Number of traditional school campuses currently operating within the occupied district: *** Number of high school charter campuses (traditional/magnet) currently operating within the identified primary attendance boundaries***	82 ***10/2*
Number of traditional school districts within ten miles of the proposed location:	3

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 ☒

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

Grade Level	Projected Number of Students					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
EE3	x	X	x	x	x	X
PK 4	x	X	x	x	x	X
K	x	X	x	x	x	X
1	x	X	x	x	x	X
2	x	X	x	x	x	X

3	x	X	x	x	x	X
4	x	X	x	x	x	X
5	x	X	x	x	x	X
6	x	X	x	x	x	X
7	x	X	x	x	x	X
8	x	X	x	x	x	X
9	100	125	125	125	125	125
10		100	100	100	100	100
11			100	100	100	100
12				75	75	75
Total enrollment	100	225	325	400	400	400
For the projections below, specify by campus						
Students per classroom	<24	<24	<24	<24	<24	<24
Number of classrooms	6	10	15	16	16	16

Demographic Projections

	First Charter Campus	**Occupied District**	**Contiguous District 1**	**Contiguous District 2**
Name	The Justice Hub School	Houston ISD	Alief ISD	Fort Bend ISD
African- American	40.5%	22.7%	28.9%	27.1%
Hispanic	50.22%	62.4%	54.2%	26.7%
White	3.61%	9,2%	3.8%	15.7%
American Indian	0.25%	0.2%	0.7%	0.4%
Asian	4.8%	4.2%	11.7%	26.5%
Pacific Islander	0.1%	0.1%	0.2%	0.1%
Two or More Races	.8%	1.3%	0.5%	3.4%
Economically Disadvantaged	80.8%	79.3%	83.8%	43.5%
English Learners	18.5%	34.0%	44.6%	15.9%
At-Risk	74.02%	65.3%	79.4%	40%
Gifted/Talented	2.7%			
Special Education	10.5%	7.9%	8.7%	13.6%

Community Engagement

Parent and Community Demand J-Hub continues to assess and build parent and community demand for the school through outreach within the proposed geographic boundaries. In fall of 2020, Mr. Pierre facilitated a pilot with a group of 8MS high schoolers to assess the impact of J-Hub's student orientation program, "Camp Commit". At the close of the pilot, 95% of the students who participated felt that they learned something new about their peers, and left feeling more connected to the program. They also stated that they desired such an opportunity in their high school to feel more connected to their school and peers. Specifically, in August an online session for community members was facilitated with a local organizing group; hundreds of community members engaged in the school design process. J-Hub CEO hosted 4 house meetings, where on average 18 different community members attended each meeting. Between July 2020 and November 2020, he conducted 257 1:1 empathy interviews with community members, 3 with leaders of various business commerce chambers, and 9 with campus and district leaders in the targeted zip codes to gather feedback used to design the proposed school model.

Board Member Input J-Hub board members continue to provide input related to community engagement. For example, board member Michael Love who is the Assistant Superintendent for Career Readiness at HISD has leveraged his relationships with the South Houston community to spearhead conversations with local funders and employers regarding career training partnerships with J-Hub. Likewise, Russ Ramsey who is the Director of Learning and Evaluation at the Houston Endowment, provided insight on challenges that a local school faced in meeting the desired outcomes of the community. He pointed us to schools in the community that could serve as examples of the needs and challenges of the community. Dr. Anastasia Anderson, the Superintendent of Schools at Baker Ripley, leveraged her experience as a former Houston ISD principal and principal manager to help to guide the proposed CEO on the most effective strategies to engage the community. Board members remain committed by recommending communities to canvas and joining efforts to engage community members and families on the ground.

Rationale for Strategies As outreach strategies were determined, consideration was given to maximizing return on investment and ensuring the school's mission and vision as well as desire to serve all students was most effectively communicated. The CEO contacted leaders at charter schools across the city and nation to identify best practices for engaging typically hard to reach families. We chose strategies (Zoom meetings, phone calls and lunch meetings with key community stakeholders that served as the voice of the Sunnyside and greater Southwest Houston community) that would nurture an emotional connection, build trust and help us to garner rich knowledge of the local community. We began working to identify community ambassadors who would share their personal connection to the local high schools in the community, Worthing HS and Sterling HS and

share our mission and model with neighbors. We also chose to prioritize peer to peer strategies, knowing these would help us receive the most valuable input and support for our school. Finally, we respect diverse family structures, reaching out to all of our students' caregivers.

Barriers The most significant barriers to family and community engagement that J-Hub have faced are those influenced by COVID-19. Rather than gathering large groups of people and engaging in face-to-face conversation to hear input and excite the community, efforts went virtual and/or were drastically modified to respect social distancing, impeding efforts to reach homes with no or limited Wi-Fi. While COVID forced us to get creative with our outreach efforts (e.g., we attended the Travis Scott "Cactus Jack Foundation" Holiday Turkey Drive,[13] etc.), cancelled community events hampered engagement. Further, we found that some families and community members were closed to the idea of charter schools due to common myths (e.g., charter schools cherry pick or have admission requirements). This stalled outreach as it required that we first educate the public about charter schools, and gain buy-in through increasing knowledge around J-Hub's model and founder.

Evidence of Community Demand Attachment 4 includes 15 letters of support to demonstrate demand for a school model such as J-Hub in the identified zip codes.

Parent and Community Role Development of the school model was directly informed by input gathered from hundreds of personal and small group conversations (local funders: Houston Endowment, Brown Foundation, TXRX Labs, Education Leaders of Color (EdLoC), 4.0 Schools and Camelback Ventures) that Mr. Pierre and board members had regarding the need for a new public charter school in Houston. For example, repeated themes included the need for providing Houston's students, including those most marginalized students (foster, in the juvenile systems, severely behind on credits, etc.), with a holistic educational experience; the importance of engaging students in authentic learning opportunities with genuine connections and targeted supports; the importance of equipping students with a toolkit for lifetime success.

Input has informed the model described in this application. For example, J-Hub's proposed vision, education programming, talent management plan, graduation pathways, and professional development (PD) schedule are in response to demands for a high-performing school with highly qualified teachers that connect students to college and career opportunities. Numerous stakeholders share the desire for a school that would serve as a hub that unites students, delivers a range of services for the students and promotes school justice partnerships. Our collective impact model has been designed to leverage community-based organizations and the business community to support the needs of our students and families. In response to the community wanting more

[13] Travis Scott, Mayor Turner host Cactus Jack Foundation Turkey Drive | Datebook (houstonchronicle.com)

accountability placed on schools who fall short of their promises, we developed rigorous yet realistic performance measures and a robust assessment system.

Similarly, J-Hub board members tapped their connections and expertise to design a school that responds to demand. For example, Board Member Michael Love advised the CEO on the programs of study selection based on his experience as Assistant Superintendent of HISD Career Readiness programming and his firm knowledge of the needs of high school students in the Sunnyside and Southwest Houston community. Board member Anastasia Anderson has provided input for the vision of J-Hub by leveraging her experience as the Superintendent for Promise Schools to advocate for the need to create more equitable educational opportunities and resources for students of color, especially African American students who she believes are often excluded in conversations about education at the local level. Board Chairman Russ Ramsey brings an extensive amount of experience that has provided input into the specific needs of the students that we serve.

Partners in Planning and Development Support and guidance have been provided through the Texas Collaborative New School Launch Fellowship sponsored by Good Reason Houston (GRH) and City Education Partners. Expert consultants, contracted through GRH, provided support and training in the following areas*:

Supporting Organization(s) / Person(s)	**Area of Professional Development Support Provided**
Transcend & Disruptive Partners	School Design, Mission, Vision, and Key Design Elements
Instruction Partners	Curriculum and Instruction
Ensemble Learning; Relay; & NCSECS	Supports for Special Populations
Cambren Lane & Transcend	School Culture and Safety
Innovate Public Schools	Family and Community Engagement
Empower	Board Structure and Qualifications
Oak Tree	Proposed Leadership Teams
Cambren Lane & Oak Tree	Performance Management
Cambren Lane & Oak Tree	Talent Management and PD
Cambren Lane	School Calendar and Schedule
Cambren Lane	Student Recruitment and Enrollment
Building Hope	Facilities
4Mativ	Transportation
Building Hope & Open Architects	Financial Planning
Michelle Doane & Maria Sokol	General Charter Application Development
*This response was developed by GRH for fellows' use in their application.	

Moving forward, the organizations and individuals (listed above and below) remain available to contribute support upon request but foresee no formal role in the charter school once approved. Additionally, the following person or organizations contributed to the planning and establishment of the proposed school:

Supporting Organization(s) / Person(s)	**Area of Professional Development Support Provided**
AJ Crabil (Consultant)	Community building, SEL, restorative circles, Camp Commit
Mr. Daniel Weisberg (CEO TNTP)	School vision, curriculum design
Mr. Robert Trevino (Gulf States Toyota)	CTE Program Design
Mr. Michael Love (Assistant Superintendent – CTE)	CTE Program Design
Mr. Erin Whalen - Co-Founder/Principal – DaVinci Rise High School	School Design, Special Population, Start-up, School Culture
Ms. Melissa Silberman Principal - Broome Street Academy	School Design, Special Population, Start-up, School Culture
Ms. Wendy Smith (Admin - Have Haven Residential Treatment Center)	Social services, special population, SEL
Dr. Bertie Simmons (Former Principal Furr High School)	School Design, Restorative Discipline
Mr. David Johnson (HISD Asst. Superintendent – College Readiness)	College Readiness and Higher ED partnerships, disconnected youth
Ms. Lisa Jackson (Sr. Manager, Student Assistance)	Supporting youth in foster care, court involved, homeless and teen parents.

Communication and Evidence In October 2020, the CEO began reaching out to each State Board of Education (SBOE) member via email and scheduled a call with interested SBOE members to discuss (via zoom) the proposed school model. Feedback received from these calls was incorporated into this proposal. In addition, SBOE Member Lawrence Allen, SBOE Member Matt Robinson and SBOE Member Will Hickman received an invitation via email for the public meeting on January 14, 2021. An invitation to the public meeting was also shared with State Rep. Shawn Thierry, Rep. Alma Allen, Rep. Ron Reynolds, Rep. Rick Miller, Rep. Garnett Coleman, Rep. Christina Morales, Rep. Gene Wu, Rep Vo Hubert**.** In addition, J-Hub CEO mailed letters via certified mail to Texas State Board of Education (SBOE) members, school district leaders, and members of the Texas legislature in the proposed geographic region to notify them about the proposed school (See Attachment 5).

Public Meetings and **SBOE Communication** On Thursday January 14, 2021, J-Hub hosted a public meeting via Zoom from 6pm -7:30 pm. Due to COVID-19, the meeting

was held virtually. The event was marketed in the South Houston, Alief and Missouri City (Fort Bend ISD) targeted zip codes. A $50 Amazon gift card was offered as an incentive. Notification was also posted on the TEA website and sent via email to SBOE members and relevant Texas Legislators at least 5 business days prior to the events. Sixty-three accounts, many with multiple participants (38 of which identified as residents in the targeted zip codes), and 4 J-Hub board members logged in to the meeting. Participants enthusiastically expressed interest in joining the "hub." With some pointing out that parent involvement at the high school level is often overlooked and gave feedback concerning keeping parents in the know. In response to questions regarding staffing, the CEO explained that hiring practices are designed to unapologetically select high-quality, mission-aligned teachers with a commitment to identifying staff members who represent the student body. Participants shared contact information and showed great interest in receiving updates to keep a pulse on developments.

School Design

Mission, Vision, and Overview of School Design

Mission: The Justice Hub School empowers students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success.

Vision: A Justice Hub graduate is prepared to confidently leverage their skills to confront adversity, be trailblazers of change, thrive economically and be the most sought-after talent in the professional market.

The mission and vision are achieved through delivery of a holistic educational program that prioritizes 1. Student-centered academics; 2. Mental health and social emotional learning; and 3. Collective and community-based partnerships. J-Hub students are supported in creating, monitoring and fulfilling personalized graduation plans. They set high expectations and acquire essential knowledge and skills through learning experiences that lead with the natural born genius (promise/assets/unique talents & gifts) of every child.[27] Well-trained teachers engage students in authentic learning opportunities and provide targeted supports. Through partnerships with diverse community partners such as Workforce Solutions and The Texas Black Chamber of Commerce, J-Hub students build a robust network of social capital as they acquire real world skills, form genuine connections and gain access to an array of resources. J-Hub provides our students with an equitable education and opportunities needed to transform their lives. As represented in our name, J-Hub becomes a community hub where justice is honored by creating equitable educational and social opportunities for our students, families and the community we serve. Our wraparound services reflect the specific needs

that our community wants to see and the resources and pedagogy that we apply, work to ensure that all students remain engaged and learn that they too can accomplish great success.

Mission and Vision Development: J-Hub's initial inspiration was a result of the shared working experience of Mr. Pierre and Skyra Thomas. In 2017 they launched 8MS, a local program in Houston that, serving as a partner to school districts, provides disconnected youth with pathways to an equitable opportunity for completing their education and finding meaningful employment. The program's success (e.g., 8MS has graduated 46 students with a GED all of which arrived to 8MS reading on 5th grade reading level; employed 60% of the students enrolled in the program (beyond three months); assisted 8% of their graduates in pursuing higher education and career training opportunities) prompted us to expand the program.

Over countless wordsmithing sessions (between June and December 2020), the founding board members refined J-Hub's mission and vision statements to properly represent the collective priorities and effectively respond to community needs. Stakeholder engagement, including board member engagement, continues through the charter term as an annual review of the mission, vision and values is planned to confirm the statements effectively represent and guide J-Hub, our community and our intention as J-Hub grows. The board will refine the statements as deemed necessary in accordance with group consensus before sharing the new statements with the school community. In addition, Mr. Pierre was able to gather strong support for this mission and vision from local funders and Houstonians who have supported 8MS over the past three years.

Key Design Elements: J-Hub's proposed programmatic model reflects a research based and practice driven set of beliefs about how learning best occurs for those students who have not been successful in the more traditional learning environment. Our three key design elements are grounded in providing a holistic educational experience to ensure students acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success. None of the existing options incorporate these elements in a similar way. They include the following: **1. Student-Centered Academics** Our holistic model affirms that we believe each and every student, regardless of personal circumstances, should have the opportunity to learn through authentic, hands-on experiences that hold relevance and meaning in their lives. With emphasis placed on personalization and high expectations, it addresses the root causes of low performance to prevent students from falling further behind academically, to engage and connect students to learning and, uniquely, ensures each student's individual needs are met so they are fully prepared for adulthood. J-Hub's approach to curriculum, instruction, and assessment, combined with our supportive culture, provides all students with rigorous, standards-driven instruction with a personalized learning model. J-Hub students are connected to learning in a deeper, more profound way. The model aligns with research showing student centered learning proves to be especially

beneficial to economically disadvantaged students.[14] It is further informed by data showing 47% of dropouts said a major reason for leaving school was that their classes were not interesting.[15] J-Hub's program intentionally incorporates meaningful interaction with industry professionals' workplaces and post-secondary partners as well as development of critical learning habits and core competencies.

We bridge the educational achievement gap for our students through individualized programming that is social justice infused, technology centered, and culturally relevant.[16] In student-centered learning experiences that place value on each student's natural born genius (promise/assets/unique talents & gifts), student agency is increased and individual learning needs are prioritized.[17] Academic excellence is valued as strengths are recognized and we support students in becoming the best they can be. Our holistic model affirms that we believe each and every student, regardless of personal circumstances, should have the opportunity to learn through authentic, hands-on experiences that hold relevance and meaning in their lives. Across the country, industry professionals continue to share that our local schools are not preparing our students for the career industries that await them.[18] The common challenges that many employers state is a persistent problem is the lack of development in soft skills. At J-Hub, we intentionally ensure that many of the components of our model incorporate technology, meaningful interaction with industry professionals' workplaces and skills development (career exploration starting second semester of 9th grade), as well as development of learning habits and core competencies that prepare all of our students for college and career. J-Hub students build essential academic and soft skills while building social capital (i.e., a collection of connections with professionals to create future job opportunities).

Targeted supports: Our approach to curriculum, instruction, and assessment, combined with our supportive culture, is designed to provide all students, including (but not limited to) students with IEPs and Section 504 plans, ELL students, students identified as highly capable and students at risk of academic failure or dropping out with rigorous, standards-driven instruction with a personalized-learning model and whole child approach. We use a multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students and rapidly identify struggling learners that need greater support. In addition to providing the specific services documented on a student's IEP, Section 504 plan, or ELL plan, when applicable, our teachers differentiate instruction to maintain the rigorous

[14]https://ed.stanford.edu/news/new-research-shows-effectiveness-student-centered-learning-closing-opportunity-gap

[15] https://docs.gatesfoundation.org/Documents/TheSilentEpidemic-ExecSum.pdf

[16] https://www.eightmillionstories.org/education

[17] Cultivating Genius: A New Book from Scholastic Focuses on the Need for Historically and Culturally Responsive Education (prnewswire.com)

[18]https://www.earlystagecareers.com/esc-articles/2018/2/28/the-numbers-dont-lie-students-are-unprepared-for-the-workplace

curriculum (fully aligned with the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS)) while adjusting methods and practices to ensure that all students achieve at grade level. Our MTSS framework is designed to ensure that staff share responsibility to provide interventions at increasing levels of intensity to ensure every student learns and achieves to high standards.

Our underlying goal is to teach students to utilize tools and internalize methods of learning in order to master standards, earn credits and gain specific skills. J-Hub's system of support is appropriate for all students, including students who are homeless, economically disadvantaged, or performing far below grade level. It recognizes that no one program effectively benefits all students. This approach is based on meeting immediate needs and nurturing individual strengths. It works to provide at-risk students with research-based, targeted, and systematic interventions from the first signs of a student's struggle through to proficiency.

Career and Technical Education At J-Hub, we concur with the U.S. Bureau of Labor Statistics, anticipating that the majority of our high school students don't yet know what they want to do and some of tomorrow's careers might not exist today.[19] While settling on just one occupation in high school isn't necessary, research shows that early access to career exploration can have a major positive impact on student motivation.[20] Therefore, all freshmen take a career exploration and soft skills development course. At the end of freshman year, students are encouraged to select an industry pathway to pursue. In alignment with the needs of Texas' economy, we offer endorsement pathways in Health Sciences, Business Management, and Distribution and Logistics. As J-Hub grows and partnerships with local organizations (such as Houston Community College/HCC) expand, additional pathways may be added. Believing all students benefit from career prep, students are supported in selecting pathways carefully as they set the foundation for their future. They follow a course sequence, earning four or more credits in CTE that consist of at least two courses in the same cluster. We also support students in securing and completing summer internships (work-based applied learning) from sophomore –senior year in their specific industry pathway or a career field of interest. Some students may participate in practicums that provide unpaid, advanced learning opportunities. The CTE program includes an Employee Partners Program with learning tours, guest speakers visits from career/industry professionals as well as an annual career conference organized by Mr. Pierre with community workshops and presentations led by the community's business and industry leaders. CTE teachers embed employability skills training (e.g., problem solving, communication, technology, teamwork, etc.). Students gain knowledge and skills to fulfill a career choice that may or may not complement a college degree.

College Prep To provide opportunities for advancement, regular, honors and dual enrollment courses are made available. Through partnership with post-secondary

[19] https://www.bls.gov/careeroutlook/2015/article/career-planning-for-high-schoolers.htm

[20] https://www.americaspromise.org/why-career-exploration-matters

partners (HCC or San Jacinto College) students are provided with opportunities to enroll in college courses where they can earn college credits. Beyond the obvious benefit of earning college credits, the opportunity encourages students to pursue specialized interests in a deeper way. AP courses are added in the future.

Enrichment Complementing the academic day, students engage in mixed grade enrichment activities that include internships, sports, cooking club, theater, or service clubs that build social capital. Our enrichment activities extend into the late afternoon to support students whose personal needs may not be met at home.

Leadership Development Leadership mentoring is a tried and trusted method for developing the best leaders of tomorrow. Research has shown that mentoring can provide a strong boost to a mentee's self-perception of their own academic abilities and the value they place on academic success. In other words, being capable of high academic achievement relies, in part, on believing you are capable of that success.[21] Mentors provide practice in building social capital. We believe in every student's ability to "break cycles of oppression" by elevating the role of students from compliant participants to change makers who are self-directed and operate with a high level of integrity. All J-Hub graduates leave with the knowledge, skills, resources and passion to "unapologetically" create a more just and equitable world.

2. Mental Health Supports and Social Emotional Learning: Promoting our students' mental health requires that we purposefully address barriers to learning and promote every student's well-being. According to the National Alliance on Mental Illness,[22] nearly 75% of all cases of mental illness begin by age 21. One in six U.S. youth aged 6-17 experience a mental health disorder each year.[23] However, many school districts are unable to adequately address these issues.[24] J-Hub instructional staff are provided with ongoing PD and support regarding trauma-informed classroom approaches, Adverse Childhood Experiences (ACE's - traumatic events occurring before age 18), and continuous psychoeducation highlighting the impacts of traumatic exposure on student behavior. We know that most schools provide trauma-informed care roughly two times a year (Beginning and Mid) year. However, at J-Hub we are constantly assessing the effectiveness of our interventions to the needs of our students. Our teachers go through training prior to the start of the school year that helps them unpack any trauma that impacts or could impact their effectiveness with students. This positions our teachers and staff to be equipped to support students beyond the traditional "sit and get". We identify PD opportunities that put our staff in a position to be proactive instead of responsive to trauma, foster a culture of resilience when it intends to disrupt the momentum of our

[21] https://www.evidencebasedmentoring.org/mentors-helping-students-prepare-for-college-more-than-just-making-the-grade/

[22] https://www.nami.org/mhstats

[23] Ibid

[24] https://www.ravemobilesafety.com/blog/addressing-the-high-school-mental-health-crisis

students, and prevent re-traumatization.[25] Through our trauma-informed practices and social-emotional learning (SEL) framework, we eliminate barriers to students' well-being and support our youth in developing the prerequisite skills to reach their highest aspirations for college and career success. Our support services and resources, including mental health educators and counselors, help students develop skills to manage their emotions, form positive relationships (with peers and adults), feel empathy for others and make responsible decisions.

Our **SEL programming takes** a systematic approach to promote school values and adolescent development to increase student achievement and reduce the number of discipline referrals. Using common language and a set of schoolwide procedures and routines, we create a culture of student empowerment as students identify personal strengths, allowing them to excel in school. Through SEL, our policies remain proactive, preventative, and restorative. Our SEL framework is supported by our Health and Wellness team (consisting of Counselor, PE instructor, Social Worker Intern(s)) that provides evidence-based behavioral emotional, and therapeutic support for students. In order for our students to thrive in the classroom, our trained staff teach them behavioral regulation skills based on but not limited to, the evidence-based framework of DBT (Dialectical Behavior Therapy). Our goal is to ensure that we create the space, time and support for our students to engage in the following principles: mindfulness, emotional regulation skills, distress tolerance skills, interpersonal effectiveness. Further, by integrating focus on the Collaborative for Social Emotional Learning's (CASEL) five core SEL competencies (self-awareness, self-management, social awareness, relationship skills and responsible decision-making),[26] we help students develop the competencies that research show are needed to acquire the essential 21st century skills.[27] We know that, in order to succeed and thrive in today's workplace, students need to possess strong critical-thinking, problem-solving, and analytical skills, as well as the ability to collaborate, communicate and quickly adapt to changing situations.[28]

Similarly, our disciplinary approach prioritizes restorative practices because evidence demonstrates commonly implemented punitive disciplinary practices are not only ineffective in reducing behavioral incidents but are proving detrimental to young people: students miss lessons, fall behind, and are more likely to drop out, struggle to find jobs, or become involved with the Juvenile Justice System. J-Hub establishes inclusionary discipline policies to keep youth in school, maintain safe learning environments. We provide opportunities for our students to be active and accountable members of our collective. Student input and student voice is the driving force behind J-Hub. Through creation of a strong school community where students participate in restorative

[25] https://link.springer.com/article/10.1007/s40653-019-00261-5
[26] https://casel.org/what-is-sel/
[27] https://apertureed.com/whats-name-21st-century-skills-vs-social-emotional-learning/
[28] ibid

conversations around interpersonal conflict, we empower students to hold their peers and themselves accountable when a member of the community is harmed physically or emotionally. Restorative practices are embedded throughout our school (classrooms, hallways, playing fields, etc.) and instruction to build a positive school culture, promote social-emotional growth and develop students' work/career ready attributes. **3. Collective and Community Based Partnerships** At J-Hub we take a collective community impact approach that positions us to partner closely with a network of youth-development agencies, educators, municipalities and social-support centers to break through systemic silos and create a truly student-centered hub that we have dreamed of for so long in Harris County.[29] These partnerships give J-Hub students access to case management, tutoring, career readiness training, career pathways, internships, extracurricular opportunities, leadership development.[30] J-Hub benefits from relationships that have been established at 8MS. 8MS has been working steadily with school districts (e.g., HISD–Dropout Prevention Department), community organizations, local partners and other advocates (Children's Defense Fund-Texas) to improve educational and life outcomes for Houston's most vulnerable youth. In addition, 8MS has partnered with organizations such as Houston Texans, Starbucks, Microsoft, AT&T, Toyota, Education Leaders of Color (EdLoC), Comcast and the Travis Manion Foundation, to model the impact that a collective impact model can have in changing life outcomes for our most vulnerable youth. As demonstrated in Attachment 9, 17 letters of support demonstrate ongoing commitment.

Unique Programming: While J-Hub is an open-enrollment public charter high school, our model intentionally seeks to improve the educational experience and outcomes for at-risk students (as defined in Texas Education Code) who have not done well in traditional public schools and have largely been left behind. These children need and deserve quality education programs for the same reasons that their traditional school counterparts do; they need the knowledge and skills that quality programs provide in order to succeed."[31] Our model reimagines how learning best occurs for students who historically have not been successful in more traditional learning environments and disrupts the way they have been educated and unprepared for postsecondary learning, careers, and life. Our holistic learning environment brings a number of benefits to students, teachers, schools and communities; these include improved academic achievement; enhanced mental and emotional well-being; increased problem-solving ability; reduced impact of inequities.[32] Furthermore, we create personalized learning experiences that lead with the natural-born genius (promise/assets/unique talents & gifts) of every child. Finally, by creating a learning

[29] https://www.davincischools.org/schools/da-vinci-rise/

[30] Ibid

[31] https://www.urban.org/sites/default/files/publication/59486/410898-Educational-Alternatives-for-Vulnerable-Youth.PDF

[32] https://soeonline.american.edu/blog/what-is-holistic-education

environment that culturally affirms the identity and the unique gifts and talents of each child, student agency is increased, and individual learning needs are prioritized. J-Hub's model uniquely prepares students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success.

Curriculum and Instruction

Curriculum and Instruction Overview: J-Hub's curriculum authentically engages students in rigorous, grade-level content in which they acquire the essential skills and knowledge needed to reach their highest aspirations for college and career success. The curriculum is firmly rooted in the TEKS standards, including the ELPS. These standards define what students need to know to be prepared to excel upon graduation. The curriculum is grounded in cultural and "real-world" relevance as we help our students draw connections between what they are learning to their community and the world around them. Data driven and culturally responsive instructional strategies sustain a student-centered approach in which students build critical thinking skills, explore interests and build confidence as they solve problems and meet high expectations. The high school course sequence at J-Hub is designed to provide students with the curriculum and instruction needed to not only earn a diploma but to fully prepare our graduates to excel upon graduation in a world where change is constant and learning never stops.[33] Students are presented with course options that align with their personal graduation plans (pgp), including dual enrollment and, in future years, AP courses. We prioritize development of essential skills by weaving 21st century interdisciplinary themes (global awareness, financial literacy, civic literacy, health and environmental literacy)[34] into the following core subjects.

English Language Arts Essential, long-term skills are built on the foundation of traditional literacy, such as reading, writing and arguing as well as new literacy skills, such as critical thinking, creativity and information literacy. The goal of our ELA program is to equip students with critical reading and writing skills, habits and knowledge needed to be effective communicators, independent thinkers and engaged participants in the workforce. Our ELA program is designed to meet them where they are. For students far below grade level[35], teachers receive intensive training to ensure they are equipped with the skills required to support children who are significantly behind in literacy skills, including phonics. They teach explicit learning strategies and provide support as students read texts that are appropriate for both their grade and reading level. Given literacy is an essential prerequisite for students to access learning, the literacy focus is integrated across

[33] http://static.battelleforkids.org/documents/p21/P21_Framework_Brief.pdf

[34] Ibid

[35] According to Worthing HS 2019-20 School Improvement Plan, in the 2018-2019 school year, Worthing students were reading on an average level of a fifth-grade student.

all content areas. Through interdisciplinary reading, writing, researching, speaking and listening, our students develop core proficiencies. Presented repeatedly through the curriculum, they deepen in complexity year over year as students build independence and mastery.

All of our teachers root literacy in meaningful (e.g., diverse, authentic and complex) text and introduce students to a variety of literature, including classic and contemporary novels, short stories, plays, essays, podcasts and poems. Likewise, students build literacy in CTE courses as they engage with authentic texts (e.g., technical manuals, computer programs, blueprints, lab reports, etc.)[36] Text selections include those written by Black and Latinx authors that are culturally affirming, support students in drawing connections to real life and help students gain a deeper sense of self-identity as they evolve as independent thinkers. Students also engage with the writing process on a daily basis to generate new ideas, refine current skills, and make new connections, using higher order thinking skills, such as analyzing, evaluating, and synthesizing. Formal and informal writing assignments facilitate critical thinking and learning. Assignments include expository, analytical, and argumentative essays that require students to comprehend, analyze and interpret literary works. Teachers customize writing skills across subject areas, providing students more opportunities for them to develop skills for any topic or job (e.g., technical authentic career-embedded writing) they encounter. Grammar, spelling and vocabulary skills are strengthened through writing in preparation for the PSAT, SAT while technology extends learning to build digital literacy and fluency with information and communication (video and audio sites, email, blogs, etc.).

In adherence with Texas graduation requirements, students earn a minimum of four credits as they progress through the English course sequence: English I, English II: World Literature, English III: American Literature, and English IV: British Literature or an advanced English course. (See learning goals in table below.) To support TEKS-aligned instruction, J-Hub plans to adopt the Odell Texas High School Literacy Program (HSLP)[37] made available to school systems through the Texas Home Learning 3.0 (THL 3.0) initiative. Odell's student-centered curriculum consists of a series of units at each grade level. Each unit highlights a core literacy proficiency and provides approaches, instructional sequences, handouts, tools and texts for developing independent mastery and creative critical thinking.[38] EdReports[39] found that Odell Education (OE) met all expectations across each of the three gateways (alignment, building knowledge and usability). In alignment with our mission, Odell fosters creativity and critical thinking while empowering students with literacy to succeed in college, careers and civic life. "The program builds content and conceptual knowledge and develops 20 Literacy Skills and 12 Academic Habits essential

[36] https://www.edutopia.org/article/literacy-skills-in-cte-classrooms-patricia-hilliard
[37] https://www.xanedu.com/odell-texas-high-school-literacy-program/)
[38] http://www.tra-inc.org/langteacher
[39] https://www.edreports.org/reports/overview/developing-core-literacy-proficiencies-2016

for success in college and career. These Skills, Habits and Knowledge form the central instructional and assessment objectives for a year-long progression of learning."[40]

Reading Intervention, We recognize that many of our target students may enroll with academic gaps due to various disruptions in their educational experiences. For example, research shows, students in foster care often have large gaps in academic achievement across subject areas and grade levels and, as a result, may require multiple years of successful interventions to catch-up to grade-level standards.[41] Therefore, knowing that adolescents who struggle as readers are at high risk for difficulties in all academic subjects and ultimately for an early exit from high school[42] and to ensure that our students can engage in grade level content at J-Hub, adaptive software supports personalized learning and academic interventions. For example, all freshmen are required to participate in the Achieve 3000 computer-based literacy program. Achieve 3000 is designed to bridge our students' literacy gap to mastery and accelerate reading achievement. Teachers use Achieve3000 to establish a baseline Lexile reading level in English and Spanish for their students then incorporate the site's numerous standards-aligned lessons and tools to foster academic growth and track student progress.[43] Research shows that no matter their learning profiles students can reach up to 3.5X their expected Lexile gains.[44] As students begin reading at a more complex level, we shift from Achieve 3000 to programming that is fully aligned by the principal to the Odell curriculum to build compatible vocabulary and background knowledge that makes the Tier 1 curriculum more accessible to all learners.

Learning Goals	
English I	Students build foundational and refine literacy skills, critical reading and writing skills to engage in grade-level standards and show mastery on end of course (EOC) exams. They demonstrate critical listening, speaking, reading and writing skills as they read across cultures and genres and initiate and participate in a range of discussions, responding thoughtfully to diverse opinions and express themselves clearly in discussion and through presentation. Through the sequence, they gain independence as they take their writing through the writing process and read extensively to gain content knowledge and use text to comprehend, interpret, analyze and evaluate.
English II	
English III	
English IV	

Mathematics J-Hub is committed to equipping our students with the skills and knowledge needed to reach their highest aspirations for college and career success. Teachers, including CTE teachers link math concepts to relevant technical training to

[40] https://www.odelleducation.com/wp-content/uploads/2018/01/CLP_Guide_Screen.pdf
[41] Barrat & Berliner, 2013;Clemens & Tis, 2016).
[42] https://www.hmhco.com/research/read-180-universal-mindset-study-early-outcomes
[43] https://www.edsurge.com/product-reviews/achieve3000
[44] https://www.achieve3000.com/why-achieve3000/

clearly demonstrate how concepts are used beyond the classroom setting. We know that math matters. Research shows that the math course work has a direct correlation to a student's college graduation rate and predicted future earnings.[45] An additional aim of our math program is to ensure that our students deeply engage in problem solving models that require them to apply concepts to communicate and connect mathematical ideas, so they are fully prepared to conquer challenges they'll encounter in the workplace and college.

All J-Hub students (with the exception of those students in grade 10+ whose parents provide written documentation or in accordance with a decision made for a student with disabilities by the admission, review and dismissal (ARD) committee) are required to take four credits of math, including Algebra 1, Geometry, Algebra II. Math electives (with prerequisites typically Algebra 1 and Geometry) may include Applied Mathematics for Technical Professionals, Money Matters or Accounting.

As part of the TEA approved Texas Home Learning, we plan to adopt Texas Math Solution, which is TEKS and ELPS aligned. This research-driven program was developed specifically for Texas schools by Carnegie Learning[46] to ensure all students engage and excel with high quality mathematical tasks. Efficacy studies funded by the US Department of Education and conducted by RAND Corporation found Carnegie's math focused program doubled growth in performance on standardized tests.[47] The program includes TEKS-aligned curriculum materials as well as MATHia software which provides our students with personalized adaptive math coaching and ongoing formative assessments. The curriculum has been selected so that our graduates are prepared for college-level work and have developed the habits of mind for a seamless transition into current and emerging fields that demand a solid foundation, as well as the confidence, to engage in complex mathematical tasks. Research shows, "the combination of taking mathematics courses with examples set in relevant, real-world contexts and embedded social emotional supports, such as learning about malleable intelligence and effective study habits, proved integral to students' success in those courses. "[48] Finally, THL has the ability to engage students in the classroom and virtual setting.

Math Intervention As stated above, we recognize that many of our students enroll with academic gaps due to various disruptions in their educational experiences. We also know that pushing students into course work for which they are ill prepared actually harms their subsequent academic achievement.[49] Therefore, adaptive software is used to support personalized learning and academic intervention. For example, we plan to use Imagine Math's standards-based supplemental digital education program to bridge our students'

[45] https://www.ppic.org/content/pubs/report/R_701JBR.pdf
[46] https://texashomelearning.org/carnegie
[47] https://www.youtube.com/watch?feature=youtu.be&v=gZaCLi8E8r4
[48] https://www.utdanacenter.org/sites/default/files/2018-10/Launch-Years-Brief-Number-1_FINAL.pdf
[49] https://www.educationnext.org/solving-americas-math-problem/

numeracy gaps to mastery. Imagine Math personalizes learning for each student with a specific focus on building success in algebra. Studies[50] show Texas students experienced significant gains in every grade category when completing at least one Imagine Math lesson per week.

Course	**Learning Goals**
Algebra I (EOC required)	Students develop fluency in solving linear equations and apply concepts to real-world situations. Through exposure to algebraic equations, students learn to think logically. They build confidence as they increase conceptual understanding and procedural math skills.
Geometry	Students apply geometric concepts in modeling situations, solve real world problems, reason abstractly, and think critically. Students understand geometric transformations, right triangle relationships and trigonometry, applications of probability. They use deductive reasoning to apply theorems about geometric figures.
Algebra II (Distinguished Level)	Students connect algebraic functions to solve mathematical and real-world situations. In addition, students build solid knowledge to analyze data, numeric and algebraic methods.
Statistics, Pre-Calculus or Other*	Students gain an understanding of descriptive and inferential statistics with the rules of probability, interpret data, make inferences, test hypotheses, justify conclusions and evaluate outcomes. *Courses are selected in alignment to students' personal graduation plans (pgp). We anticipate that most students progress through a sequence of Alg. I, Geometry, Alg II, Pre-Cal. Special education and/or struggling students may take Geometry, Alg. I, Alg Reasoning, Alg. II. And some students may enroll having already completed Alg. I.

History The aim of social studies is to provide students with the framework needed to transcend the challenges of citizenship in a democracy with conceptual and essential content knowledge of the past to make informed decisions. Students master the TEKS standards with emphasis on building historical thinking skills through inquiry-based, student-centered high discourse instruction. Literacy skills are integrated into lessons as students learn to think and read like a historian. A variety of documents, including content-rich nonfiction, primary and secondary sources engage students in a process of investigation and critical thinking as they develop the critical thinking skills needed to be active and engaged citizens. They are exposed to various opportunities to interact with the concepts and ideas through immersion in meaningful projects and discussions. Students learn about who they are in the context of America's histories, including

[50] https://www.prweb.com/releases/2018/06/prweb15588722.htm

understanding and critiquing dominant perspectives[51] and how historical changes have impacted their community and world. We plan to use History Alive to engage students in collaborative projects, writing assignments, critical thinking challenges, and problem-solving group work. We also celebrate Freedom Week in alignment with TEC § 29.907.

Course	**Learning Goal(s)**
9: African American studies	The goal of the African American course is to broaden the knowledge and understanding of students interested in learning about history, citizenship, culture, economics, science, technology, geography, and the political realities of African Americans.[52]
10: World History	Students discuss significant events that changed the world; dissect political, social, and economic organizations; and identify major discoveries, achievements, inventions and evaluate their impact on modern society.
11: US History	Our goal isn't to get anyone to have a certain view of America,[53] but an understanding of events so they may advance critical thinking, writing and communication skills while interpreting the past and the present and developing an awareness of the diversity/complexity of American society, politics and economies.
12: Government and Economics	Students apply knowledge acquired in previous years of study to gain a deeper understanding of the American Government. In addition, students compare differences and similarities in existing governmental systems and determine the impact of historical events, geography and other societies. Upon completion of this course, students have the skills to help solve society's problems, to engage in the democratic process, and to be a responsible citizen of the United States and the world. (Students may take during summer school or double up.)

Science The National Science Teaching Association (NSTA) recommends that "all teachers of science provide instruction with a priority on making observations and gathering evidence, much of which students experience in the lab or the field, to help students develop a deep understanding of the science content, as well as an understanding of the nature of science, the attitudes of science, and the skills of scientific reasoning. Therefore, at J-Hub our students apply key scientific principles and concepts through inquiry-based learning experiences. As with all content areas, science incorporates reading, writing, listening and speaking to build student literacy.

[51] https://education-first.com/wp-content/uploads/2019/03/UPDATED-FINAL-Aspen_Integrating-Report_4_Single.pdf
[52] https://tea.texas.gov/sites/default/files/African%20American%20Studies_2019.pdf
[53] https://www.edweek.org/teaching-learning/how-history-class-divides-us/2018/10

We engage our students in learning by doing through implementation of the STEMscopes program. STEMscopes aligns with our student-centered approach in which students build critical thinking skills, explore interests and build confidence as they solve problems and meet high expectations. The course sequence (See table) builds on one another so that there is a connection between each course. TEKS standards set the expectations for what students show, know and be able to do.

Learning Goal(s)	
Throughout the sequence, students develop higher order thinking skills and build literacy as they are encouraged to become active participants, communicators, collaborative team members and problem solvers who are well-prepared for a variety of post-secondary opportunities. They demonstrate knowledge of pertinent scientific concepts, practices and principles.	
9/Year (Y) One: Biology	Through studying Ecology, Evolution, Cellular Systems and Genetics, students acquire facts, skills and perspectives needed to engage in problem solving with the evolving world around them.
10/Y Two: Chemistry	Through studying Periodic Tables and Trends, Interactions of Matter, Chemical Reactions, Water, Energy, Rates of Reaction, Nuclear Chemistry, Climate and Natural Resources, students gain an understanding of real-world application of chemistry. Teachers may opt to place focus on environmental issues impacting today's world.
11/ Y Three: Physics	Through studying Kinematics, Dynamics, Momentum and Impulse, Work and Energy, Waves and Sound, Electrostatics and Electricity, and Harmonic Motion, students learn to understand scientific principles and processes, ask questions, present hypotheses, experiment, solve problems, and think abstractly and critically. They gain an understanding of scientific concepts and make real-world connections.
12/ Y Four: Advanced Science	Choices (e.g., Environmental Systems, Aquatic Science, AP Biology, etc.) are provided in Year 4. Students may dive deeper into life sciences through learning more about ecosystems as a whole (e.g., biotic vs abiotic factors, flow of energy, etc.) or a particular ecosystem (e.g., aquatic ecosystem). Students will utilize the scientific method to conduct investigations that highlight observations, data collection and analysis, and safe hands-on exploratory lab research.

Foreign Language Learning another language during high school strengthens a students' readiness to pursue college or decide to enter the workforce upon graduation. For example, speaking dual languages may increase value to an employer and open the student to more career options. Therefore, J-Hub students are required to complete a minimum of two years of foreign language. We plan to adopt Spanish programming (to

be selected in the planning year) to develop students' language ability across three modes of communication defined by the World-Readiness Standards for Learning Languages. Students are assessed to demonstrate their language mastery. As J-Hub grows to capacity, we may offer additional languages in response to student interest. Course offerings for Native Spanish speakers differ by the ability to take Native Speaker courses which will allow them to advance to AP Spanish within 2 years as well as accrue and or complete LOTE graduation requirements quicker than non-native speakers.

Fine Arts J-Hub students are required to earn one credit of art for graduation. In accordance with §117.302, students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art I, Art Appreciation, and Art and Media Communications.[54] Art was selected given art therapy programs in high schools encourage students to engage in self-expression through the mediums of paint, sculpture, drawing and other forms of artistic expression.[55] Following years, we may provide the opportunity to take additional fine arts classes such as Dance, Music Production and Engineering, 3-D modeling and Theatre as informed by the budget and student interest accordingly.

Physical Education Physical education is critical to inspiring and instilling long lasting health benefits. One credit of PE is required for graduation and incorporates health. In accordance with §116.52, J-Hub offers Foundations of Personal Fitness (One-Half Credit) as a prerequisite for all other physical education courses. Other courses we plan to make available include aerobic and team sports. All students become certified in CPR. As J-Hub grows to full capacity, we anticipate that the courses offered may vary based on demand and enrollment levels.

Electives Students are required to complete a series of cognitively and culturally rich electives with the option to take up to two (2) electives per semester. (Some students may need a non-credit intervention course.) Electives are designed to expose our students to authentic experiences and skill sets to which young people growing up in poverty often do not have access and provide avenues for short-term success and experiences that align with talents and interests to support students in designing a pathway. While elective offerings are to be informed by student interest as well as staffing, we anticipate offering electives related to computer literacy, PE, drama, music. Dual credits in Intro to Business will also be offered.

Career and Technical Education (CTE) "CTE refers to courses and programs designed to prepare students for careers in current or emerging professions. At the high school level, CTE provides students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies."[56] At J-Hub, CTE programming begins freshman year. All J-Hub

[54] https://tea.texas.gov/sites/default/files/P2015_Art%20I_HS.pdf

[55] http://www.arttherapyblog.com/schools/

[56] https://www2.ed.gov/datastory/cte/index.html

students take a credit-bearing career exploration and soft skills development course during their freshman year. At the end of freshman year, students may select an industry pathway to pursue. These students follow a course sequence, earning four or more credits in CTE that consist of at least two courses in the same cluster. Our current goal is to support students in securing and completing summer internships (work-based applied learning) from sophomore to senior year in their specific industry pathway or a field of interest. Some students may participate in practicums that provide unpaid, advanced learning opportunities. The program includes learning tours, guest speakers from career/industry professionals as well as an annual career conference organized by the Mr. Pierre with community workshops and presentations led by the community's business and industry leaders. CTE courses embed employability skills training (e.g., problem solving, communication, technology, teamwork, etc.). We provide students with the knowledge and skills needed to fulfill a career choice that may or may not complement a college degree.

According to the graduation programing options set by TEA, J-Hub students may (and we highly encourage that all students) earn an endorsement upon completion of a program of study (i.e., a total of four credits in mathematics and a total of four credits in science, and two additional elective credits). J-Hub intends to prepare students to fill high paying, in-demand and high growth and skill opportunities (e.g., those that lead to a very attractive wage). In alignment with the needs of Texas' economy, we plan to offer the following endorsement pathways: 1. Health Sciences – we plan to adopt a TEA aligned curriculum from icevonline and potential partnership with HCC; 2. Business – Entrepreneurship - we will adopt a TEA aligned curriculum from Pearson: Entrepreneurship: Successfully Launching New Ventures ; 3. Distribution and Logistics - we adopt a TEA aligned curriculum from McGraw Hill: Bridge to Careers in Transportation, Distribution, & Logistics. As J-Hub grows, additional pathways are added. Students are encouraged to select pathways carefully as they set the foundation for their future.

Alignment: As stated above, the THL programs have been selected for their alignment to TEKS, including the ELPS to facilitate the monitoring of English learners' language acquisition. Additionally, our Principal holds responsibility for ensuring the curriculum is and assessments present data that is fully aligned with TEKS standards. S/He does this with a solid understanding of the standards, through mapping as well as with regular observation of instruction to ensure the standards represent the primary focus of lessons across all grade levels. At a schoolwide level, we review assessment data on an ongoing basis to ensure the scope and sequences are effectively meeting the specific needs of the diverse student population while promoting student achievement in preparation for the STAAR. Further, as evidenced in our teachers' weekly schedule (Attachment 26), we prioritize collaborative PLCs (professional learning communities) in-and-across grade-level teams. All teachers have 200 minutes per week (450 minutes every two weeks including early release planning time) to collaborate in teams with instructional experts

and discuss what and how they want their students to learn as standards are mapped through interdisciplinary units alongside scaffolding and common expectations. Teachers build horizontal and vertical alignment as they collaborate with one another to design authentic learning experiences for students. Given the challenge of horizontal planning at the high school level, we think innovatively about vertical planning to ensure student work can be normed across grades. Teachers collaborate to make sure they are addressing TEKS through instructional strategies and spiraling essential skills so that students see the topics throughout the learning continuum with each encounter increasing in complexity.[57] See Attachment 7 for a sample scope and sequence in Algebra 1 for our incoming ninth graders.

Differentiated Curriculum: The curriculum described above has been selected to maximize achievement of all of our learners, including English Learners and students with disabilities. It allows for seamless differentiation to ensure not only equitable but also meaningful access for better learning in the 21st century. Teachers have the flexibility for the depth and breadth of the lessons. They may break units of study into separate lessons that are flexible and fluid, so students continually build and reinforce skills while utilizing formative assessments to make necessary adjustments. We also encourage students' voice and choice in learning and incorporate their decisions about their learning. For example, students may select how they demonstrate learning that reflects their knowledge. We also believe that students may need more than one opportunity to demonstrate that they have mastered a content topic or skill. If students do not demonstrate mastery of the grade-level standard on an assessment or project the first time, they may try a new study strategy, get help from their teacher in understanding their mistakes, or make revisions. Similarly, we know that some students benefit from accelerated or enriched learning. The goal of differentiation is maximum growth. Finally, we provide an interdisciplinary approach to differentiate the curriculum.

Instructional Materials: Instructional materials have a direct impact on student learning outcomes. However, according to a RAND analysis, 96% of teachers use Google to find lessons and materials; other studies find low-income students are less likely than high-income students to have quality content and curriculum in the classroom.[58] Therefore, in alignment with our approach to authentically engage students in rigorous, grade level content, we have identified HQ, evidence-based instructional materials that support student and mission achievement. Materials have been chosen to support diverse learners, including those who enter with skills below grade level or who are not meeting growth and/or proficiency standards, students with disabilities and ELs. Our materials support delivery of robust standards-aligned curriculum that is also flexible and student-

[57] http://www.ascd.org/publications/curriculum-handbook/421/chapters/Overview.aspx

[58] https://www.edreports.org/impact/why-materials-matter#s06-2

centered to support learning experiences that help students grow steadily toward learning outcomes in ways that are responsive to individual needs, strengths, goals, interests, and learning styles. Materials undergo regular evaluation to ensure they are content rich, standards-aligned and provide all students with complete access to the rigorous curriculum and high-quality content. Finally, J-Hub teachers are trained to review instructional materials to ensure they are inclusive of students' identities, experience and culture. Selection of culturally responsive materials are prioritized to engage students by connecting to and honoring their culture, experiences, and backgrounds.

Content	**Materials**
English Language Arts & Reading	• Content rich texts: trade books, Unit Readers and via internet. • Odell Literacy: Toolbox: graphic organizers, reference guides, rubrics, checklists; Daily teacher lesson plans, student materials, unit assessments, guidance for remote learning; Formative and summative unit assessments; Instructional materials: available digitally and to print; Program Guide, Remote Learning Guide, Course-at-glance, Unit Alignment • MI Write: to assist with English I/II EOC writing prep • Achieve 3000 Literacy
Math	• Content rich texts • Texas Math Solution: Daily teacher lesson plans, student materials, and assessments, complete with guidance for remote learning; Family guides and teacher implementation supports; Built-in daily formative assessments in MATHia; Lesson level quizzes and mid-topic assessments support; Progress monitoring that allows for real-time feedback; Student-facing materials in Spanish; Supports text-to-speech readers; All available in digital and printable format •Imagine MATH
Science	• Content rich texts and text/web-based supplements • STEMScopes
Social Studies	• Content rich nonfiction and Primary and secondary sources • History Alive
Spanish	• Web-based proficiency and performance assessment of standards-based language learning (to be selected)
CTE	• Health Sciences-icveonline • Business – Entrepreneurship – Material- Textbook: Pearson: Entrepreneurship: Successfully Launching New Ventures • Distribution and Logistics – Material – Textbook: McGraw Hill: Bridge to Careers in Transportation, Distribution, & Logistics.

Instructional Strategies: At J-Hub, instruction focuses on ensuring students gain the competencies required to excel in the college and career setting upon graduation, including but not limited to critical thinking, problem solving, adaptability and communication. Instructional time is maximized as teachers use routines (i.e., clear expectations that minimize downtime, including planning and preparation, efficient transitions, effective classroom management, pace awareness and concise directions) and varied instructional strategies which have been proven effective in engaging students. Teachers empower students to ask questions, inquire deeply, reflect, and evolve as critical thinkers and engaged participants. Following is a brief description of the instructional strategies that J-Hub teachers employ:

Questioning At the heart of Odell Education's literacy program are research-based instructional practices that intend to build students' TEKS mastery and independence in reading, writing, speaking, listening, viewing, and presenting. Implementation requires teachers use a variety of questioning strategies to engage all learners in the classroom, ensuring equitable opportunity to participate in discussions and engage in critical thinking when a question is posed. In addition, teachers strategically vary the types of questions they ask to generate meaningful dialog that supports the development of high-order thinking skills.[59] This strategy is essential because it raises motivation, as students feel like they have invested choice in their learning – and by getting students to subsequently formulate the learning objective they really begin to think about the nuances of what they are learning and why.[60]

Personalized learning Personalized learning (PL) refers to practices that tailor the pace and focus of instruction to address the individual needs and goals of each student. While mindful not to use self-pacing as an excuse to not challenge students to reach high expectations and full potential,[61] J-Hub staff work together to help students assess their talents and aspirations, plan a pathway toward their own purposes (documented in a personal graduation plan), work cooperatively with others in challenging tasks, maintain a record of explorations, and demonstrate their learning against clear standards in a wide variety of media, all with the close support of adult mentors and guides (National Association of Secondary School Principals).[62]

We begin the year with administration of the NWEA's MAP and, throughout the year, use Schoology, a learning system that features a gradebook, attendance keeping and

[59]https://webcache.googleusercontent.com/search?q=cache:hfSf9Lj_Pi8J:https://www.engageny.org/file/2721/download/questioning-strategies-to-engage-all-learners.doc%3Ftoken%3DUM5loM0G+&cd=10&hl=en&ct=clnk&gl=us&client=firefox-b-1-e.

[60] https://www.theconfidentteacher.com/2012/11/questioning-top-ten-strategies/

[61]Ihttps://www.ccsso.org/sites/default/files/2017-12/Advancing%20Equity%20through%20Personalized%20Learning%E2%80%94A%20Research%20Overview_0.pdf

[62] https://education.vermont.gov/student-learning/personalized-learning

school calendar. Students, with support from staff, develop and then monitor goals to build student agency for their learning. Our ongoing assessment system then offers teachers authentic data about their progress, permitting them to have complete access to see how their students are performing on a daily basis and use that data to personalize instruction and provide additional support, adapt, or deliver new content and instruction to meet their students' needs. PL is an important strategy at J-Hub because we know that students learn the most when they are the ones doing the practice, discussion, and thinking.[63] J-Hub also plans to maximize the use of technology (i.e., blended learning) to expand access to learning and further personalize each students' experience. Selected programs (e.g., materials made available through THL, which include a two-year Schoology license) make blended learning feasible. They provide students with access to flexible scheduling to meet their personal needs and fulfill any additional responsibilities they have, such as working to support themselves and family. Further, the opportunity to sustain learning beyond traditional school hours and expand the learning environment ensures students have the tools and flexibility to make continued progress towards earning credits that are required to graduate.

Inquiry Based Learning/Problem-Based Learning (i.e., two forms of student- centered teaching pedagogies that encourage active learning[64]) J-Hub teachers emphasize active learning through inquiry. Students engage deeply in topics and texts through cycles of inquiry, in which they work with others to explore authentic issues, develop research questions, design innovative solutions using data and evidence before presenting their solutions. Considering that problem-solving skills are valuable in every industry and specialty, this style of learning prepares students for the real world like few others[65]. Through planning and preparation, J-Hub teachers promote engagement. Research shows several positive outcomes from improved student engagement at the high school level, including: 1. Students are more likely to finish high school; 2. Students perform better on standardized tests; 3. A more positive school community and learning environment; 4. A school culture that promotes academic achievement and deters boredom; 5. Engaged students are more emotionally, behaviorally, and intellectually invested in their own learning.[66]

Culturally responsive instruction and learning "Culturally responsive teaching (CRT) is a research-based approach that makes meaningful connections between what students learn in school and their cultures, languages, and life experiences. These connections help students access rigorous curriculum, develop higher-level academic skills, and see the

[63] https://www.edelements.com/blog/how-to-successfully-personalize-learning-in-secondary-schools
[64] http://sites.nd.edu/kaneb/2019/09/30/problem-based-and-inquiry-based-learning-whats-the-difference/
[65] https://collegepuzzle.stanford.edu/the-pros-and-cons-of-inquiry-based-learning-for-college-success/
[66] https://xqsuperschool.org/blog/what-is-inquiry-based-learning-ibl/

relevance between what they learn at school and their lives."[67] At J-Hub, real-life problems make learning meaningful to students' daily lives. Staff build personal relationships with students to identify students' unique strengths and apply understanding of past knowledge and cultural context to carry students' cultural context. "Research illustrates that instructional materials, assignments, and texts that reflect students' backgrounds and experiences are critical to engagement and deep, meaningful learning. Smaller studies evaluating link this approach to a wide range of positive outcomes such as academic achievement and persistence, improved attendance, greater interest in school, among other outcomes."[68]

Differentiated Instruction: Differentiated Instruction (DI) is a mindset focused on equity, meeting students where they are at with their learning, making learning content accessible while taking them to the next level. Differentiation is also a philosophy of teaching rooted in deep respect for students, acknowledgment of their differences, and the drive to help all students thrive.[69] At J-Hub, we differentiate instruction to meet the needs of every learner, including English learners, students with disabilities and other student groups (such at-risk and economically disadvantaged). Our teachers deliberately plan to differentiate content, process, products, or the learning environment; the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.[70] Further, many of our programmatic components support differentiation: personalized learning is designed to meet the instructional and developmental needs of all students. We involve students in goal setting, action planning, as well as reflection, requiring their individual levels to be well-known in order to co-construct a specific plan that enables them to work at their own pace to achieve the end result(s). Another approach to differentiated instruction that supports equity is tiering. Tiering refers to using the same curriculum material for all learners, but adjusting the depth of content, the learning activity process, and/or the type of product developed by the student to students' readiness, interest or learning style.[71] Further, teachers have reported that preparation time is crucial in the implementation of differentiated instruction;[72] their daily schedule includes 200 planning minutes per week (50 minutes/4 times/week).

Incorporating Social Emotional Learning: Based on the successful work at 8MS, we know that academic success and personal growth can't happen if students are experiencing emotional and social challenges as they often get in the way of their ability

[67]https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/what-is-culturally-responsive-teaching

[68]https://www.newamerica.org/education-policy/reports/culturally-responsive-teaching/understanding-culturally-responsive-teaching/

[69] https://www.frontiersin.org/articles/10.3389/fpsyg.2019.02366/full

[70] https://www.readingrockets.org/article/what-differentiated-instruction

[71] Pierce and Adams, 2005; Richards and Omdal, 2007

[72] De Jager, 2013; Van Casteren et al., 2017

to do well academically. Research also states, "Success in life, and in college and career specifically, relies on students' cognitive, social, emotional, and academic development. Engaging with rich academic content creates opportunities for students to develop knowledge, skills, and social and emotional competencies."[73] J-Hub's model is rooted in ensuring that all students are able to engage in a safe, equitable and authentically loving learning environment with caring adults and community members. In order for our culture (See the Culture Section) to thrive and sustain, it requires that teachers and all key stakeholders go through a continuum of training, including trauma informed practices, and engage in a deep level of work around understanding the challenges that our target population often struggle to manage. Additionally, once per month (or more as deemed necessary), grade-level teams meet with the counselor, volunteer social workers, and counseling interns, for one hour of collaboration regarding how to explicitly teach social-emotional skills, problem solve, and continuously improve climate within each course.[74] Our Health and Wellness team (consisting of Counselor, PE instructor, Social Worker Intern(s)) provides evidence-based behavioral emotional, and therapeutic support to promote student's mental health and support SEL.

Evaluation: Curriculum evaluation is ongoing with reflection on three primary questions: Are desired results being achieved? If gaps exist, where? How can the curriculum offerings best be improved?[75] Bi-weekly PD and weekly PLC provide time for teachers to reflect on these questions as they review work samples and performance data to assess the curriculum's alignment to standards, relevance, rigor, engagement and delivery (instructional approach and materials). Should real time data indicate students are not making adequate growth or demonstrating achievement, teachers may adjust pacing, supplement materials and/or instructional strategies and receive targeted PD. Annually, the principal, with grade level chairs, reviews performance data and satisfaction survey results to formally assess the curricular materials in alignment with indicators written in the campus improvement plan to ensure it is yielding desired outcomes (e.g. increased academic performance, critical thinking skills, etc.). Flat or negative trend lines demonstrate that adjustments made through the year did not lead to desired improvement, the principal organizes a team to research, select and present new curricula to the board for their approval.

Strategies for Assessment of Learning and Data-Driven Instruction

Mandated TEA Assessments: All J-Hub students participate in state mandated assessments, including the State of TX Assessments of Academic Readiness (STAAR) in

[73]https://education-first.com/wp-content/uploads/2019/03/UPDATED-FINAL-Aspen_Integrating-Report_4_Single.pdf

[74] ibid

[75] https://www.sagepub.com/sites/default/files/upm-binaries/44333_12.pdf

Algebra I, English I, English II, Biology and U.S. History. The STAAR Alternate 2 is administered to students with the most significant cognitive disabilities receiving special education services (as documented within the student's IEP) and, the Texas English Language Proficiency Assessment System (TELPAS) is used to assess students' English proficiency. These summative assessments along with report card grades and end of unit exams provide teachers and school administrators with the data needed to assess students' knowledge and skills (e.g., mastery) and determine needs. They help us determine if long-term performance measures are being achieved and provide a comparative snapshot of student achievement. The comparison group (local and statewide) permits us to look at similar demographics and school settings to determine how well J-Hub students are performing. Summative results are also used to evaluate programming (e.g., curriculum, PD, etc.) and to identify areas in need of improvement. Finally, state assessments publicly communicate J-Hub's performance status.

Other Assessments: At J-Hub, we know that one simple assessment tool doesn't tell the whole story, so we administer a variety of assessments to gain a well-rounded picture of our students.[76] J-Hub teachers consider the purpose of educational assessments and put assessment in context by fostering a robust but balanced assessment system, which is critical to preparing all students equitably.[77] As part of this balanced system, J-Hub uses diagnostic, interim, formative, summative and authentic assessments to gather a comprehensive set of information about student achievement and growth at individual, cohort and schoolwide levels. Assessments differ in purpose, format, frequency of administration, and use. In addition to summative assessments listed above, assessments at J-Hub include the following:

Diagnostic and Interim assessments We anticipate that students may enroll multiple years below grade level and administer these to rapidly identify and provide opportunities for personalized learning, intervention and skill-building for all students through targeted supplemental supports. J-Hub administers the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) to determine each student's baseline level and growth in language and math. The results are used to identify specific skills they must master to gain proficiency. It was selected for its alignment with students' college readiness (e.g., SAT/ACT projected scores) and its seamless integration with Imagine Math, eliminating the need to double test. If gaps in student skills are identified, they must be addressed (via Achieve 3000 and Imagine Math and other supplemental resources) before a student can master TEKS. Teachers set targets and identify areas of needed support and are able to easily differentiate instruction. Students in grades 9 and 10 retest in January; other students again in June (or 2x/year given they also take the PSAT, SAT and Texas Success Initiative Assessment (TSI)) to measure individual progress and achievement.

[76] https://www.edutopia.org/10-assessment-tips-for-class

[77] https://futureready.org/implementation-guide/robust-assessment-systems/

Formative assessments Formative assessments include teacher-made tests, exit tickets, school-made or commercially made (e.g., THL) common assessments, written reflections, surveys, quizzes, self- assessments, rubric-generated peer assessments, and interactive classroom discussions. They are embedded within learning activities, administered regularly (weekly and/or daily) to assess mastery of TEKS being addressed in each unit of instruction. Directly related to the learning standards through mapping, data supports teachers in identifying and filling gaps as students prepare for the STAAR. The information they provide drives students' achievement and development of deeper learning. They also provide our students the opportunity to show what they have learned. Feedback that is garnered at the time of these assessments prompt reflection and revisions and support continued opportunity for learning. Performance results are used internally to help tailor each student's education experience to meet his/her individual needs and goals. Results are regularly reviewed during subject-matter PLCs and used to make real-time instructional adjustments. Teachers use the results to set the conditions for learning (e.g., identifying clear learning targets), develop interventions, rethink instructional strategies, activities, and content based on student understanding and performance.

Authentic assessments J-Hub commits to preparing students with the skills and knowledge needed to reach their highest aspirations for college and career success. Authentic assessments are administered to ensure our students are developing competencies identified by employees as essential to success throughout the academic year. These include creativity, critical thinking and problem-solving skills, and work ethic; interpersonal skills such as teamwork, conflict resolution, listening and speaking as well as respect for diversity; and professional competencies such as adaptability (e.g., using constructive feedback) and goal setting. Students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. Authentic assessments are embedded within problem-based learning across all content areas and the use of student self-evaluation through rubrics provide timely and relevant feedback that then informs instructional and learning decisions. Additionally, the leadership team develops a schoolwide rubric to assess readiness and provide students with data needed to monitor progress.

College Readiness Assessments, including the TSI, the SAT, PSAT are not only required for college admission but are also used to help us determine whether a student is prepared for college level coursework. The scores may indicate that additional preparation is necessary before entering college level courses. Similarly, the Armed Services Vocational Aptitude Battery Test (ASVAB) measures our students' strengths and potential for success in military training.

Assessment Schedule:

Assessment	Purpose	Date	Grade(s)
STAAR	Algebra I, English I, English II, Biology, and U.S. History	May	9,10,11
STAAR Alternate 2 -	TEA designed the STAAR Alternate 2 to assess students in grades 3–8 and high school who have significant cognitive disabilities (defined here) and are receiving special education services.	March-April	9,10, 11
TELPAS	Designed to measure the progress that each EL makes in becoming proficient in the use of academic English.	Feb-April	ELs
NWEA MAP	Measures achievement and growth in math, reading and language usage. Supports personalized learning and interventions.	Sept, Jan May, June	9-12
End of unit, weekly quizzes, daily exit tickets	Measures of TEKS standards mastery across subjects.	Daily and/or weekly	9-12
TSI, PSAT, SAT	Required assessment for college admission. Demonstrates college readiness or need for intervention to prepare students for college-level courses	Oct, Nov, Dec	10-12
ASVAB	Measures a young adult's strengths and potential for success in military training.	Sept and March	11-12

Alignment: Assessments are administered to determine how well students have learned the content and skills that we want them to learn. Similarly, our performance goals have been established to ensure that our students master TEKS' knowledge and skills. Therefore, assessments, aligned with TEKS, indicate whether students are on track to meet the school's performance goals. Performance goals, tied to assessments, allow us to monitor and assess achievement and the pace of progress.

Data Collection and Analysis: Data administration and collection of major and mandated assessments is led by Principal, upon which the analysis of data is facilitated by the Principal during data dive sessions or weekly staff meetings. All other data collection of formative and summative assessments is facilitated by teachers. Our assessment system provides teachers with real-time data about students' progress, permitting teachers to have access to see how their students are performing daily and use that data to identify trends/gaps and then refine and improve instruction, provide additional supports, adapt, or create new content and instruction to meet their students' needs. As part of staff

onboarding and ongoing PD, all teachers receive training on how to properly analyze and apply student data to meet desired student outcomes at the individual and schoolwide level.

J-Hub strongly values the importance of establishing consistent dialogue around academic progress between school, students and families. We foster a data driven school culture by implementing PLC, Data Day (quarterly meetings) and weekly data meetings. The purpose of our school-wide data meetings is to help teachers identify specific skill gaps and implement interventions, develop teaching strategies, improve self-motivation and classroom culture. Data analysis occurs throughout the entire school year to allow for instructional adjustments to be made to meet the learning needs of students and to achieve positive student outcomes for all students. We also conduct ongoing data analysis to evaluate school climate and attendance. J-Hub is dedicated to constantly monitoring progress and undertaking rigorous assessment activities to understand the best ways to support student academic, social, and emotional learning and skills.

Identifying and Meeting Student Needs: J-Hub employs MTSS, universal screening (NWEA MAP) and assessment system to promptly identify and support students who are performing below grade level and avoid a "wait to fail" situation. It features a continuum of supports and services for students based on their level of need, including Tier I – (e.g., schoolwide systems and supports for all students); Tier II – (e.g., strategic small-group remediation and intervention beyond core instruction provided by classroom teacher); and Tier III – (e.g., targeted and intensive tutoring and intervention in or out of the classroom with specialty teacher, greater frequency and weekly monitoring). The tiers are fluid; they do not delay or deny evaluation. The MTSS team participates in meetings (minimally once every 2 weeks), to look at students' school and community data for the purpose of measuring student's progress, ensuring that tiered instruction is meeting the needs of its students and to suggest additional evidence-based practices that are connected across the 3 tiers. The time is also used to uphold high expectations, keep staff accountable, and ensure that interventions are implemented with integrity while nurturing individual strengths. It works to provide at-risk students with research-based, targeted, and systematic interventions (services and supports) as students begin to struggle. For example, students may work on skill driven adaptive software. Teachers may provide intensive instruction on vocabulary and comprehension strategies (annotating, context clues, prefix, suffix and mind mapping) to improve student literacy. Understanding the sense of urgency to improve academic achievement of high school students, some may need an additional math, reading, or study skills class to provide more prescriptive instruction to address the need. With progress monitoring, interventions are delivered to students in varying intensity levels, making it possible for students to work with, or around, the effect of their specific need while equal access to the academic content standards is delivered. In the case a student does not show adequate progress at Tier III, the MTSS team determines if another intervention is required. Once it is clear that the

interventions are not sufficient, school staff may initiate a full and individual initial evaluation (FIE -See Special Populations section).

Supports for Special Populations

Special Population Estimates: After reviewing and averaging demographic data on the TEA Texas Academic Performance Reports for the ten traditional high schools within our targeted zip codes, we estimate that 10.5% of our enrolled students will be students with disabilities, 18.5% English language learners, 3% gifted/talents and 74% students at risk of academic failure or dropping out, as defined by TEA, including its expansion in January 2020.[78] Our personalized, student-centered approach is designed to increase equity, provide flexibility and support students in closing gaps. All students are provided with adequate and equitable support in the least restrictive environment (LRE) within an inclusive learning environment as informed by their individualized education plan (IEPs). Student' personal graduation plans support seamless transition to post-secondary success while increasing their drive to achieve.

Identification: J-Hub enrolls students with existing IEPs or 504 plans, as well as students who have not yet been identified as having a special need or disability. Additionally, in compliance with Section 504 and IDEA, J-Hub flyers (that are distributed to families) as well as our website include a description of our special education services and include our special educators' contact information to ensure families know what is being offered and who to contact for additional information. During the onboarding process, our administrative staff, specifically our school counselor reviews each student's school records, transcripts and overall academic performance to verify each student's level of academic achievement. Following the enrollment of a student with a disability, J-Hub immediately implements the IEP or 504 plan and holds a transitional meeting within 30 days and reassesses all students who have identified special needs with the goal of determining that the services and supports allow the student to progress in the general curriculum and achieve their annual IEP goals. IEP changes are made by the ARD with parental consent.

J-Hub complies with all state and federal mandates, including Individuals with Disabilities Education Act (IDEA), Title II of American Disabilities Act (ADA), Section 504, Subchapters A, B and D of TEC Chapter 29, and 34 CFR §300.111. Child Find policies and procedures, in alignment with TEA guidance re: Child Find & Evaluation from November 2019,[79] are in place to ensure students in need of special education and related services are identified, located, and evaluated. Once identified, students are provided with a free

[78] https://tea.texas.gov/sites/default/files/Expansion-of-At-Risk-Student-Definition.pdf

[79] https://tea.texas.gov/sites/default/files/FINAL%20Child%20Find%20and%20Evaluation%20-%20complete_11.1.19_accessible-locked.pdf

appropriate public education (FAPE) that meets their unique needs in the LRE. J-Hub conducts a FIE to evaluate suspected disabilities, once a student is identified by parent, guardian, school personnel or other person involved in student's education or care through Child Find; however, pre-referral intervention is not necessary. The ARD then determines eligibility. If the child is eligible for services, the ARD writes an IEP (with parent consent) and provision of services begins.

Further, to identify when and why a student is struggling and to inform delivery of personalized learning, J-Hub administers a universal and diagnostic screener, the NWEA MAP, upon enrollment and implements a MTSS framework to identify and provide a continuum of services. Once apparent that general education interventions are insufficient, a student is referred for a FIE. A referral may also be made by the student's teacher, parent, or outside sources. Immediately after a referral is made, all available information relative to the suspected disability, including information from the parent and information about the interventions that have been implemented, is collected and considered before determining whether additional data (e.g., medical information or evaluation results) are needed. All evaluations of students under Section 504 comply with the timelines provided by the IDEA, including proper Notice of Procedural Safeguards under Section 504 (e.g., right to examine relevant records, request for an impartial due process hearing and a review procedure). Once written parental consent is obtained, the evaluation is completed. The ARD determines if evaluation results indicate the existence of a disability and whether the identified disability adversely impacts the student's educational performance such that s/he needs the most intensive intervention (i.e., special education) within 35 calendar days. If the student is found eligible as a student with an educational disability, an IEP with rigorous goals and instructional plans, is developed within 30 days by the ARD. Students whose difficulties are not the result of a disability (per IDEA or Section 504) receive ongoing support through MTSS.

Students with mild, moderate, and severe disabilities receive similar services in the general education classroom (at intensity levels determined by need) with nondisabled peers to the maximum extent possible. Removal from the general education environment is limited to times when the nature or severity of the disability is to the extent that education in the general education classes with the use of supplementary aids and services cannot be achieved satisfactorily (as determined by the ARD). When a student's IEP includes special education and related services, J-Hub provides a continuum of alternative placements as noted in 19 TAC §89.63.Likewise, in alignment to a student's Section 504 plan, J-Hub provides accommodations or modifications when a disability greatly limits major life activities.

Misidentification and Overrepresentation: Prior to referral, J-Hub provides students with all available and appropriate support services with the goal of effectively addressing learning challenges in the general education setting. J-Hub's evaluation materials are non-discriminatory. They are administered by professionals and used to develop an unbiased

and accurate determination. The RTI committee, composed of administrator, counselor and special education teacher, disaggregates identification data by race, ethnicity and economic level to identify trends and/or outliers to ensure evaluation does not yield discriminatory results.

Structures and Strategies: J-Hub implements an inclusion model to support students with disabilities in the LRE. Research supports proper inclusion for students with even the most severe disabilities, further showing that their general education peers make higher gains given the extra help and supports these classes offer.[80] For example, one study looking at the outcome of 11,000 students with all types of disabilities found that more time in a general education classroom correlated to less absences from school, fewer referrals for misbehavior, and more post-secondary education and employment options.[81] At J-Hub, all special education services are provided by appropriately credentialed and certified teachers or contracted service providers to deliver a continuum of services including but not limited to speech therapy, language therapy, occupational therapy, physical therapy, and counseling. Special education teachers work with individual or small groups of students on an individualized basis within the general education classroom to provide direct support and specialized instruction. Students are pulled out from the general education classroom to work one on one or in a small group setting only when the nature or intensity of the specially designed instruction precludes implementation within the regular classroom. The special education and general education teachers schedule times to meet face-to-face on a regular basis to plan, implement, and monitor instructional alternatives and positive behavioral interventions designed to ensure the student is successful in the general classroom. In collaboration, they implement and monitor instruction and intervention.

The ARD committee members participate in regularly scheduled meetings (at least every 2 weeks) to ensure research-based instructional programs, practices and strategies are delivered a continuum of alternative placements utilizing the inclusion model. They review student (individual, cohort and schoolwide) data for the purpose of ensuring that tiered instruction and interventions are effectively meeting students' needs and to recommend additional evidence-based practices. Additionally, all staff, including school leaders and teachers participate in ongoing PD (See Talent Management) to ensure that our teaching methods and processes for assessment and support are in full compliance with federal and Texas special education policies.

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[80] https://www.inclusionevolution.com/7-research-studies-can-use-childs-next-iep-meeting-win-fight-inclusion/

[81] Wagner, M., Newman, L., Cameto, R., and Levine, P. (2006). The Academic Achievement and Functional Performance of Youth with Disabilities: A Report from the National Longitudinal Transition Study-2 (NLTS2). (NCSER 2006-3000). Menlo Park, CA: SRI International

FAPE in LRE: Building on our role to foster an inclusive community, students with disabilities and non-disabilities, as much as possible, engage in the same learning environment. Per IDEA, we guarantee the right to a FAPE and meets student needs in an LRE. General education guides all instruction; resources and instructional materials are selected to benefit all students; J-Hub is data-driven, and students' social development and behavior are addressed proactively.[82] Through scheduling, instructional methods and compliance with IEPs as well as ongoing teacher training/support, all students have access to schoolwide educational, extra-curricular, and culture-building activities. We support push-in services to the maximum extent that is appropriate. As stated above, removal (pull-out or self-contained) from the general ed environment is limited to times when the nature of the disability is that education in the general education classes with supplementary aids and services cannot be achieved satisfactorily. All placement decisions are made by the ARD committee and are based on the student's individual needs.

Progress Monitoring: Following the ARD committee's development of measurable annual goals (consisting of standards based and/or functional goals) based on a student's Present Levels of Academic Achievement & Functional Performance (PLAAFP), the ARD committee defines how and how often the student's progress is measured and reported. J-Hub reports a student's progress toward mastery of all of his or her IEP goals. The ARD committee notes in the student's IEP and provides the student's parents with periodic reports of the student's progress toward meeting his/her annual goals.[83] All teachers (general and special education) and service providers have access to their students' IEPs; remain informed of and understand their roles in implementing IEP services and are provided with the necessary resources and supports to implement them; and are held accountable by the school's leadership for their implementation, which includes documenting the provision of services on forms generated by the special education management software or developed by the special populations coordinator with guidance from the regional service center. The special education teacher and lead teacher reviews documents and data to ensure providers are properly monitoring against a students' IEP and school wide goals. Reports of progress towards annual goals are provided to parents in accordance with the IEP and quarterly in conjunction with report cards. In addition, students with disabilities will continue to receive tiered interventions in accordance with identified needs and be subject to the same progress monitoring procedures as all other students as described in Section 4.

Graduation and Transition: While all J-Hub students begin working on their pgp as early as Freshman year, we know this process is very important for our students with an IEP. All J-Hub students with an IEP are required to have a transition plan in place prior to

[82] https://files.eric.ed.gov/fulltext/EJ1129873.pdf

[83] https://tea.texas.gov/sites/default/files/FinalAccessibleIEPDevelopment-July%202020_website_locked.pdf

graduation to support them in developing the critical skills and receive the necessary training needed to assist them in making an effective transition into adulthood. Services include but are not limited to career exploration, internships and life skills development. Transition planning for students addresses: 1) the use and availability of appropriate opportunities to assist the student in developing decision-making skills; and 2) supports and services that foster the student's independence and self-determination, including a supported decision-making agreement. Transition planning begins with gathering information regarding a student's current strengths, needs, preferences and interests.[84] The ARD committee, along with the student and his/her family determine the endorsement and aligned CTE pathway that best supports those interests. This allows the student to showcase their strength and build motivation as they complete the determined course of study.

For students receiving special education services, there are four "options" for graduation and receipt of a diploma: 1) Credits + Pass STAAR; 2) Credits + Participate in STAAR; 3) Master IEP; and 4) Age Out.[85] An ARD committee, including the students and his/her parent/caregiver decide and document which option best meets the student's needs; no matter which option, all students receive a summary of academic and functional performance when they graduate and no longer receive services.[86]

Qualified Staffing: In Year 2, J-Hub hire (or promote from within) a Special Education Coordinator to both teach as well as oversee provision of services. (In Y1, these responsibilities are held by the special education teacher(s) whose compensation reflects the additional responsibilities such as ensuring quality and compliance, serving on the ARD, coordinating with contracted providers, maintaining documentation, etc. Further, to ensure that our anticipated population is served by qualified staff, we hire one special education teacher and paraprofessional (who works under the direct guidance of the certified SPED teacher to support students with work in the mainstream class according to their IEP, monitor discipline and academic progress of a caseload of students and communicate regularly with SPED teacher, parents and teachers) for every 20 students that are classified as student with disability. In Year 1, we anticipate 10.5% may require special education services. Adding approximately 10 students per year, our staffing plan increases by 1 teacher for every 20 students. All special education and related staff providers are certified or hold appropriate credentials pertaining to areas of related service (with experience in teaching students with disabilities) and receive PD and training. Further, we expect to use contracted service providers for speech, language, and other related services such as occupational therapy, physical therapy, and counseling, unless student enrollment numbers necessitate the hiring of applicable service providers. All service providers meet licensure or certification requirements pertaining to their area of

[84] http://texasprojectfirst.org/node/225
[85] http://texasprojectfirst.org/node/296
[86] Ibid

service. Finally, all Functional Behavior Assessments and other required evaluations are completed by qualified staff. We plan to contract with assessment personnel, such as a Licensed Specialist in School Psych, Speech-Language Pathologist, Occupational Therapist, and Behavior Specialist.

EL Identification and Placement: Upon enrollment, a student for which the Public Education Information Manager System (PEIMS) indicates has been identified as EL will continue to receive services. For students who enroll without records, families complete the Home Language Survey. A student whose family states that the primary language spoken at home is a language other than English (LOTE) is assessed by the trained and certified staff member (who is fluent in the language of the test and completes all recommended staff training every two years) of the Language Proficiency Assessment Committee (LPAC) to determine their language proficiency level. J-Hub administers the Data Recognition Corporation (DRC) LAS Links Battery of Assessments (the state-approved English language proficiency test for identification) to measure proficiency in four language domains: listening, speaking, reading and writing). Upon completion of the assessment, parents or guardians are notified of the student's English Language Proficiency (ELP) level and options, and, while encouraged not to, are given the opportunity to opt out of the EL program or particular EL services in the program. Written and oral translation of this information into the family's home language is provided. For students who are identified as ELs and have qualified for special education services, our ARD committee and LPAC committee collaborate on decisions such as assessment, program services, and instruction.[87] Similarly, the LPAC coordinates with any other special programs for which the EL is eligible (such as 504 or advanced academics/gifted and talented) to ensure that ELs have full access to language program services.

EL Structures: At J-Hub, ELs receive a portion of their instruction via ESL certified teachers who use research-based instructional strategies, including Shelter Instruction (a model that TEA has reported yields the strongest academic and linguistic outcomes for ELs[88] in which, "teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level., to design and deliver lessons that address the academic and linguistic needs of English learners, allowing ELs to master grade-level academic content

[87]https://tea.texas.gov/sites/default/files/English%20Learner%20-%20LPAC%20FAQ%20Released%2012-18-18.pdf

[88]https://tea.texas.gov/sites/default/files/Dual%20Language%20and%20Sheltered%20Instruction%20-FINAL.pdf

and develop their language proficiency in English."[89]) Teachers provide targeted and supplemental supports, continuously assess students, adjust the scaffolding (bridging, schema-building, contextualization, text re-presentation, and metacognitive development) to match EL's strengths and needs, and pay attention to their language proficiency levels and cultural backgrounds. J-Hub ensures our ELs are afforded full opportunity to master TEKs, incorporating ELPS activities across content areas through listening, speaking, reading and writing at current English levels while increasing the complexity of the English they read and hear. Students are engaged in daily social interactions that require them to communicate, learn and apply concepts. Finally, should EL enrollment meet or exceed 20 students from the same language classification and grade level, J-Hub plans to offer bilingual programming.

Equitable Access: As stated above, we foster an inclusive community where all students engage in the same learning environment to the greatest extent possible. General education guides all instruction; resources and instructional materials are selected to benefit all students; the school is data-driven, and students' social development and behavior are addressed proactively.[90] All students have access to schoolwide educational, extra-curricular, and culture-building activities. Further, all J-Hub teachers are highly trained in ELPS integration and consistently incorporate ELPS into content-area training, instructional materials and curriculum resources to support the ability of ELs to learn the academic English they need for meaningful engagement in subject area instruction. (The Principal and/or Special Education Coordinator reviews lesson plans and conducts classroom visits to ensure effective implementation.) J-Hub provides ELs with equitable access to engage in the same grade level courses as their peers without restrictive requirements for prerequisite courses that do not generate credits toward graduation. The interests of our ELs are taken into consideration in order to provide opportunities for course participation that ignites their intrinsic motivation. All J-Hub EL students and families have equitable access to all extra-curricular activities, school- wide events and community partnerships per 89.1210(f): In subjects such as art, music, and physical education, ELs participate with their English-speaking peers in general education classes provided in the subjects. As noted in TEC, §29.055(d), elective courses included in the curriculum may be taught in a LOTE. Our inclusion model ensures that students have a meaningful opportunity to participate with other students.

Progress Monitoring: At J-Hub, we monitor and regularly assess the progress of all ELs, including those who have exited out or opted out of EL programs, in both ELP and content knowledge. This includes conducting an annual ELP assessment (TELPAS) to evaluate reading, listening and speaking progress that ELs have made in learning the English language. Additionally, we regularly measure each EL's performance in grade-level core

[89]https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/what-sheltered-instruction

[90] https://files.eric.ed.gov/fulltext/EJ1129873.pdf

content areas and the progress that ELs make in becoming proficient in the use of academic English. The LPAC's monitoring systems include benchmarks that support progress monitoring over time, determine when students are not making appropriate progress, and provide additional support to enable ELs to reach English proficiency and gain grade-level content knowledge to ensure that teachers are providing ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner. Parents receive report cards at the end of each 9-week quarter. At this time, they are also informed about their student's language acquisition progress and the continued placement within bilingual education and ESL programs. The LPAC reviews progress and tracking data to determine which, if any, additional supports may be needed.

Program Evaluation: J-Hub plans to implement TEA's ESL Program Implementation Rubric as a self-evaluation tool to assess the effectiveness of programming for ELs. This rubric and scoring tool support the LPAC and leadership team to determine next steps for development and improvement of ESL programs. The tool evaluates effectiveness of five categories, including program model design; staffing and PD; instructional design: lesson planning and curriculum as well as methods as resources; and family and community engagement.[91]

Gifted and Talented (G/T) Identification: We know students may arrive to us well advanced academically and socially than their peers. We use and reference standardized assessments, school-wide benchmark assessments, and/or observations to assist us in identifying our G/T population and ensure that the process includes both qualitative and quantitative instruments, is multi-dimensional and multimodal, goes beyond the traditional dependence on IQ scores. In alignment with the Texas Association for the Gifted and Talented (TAGT), we believe "gifted students from every cultural background see the world in unique ways and are developing minds that just might discover innovative answers to the most challenging questions of their generation. When communicating with administrators, teachers, parents, community members, and the students themselves, it is crucial to emphasize that being identified as gifted and talented is not a badge of honor, not a reason for bragging, nor a reward for good behavior. It is an educational need. And once identified, the definition is essential in designing the services that permit G/T students to be appropriately challenged."[92]

Program, Practices and Strategies: Our administrative leadership team puts formal systems in place to ensure our G/T students have the opportunity to engage in multiple pathways that provide intellectual growth such as enrolling in Honors courses or special projects. One of the pathways includes providing high achieving students opportunities to enroll in college courses where they can earn college credits through partnership with

[91] https://tea.texas.gov/sites/default/files/ESL%20Implementation%20Rubric%20Revised%20for%202019-2020.pdf

[92] https://www.txgifted.org/what-is-gifted

post-secondary partners (Houston Community College or San Jacinto College). Further, in order to legally teach and support our G/T students, all of our teachers receive 30 hours of training in gifted education and six hours of training yearly to maintain that eligibility.[93] This PD is facilitated by Region 4 or other TAGT approved providers. Per House Bill 3, G/T programming required by rule, must be consistent with the Texas State Plan for the Education of G/T Students (State Plan) under Texas Education Code (TEC) Section 29.123; accordingly, we offer an array of appropriately challenging learning experiences in each of the four foundation curricular areas (arts, leadership, creativity, and career & technical education). Parents are informed of the opportunities (TAC §89.3 and State Plan 3.1C) and continuum of learning experiences. G/T students may collaborate with other students and work independently during the school day. Students are encouraged to pursue areas of personal interest through guided and independent research and provided with opportunities to accelerate in areas of student strengths (19 TAC §89.3(4)) at their own pace and level as appropriate to their abilities and skills.

Monitoring and Evaluation: As suggested by the National Research Center on the Gifted and Talented[94] evaluation procedures are a part of planning from the earliest stages of program development. Teachers use data gathering to develop the specific structure and goals of G/T programs. We also monitor identification and assessment practices to ensure all students, including those who are limited English proficient, disabled, or from minority or low-income backgrounds -- are represented in advanced classes and in programs for students identified as gifted.[95]

School Culture and Safety

School Culture: Building on our commitment to provide a safe and culturally affirming learning environment that supports all students in reaching their highest aspirations for college and career success, J-Hub's culture has been designed to optimize our mission, achieve our vision, and fulfill our educational purpose and responsibilities. Our culture nurtures a positive, inclusive setting where students are provided with equitable opportunities and high expectations. We place an unwavering commitment on grounding all work in love and acceptance of differences. Knowing that students learn when they feel safe and supported, we implement systems, structures and supports to ensure learning promotes positive, rigorous academics for all students, including ELs, students with disabilities and students at risk of academic failure. We implement proactive and responsive supports to ensure that our students are not compromised by trauma or overcome with emotion. J-Hub is designed to equip our students with well-developed

[93] https://www.txgifted.org/professional-development

[94] https://www.hoagiesgifted.org/ERIC/faq/gt-eval.html

[95] https://www.nagc.org/resources-publications/resources/timely-topics/ensuring-diverse-learner-participation-gifted-0

abilities to manage stress, cope with the inevitable conflicts and frustrations of school and life beyond school. Our positive learning environment provides a measure of security and support that maximizes students' ability to learn social and emotional skills, master academic content and feel empowered to take full ownership of our school culture, which is this the ultimate goal. Our community partnerships deliver holistic supports so that each of our students sets and reaches high expectations. Our students thrive in a "nurturing environment where they feel secure about learning, where the goal is success for every student and where students are confident, they will receive mentoring and encouragement to prepare for their futures."[96]

J-Hub's culture builds on the success of 8MS, where Mr. Pierre learned that through love, exposure, structure and guidance, students and their families understand that a career related to their interests, a post-secondary education, and financial independence are realistic options in which they can succeed. J-Hub's culture is grounded in the following core values that all members of J-Hub community learn, practice and carry throughout life, including:

1. **Honor:** We honor and embrace diversity and preserve the cultural dignity of our students. J-Hub culture is designed with an understanding that students enroll with a voice and cultural identity that has been shaped by personal experience. We cultivate a positive school culture by acknowledging these diverse experiences and create an environment that honors students, families and team members' identity with integrity, humanizes and honors their experiences and perspectives. Our model is designed to implement educational practices that affirm diverse voices in a responsive learning environment that regards cultural differences as assets to teaching and learning. Our staffing model (Attachment 22) prioritizes an educator workforce that reflects the diversity of our students and community. This aligns with research that shows, having teachers and staff members of diverse backgrounds affirms students' cultural identities and enhances the learning environment. More specifically, research demonstrates that, for students of color, having a teacher of the same race or ethnicity may increase test scores and reduce the likelihood of disciplinary issues. Students of color benefit from higher teacher expectations and from seeing members of their own race/ethnicity in positions of authority.[97]
2. **Belief:** We believe in every student's ability to become change makers who are self-directed and operate with a high level of integrity. Our model recognizes that every student, including ELs, students with disabilities and students at risk of academic failure, has the abilities needed to take ownership of their learning. J-Hub teachers create an environment that helps students gain awareness of their academic and social-emotional strengths and needs relative to long-term aspirations. We create learning experiences that

[96] https://eric.ed.gov/?id=ED531107

[97] https://ies.ed.gov/ncee/edlabs/regions/northwest/blog/increasing-diversity.asp

lead with the natural born genius (promise/assets/unique talents & gifts) of every child.[27] By creating a learning environment that leads with the unique gifts, talents, and voice of each child, student agency increases, and individual learning needs are prioritized. Students collaborate with staff to set goals that are advantageous to equipping them with the skills and confidence needed to excel in the 21st century by elevating the role of students from compliant participants to change makers who are self-directed and operate with a high level of integrity given the knowledge, skills, resources and passion to "unapologetically" create a more just and equitable world.

3. Community: We care and advocate for the needs of ourselves, others and our community. For the population that we serve it is important that we create social connections that help to engage and sustain their interest in learning and personal growth. We know that every student wants and needs to be a part of a community with a feeling of being genuinely accepted and appreciated for one's best qualities. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of difference contained within everyone.[98] We create sustainable systems of support where educators, community-based organizations, corporations and social agencies come together to empower and up-skill students to create and lead successful and independent lives beyond high school. In addition, a culture of participation encourages student agency and leadership in the context of a culturally responsive curriculum that values diverse experiences and involvement in the community.[99] At J-Hub, service-learning combines academic learning with social responsibility. Research shows that "students who learn to build bonds with their community are more skilled at creating rich and enduring social connections with other students and adults at school."[100]

4. Connection: We connect deeply to ourselves and to those around us. We connect with the larger community through strong partnerships. We connect our academic and social experiences to future goals and the world around us. We connect students to their own identity, culture and background so they have the ability to connect with others and understand others' identities and perspectives. Within our culture, students have the ability to self-navigate and connect to the resources that they need in order to overcome challenges facing them or others. These partnerships build students' social capital, providing them with access to counseling, tutoring, career training and pathways, internships, extracurricular opportunities, as well as leadership development. Students also develop authentic relationships through leadership mentoring. Review of Educational Research analysis of forty-six studies found that strong teacher-student relationships were

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[98] https://www.qcc.cuny.edu/diversity/definition.html

[99]https://learningpolicyinstitute.org/sites/default/files/product-files/Educating_Whole_Child_REPORT.pdf

[100] https://theeducationhub.org.nz/social-connection/

associated in both the short- and long-term with improvements on practically every measure schools care about: higher student academic engagement, attendance, grades, fewer disruptive behaviors and suspensions, and lower school dropout rates.[101] Further, because cognitive processes are inextricably linked in the brain to emotional ones, social capital through connection is a necessary precondition for learning and wellbeing.[102] Finally, we engage students in personally relevant and authentic learning that lends itself to deeper and more permanent learning. Teachers use a variety of instructional strategies that involve social interaction, collaboration and community building.

5. **Challenge:** We challenge ourselves and those around us to grow continuously, to think critically, and to become lifelong learners. We challenge the injustices we see in the world. Our students challenge themselves to persevere through tough times. Likewise, they have the ability to challenge their peers to grow and support them through tough times. Through challenge, our students attain a growth mindset, take risks, learn to fail and develop solutions to try again. Failure and setbacks drive them to continue developing their skills. This "sense of progress" as Dweck calls it, is central to developing growth mindsets;" when students have a growth mindset, they take on challenges and learn, therefore increasing their abilities and achievement.[103]
6. **Innovation:** We create solutions for the problems we see, opportunities where they didn't previously exist, and joy in the process of learning. In doing, so, we create a better world for ourselves, for others, and for our community. "Innovation in education is especially significant, considering the young minds molded by the education system today will be those leading the charge for innovation tomorrow. And if the rapidly changing needs of the current workforce are any indication of what's to come for future generations, this investment will be necessary in order to continue making progress at the speed and quality that we are today."[104] We engage students in problem solving so that they find comfort in experimentation and learn that they can identify and resolve challenges creatively, in solidarity with others. This empowers them to succeed in an increasingly more complex and demanding work

Systems and structures: J-Hub's learning environment is inclusive, accountable, and structured. Through CRT, students develop abilities to connect across cultures. Using common language (that is taught, reinforced and practiced) and a set of procedures and routines, we create a culture of student empowerment as students identify personal strengths, allowing them to excel in school and reduce the number of discipline referrals. Core values appear throughout the school building, in the student handbook, are reflected in the discipline code and at school events. Through consistent modeling and regular practice, the entire school community (students, teachers, leadership, families,

[101] https://www.edweek.org/ew/articles/2019/03/13/why-teacher-student-relationships-matter.html
[102] https://theeducationhub.org.nz/social-connection/
[103] https://www.mindsetworks.com/science/
[104] https://www.northeastern.edu/graduate/blog/education-innovation/

community members) adopts our values as their own. Our **SEL programming takes** a systematic approach to promote school values and adolescent development to increase student achievement and reduce the number of discipline referrals. Using common language and a set of schoolwide procedures and routines, we create a culture of student empowerment as students identify personal strengths, allowing them to excel in school. Through SEL, our policies remain proactive, preventative, and restorative. Our SEL framework is supported by our Health and Wellness team (consisting of Counselor, PE instructor, Social Worker Intern(s)) that provides evidence-based behavioral emotional, and therapeutic support for students. In order for our students to thrive in the classroom, our trained staff teach them behavioral regulation skills based on but not limited to, the evidence-based framework of DBT (Dialectical Behavior Therapy). Our goal is to ensure that we create the space, time and support for our students to engage in the following principles: mindfulness, emotional regulation skills, distress tolerance skills, and interpersonal effectiveness.

We cultivate cultural practices, including celebrations and rituals, throughout the course of a school week. Students have opportunities to reflect and recommit (e.g., "reset") to our school culture through morning check-ins, during SPARK Justice (e.g., advisory period), seminars, and mid- and end-of-year retreats. Corresponding activities and tools, such as service-learning projects and community circles, create a high expectations environment rooted in civic and school community participation. These tools and practices are consistently implemented across classrooms and during whole school activities to develop common norms of communication and behavior that unites all in one common mission and our six core values. Each tool and practice affirm identities and fosters positive academic outcomes. Our system of support is appropriate for all students, it recognizes that no one program effectively benefits all students.

Communication Parents and students are first introduced to the school culture at outreach efforts. They learn more through a pre-opening student and family orientation where the CEO and staff teach others about the culture and systems through a series of simulations and the provision of the school handbook that outlines culture, expectations, and practices. Post-enrollment, we encourage families to regularly view our website where we highlight accomplishments and showcase school culture; maintain a clear and consistent communications plan (e.g., bi-weekly newsletters). We provide multiple opportunities for parents to communicate in their language and method of preference, such as in-person formats, class visits, phone conversations, text message, email, collaborative projects, and conferences.

Similarly, the culture is introduced to teachers as hiring decisions are made. The CEO prioritizes early and selective hiring to establish a strong faculty that is prepared to foster J-Hub culture and implement restorative practices. Staff are more deeply acquainted with the school culture on day one of summer training and build the culture progressively as the school grows through clear and powerful messaging, adherence to a language based

on our values and schoolwide routines. Teachers model J-Hub behaviors and language while engaging students in SEL activities that support them in living out our values. School administrators set aside time every few months to analyze the school culture. Bi-annual climate surveys assess and measure progress on student and staff experience. Staff watch and listen for indicators of a positive school culture and reinforce those aspects. Additionally, administrators take time to listen to feedback from teachers, students and families to understand the experience that they are having and to respond proactively to address any shortfalls.

Implementation: Orienting new students and regularly engaging students in the culture of J-Hub is an ongoing focus that begins pre-opening. All enrolled students are required to attend and participate in J-Hub orientation retreat or Camp Commit (as part of the Summer Bridge post enrollment). This time, led by an onboarding team composed of school leadership, teachers, or community members engages students in an intensive period of engagement with school norms and mind-set, during which students reflect on their upcoming school year and determine how their individual strengths can benefit the greater school community. Camp closes with a readiness ceremony. Because full acclimation into the culture develops over time, values are embedded into daily practices. Teachers foster and sustain a classroom environment that relies on collaboration, discussion and active engagement. Students support one another, sharing skills, deficiencies, challenges, and successes. Teachers in every classroom cultivate a welcoming, positive, safe, orderly, and healthy environment that is student-centered, developmentally appropriate, and supports teaching and learning. Throughout the year, we emphasize school norms and mindsets using strategies and SEL lessons that explicitly teach and provide students opportunity to practice animation of our values. Additionally, through service learning, students build leadership skills through authentic engagement with their community. Together, J-Hub's cultural practices, rituals, and traditions unite the whole school community.

Approach to Student Behavior Our model recognizes that every student has the abilities needed to take ownership of their learning. Acknowledging our students' diverse experiences, we provide them with opportunities and support them in gaining the knowledge and skills needed to create and lead successful, independent lives beyond high school. Through inclusive, restorative practices we teach accountability as well as repair and restore relationships to keep students in school. J-Hub students are engaged in collaborative problem solving to address issues, build understanding, trust and consensus to empower change and build responsibility. The approach is based on respect, responsibility, relationships, and relationship-repairing.

Young people, especially young men of color, are disappearing—from schools, from communities and from the workforce. Fueled by zero tolerance policies and in-school policing, the school-to-prison pipeline is sweeping disproportionately high numbers of youth into the criminal justice system. These high numbers (See data below) indicate that

traditional means of school discipline have been disproportionately leveraged against students of color, students who identify as LGBTQ, students who have disabilities, and EL students. For example:

- In 2017, Black youth made up 47% of referrals to Harris County Juvenile Probation. Of youth 10-17, Black youth are 19% of the population in the Houston Independent School District.[105]
- Annually in Harris County, 12,000 youth between 10-18 are referred to the juvenile justice system. Many of these referrals come from schools.[106]
- In Texas, at least 7,000 students who are homeless receive out-of-school suspensions each school year, and at least 2,500 are referred to a Disciplinary Alternative Education Program (DAEP).[107]

In both instances, the majority of these two kinds of out-of-school placements are also for code of conduct violations (verbal threat or truancy), not for violence or drug possession. It is also important to note that homeless students of color receive these disciplinary referrals at much higher rates. For many, the high suspension rate is the start of a lifelong cycle of poverty and imprisonment. Suspensions negatively impact our students by removing them from ongoing instruction time, a breakdown of trust with school staff, and a decrease in motivation to return to and engage in school. For these specific reasons, J-Hub is committed to pursuing alternatives to suspension for all discretionary suspendable offenses. Our behavior management system is tied to a baseline of conduct that we expect from all students to ensure a safe, supportive learning environment. The system is supported by a three-tiered approach (prevention, intervention and reintegration). Rather than push students out, we support them in the aftermath of making harmful decisions that impact them and our school community. Our restorative practices are designed to focus on five core practices that reflect the daily activities and experiences within our school: 1. Fostering a strong sense of community and trust through building intentional and authentic relationships; 2. Protecting and restoring these relationships and trust when a breach of school culture occurs; 3. Placing high value on academic engagement and achievement; 4. Implementing evidence-based practices at each tier of support; and, 5. Providing proactive and responsive supports that acknowledge students' individual challenges while promoting accountability and achievement. We do this by creating student-led (with support of staff facilitator) restorative practices that foster a strong school community, encouraging students to participate in restorative conversations around interpersonal conflict, and empowering students to hold their peers accountable when a member of the community is harmed physically or emotionally. Based on our experience at 8MS program, when a student

[105] Census Bureau ACS 2017 1-Year Estimates

[106] https://hcjpd.harriscountytx.gov/Published%20Reports/2019%20Annual%20Executive%20Report%20with%20Summary.pdf

[107] http://stories.texasappleseed.org/young-alone-homeless-texas-nov2017

negatively impacts our community our response is to provide behavior support rather than more punitive "consequences". Behavior supports address the root cause of the behavior; we find effective alternatives to punishment in order to correct that behavior. We know all of our students are capable of learning and implementing peaceful conflict resolution skills in a supportive learning environment.

All J-Hub staff members engage in continuous training on implementing restorative practices while supporting an inclusive learning environment. Staff and students are also taught strategies in mindfulness and SEL practices that are designed to reduce disciplinary referrals, increase use of positive coping skills, and improve measures of resilience. School staff meet weekly with the Principal (or AP) to identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs. Our staff includes counselors, social workers, etc. to support a wide range of tiered supports.

Affirming Positive Behavior: At J-Hub, we affirm and recognize positive behavior to encourage continued behaviors that are essential to students' long-term success. We acknowledge effective application of our core values. We know that praise has the ability to improve student academic or behavioral performance—but only if the student finds it reinforcing.[108] Therefore, in accordance with student preference, positive recognition for individual behaviors is delivered privately and/or publicly. Our affirmations are purposefully expressed to recognize specific behaviors and steer future actions. J-Hub teachers include observable accomplishments to reinforce desired behavior. Further, research has found that program activities that can also be used as incentives—such as special leadership opportunities, career-development field trips, and service projects—can instill in participants a sense of belonging to a program as a way to promote positive behavior and choices.[109] Therefore, J-Hub has designed several school and community-wide events and celebrations that give students the opportunity to be celebrated and further their personal development. For example, events and activities that students are given the opportunity to engage in as a way to incentivize good and mature behavior choices, include the following:

- **"The Get Up"** – is a community gathering monthly for 60 minutes where the students, staff, families and community partners celebrate culture, discuss local and national issues, vote on key decisions, and share knowledge. The agenda is student and staff developed and the meeting is co-led by a student representative and staff.
- **Field Trips and College and Career Site Visits** - Students may attend off campus field trips that enrich and complement their educational experience, including visits to college campuses and the sites of some of our corporate partners.
- **Reflection and Reset Retreats** – Two annual retreats (at the beginning and end of

[108] Akin-Little et al., 2004

[109] https://www.childtrends.org/wp-content/uploads/2013/05/child_trends-2008_06_18_pi_ostincentives.pdf

school year) provide our students and staff opportunities to unite and to reinvigorate our sense of purpose, reaffirm our goals and to see that the skills we are learning are required in the world beyond our school. Students who have been identified as "high risk" (current affiliation to drugs, self-harm, fighting etc.) may only attend with a stakeholder present to partner with the student and ensure they remain safe. Otherwise, they engage in an on-campus enrichment activity to build culture and help them to address the challenges they are facing that served as the reason for their exemption from the trip. On-campus and local retreats are also offered to ensure students with extenuating circumstances are able to participate.

- **The JusticeX Showcase** – Students and community members are given the opportunity 2x/year to showcase their talents through a "Justice" theme that may be performances, presentations, art exhibits, etc. The showcase is designed to uplift student voice and build community engagement. It's a way to showcase partnerships between school and community that further enhance the student educational experience and promote a village of support that many students desperately seek.

Disciplinary Offenses: We adopt a customized version of the HISD Code of Conduct. The draft J-Hub Code of Conduct, provided in Attachment 8, outlines the offenses and general responses. We take a restorative approach to address disciplinary offenses that occur within the school community.

Student Rights: All disciplinary actions regarding a J-Hub student identified as an individual with disabilities under IDEA or who is eligible for services under Section 504 comply with state and federal law. An explanation of how J-Hub takes the rights of students with disabilities into account is provided in Attachment 8.

Due Process Procedures: While J-Hub strives to maximize students' time in school, there are occasions (See Attachment 8) in which a student may be suspended or expelled for a serious offense. In accordance with Section 37.009[110], due process procedures are outlined in Attachment 8.

Transparent Discipline Policy: An essential component of a safe and culturally affirming learning environment is a transparent discipline policy that sets high behavioral expectations and provides a clear and consistent set of guidelines. All staff and students are taught and practice behavioral expectations and common language. Stakeholders are well-informed of our discipline policy. Hard copies are distributed and also posted on our website for all teachers, parents and students to access at any time. Also, comprehensive and ongoing communication with our stakeholders promotes understanding and consistent application of the policy.

Students, Parents/Guardians, Community Partners Families and students are provided with a hard copy of the discipline policy upon enrollment. We attain written acknowledgement of their receipt. The policy (written in English and Spanish) is also

[110] https://statutes.capitol.texas.gov/Docs/ED/htm/ED.37.htm

posted on our school website to provide fixed access. J-Hub holds information sessions at the beginning of the year. These sessions (with translation services as necessary) include a presentation of school systems and policies, including the discipline policy, and give our students, parents/guardians an opportunity to ask questions regarding these policies. Staff and teachers also review disciplinary procedures with students at the start of the year (and throughout the year as necessary) to set students up for success and ensure common understanding.

Teachers and Staff J-Hub's discipline policy is given to and thoroughly reviewed with all teachers and staff before the beginning of each year during PD. Training equips them with explicit understanding of our expectations and systems. The CEO and Principal retains responsibility for ensuring consistent application of the policy through observation as well as collection and review of disaggregated disciplinary data to track all discipline referrals, attendance, and interventions, to identify trends and adapt accordingly**.** Teachers and administrative staff also provide feedback, support and training as necessary to ensure consistent implement of J-Hub practices.

Annually, J-Hub engages a discipline review council, led by the Principal and composed of teachers, students as well as community partners, to review and assess J-Hub discipline policy and make recommendations to the school leaders and board for the following year. These recommendations are supported by analysis of disaggregated data, including positive and negative student behaviors, number and frequency of disciplinary referrals, interventions and surveys (climate and parent).

Uniform Policy: Our dress code is focused on the safety, security and equitable promotion of empowerment and self- actualization. We recognize that clothing is often tied to one's personal identity and strive to be responsive to individualized needs when establishing our uniform policy. For example, we have avoided policies that limit student's creativity, self-expression or gender expression. J-Hub's dress code policy (i.e., uniform polo shirt all days but once per month when students are required to arrive in "professional dress,") helps our students develop the professional habits needed to thrive in the workforce. Specific dress code expectations are described in Attachment 8.

School Safety: At J-Hub we recognize the critical importance of sustaining a healthy, safe and supportive learning environment. The safety of students, staff and community is a prerequisite to achieving desired culture and outcomes. We annually evaluate and implement recommendations from the TEA and plan to work with the Texas School Safety Center (TxSSC) to ensure our campus is secure and safe. Steps include training for reporting protocols, rehearsing emergency action plans and taking actions to mitigate risk. Further, in compliance with TEA's recommendations, we have qualified mental health staff available to provide interventions for students and screen for possible threats to themselves or others. Our Health and Wellness team and all staff are trained on how to screen for potential concerns and connect students with services to support those struggling with mental health-related issues. They provide students with the support

services (e.g., counseling, mentoring, external service referrals) that address their needs. Furthermore, knowing that managing challenging behavior in students is a skill, we provide training twice a year to our staff on behavior management skills for preventing, managing, and debriefing challenging behaviors that arise at J-Hub. All staff are required to go through Crisis Prevention Institute (CPI) training before the start of each school year. **Technology and Equipment** The safety of our students and staff is a priority. We understand that many of our students may come from traumatic experiences; therefore, creating an environment that is safe and supportive is critical to their success. We are intentional on creating the most secure learning environment. Our plan for safety:(a) we will have cameras places in throughout the external parts of the school, front entrance, main street, exit doors and surrounding street corners; (b) should there be a need to lockdown our campus, each of our doors will be equipped with the capability to ensure that should there be a need, faculty, staff, and students can be secured in a location; (c) all of our guests entering J-Hub campus are screened and registered through our visitor system, which takes place at the front office location. Our screening system also works to identify any sex offenders and any violations pertaining to child custody issues. Should there be any issues or concerning alerts, a member of J-Hub administrative is notified to assist. (d) all staff members of J-Hub have access to a two-way radio that we use to communicate any alerts, safety violations, etc. The expectation is that staff keep their two-way radio system with them at all times. J- Hub staff are responsible for ensuring that they have a working and charged radio at all times. (e) to monitor and assure that all approved faculty, students and staff are on campus, we require each of these members of our community to wear identification badges at all times. Our students must carry their school-issued ID pass when moving through the school building during non-transition times of the school day. (f) J-Hub also plans to have all staff go through the Harris County Department of Education Center for Safe and Secure Schools (CSSS).[111] The training and support covers the following areas in creating safe and secure schools: 1) Criteria for Standards and Promising Practices 2) Emergency Management Planning and Operations 3) Communications, Coordination and Business Continuity 4) Training and Certification Programs 5) Assessments, Reviews and Audits 6) Safe and Secure Learning and Teaching Environment 7) Climate and culture are the undertow of schools and directly influence student belonging, teacher morale, parental involvement, and school safety. Lastly, J-Hub plans to form a safe school advisory team that will include staff, leadership, law enforcement, parents and other community stakeholders.

[111] https://hcde-texas.org/safe-and-secure-schools/

Promotion and Graduation Requirements

Promotion: Our promotion policy is designed to articulate expectations for which our students should aim, while permitting staff and school leadership to exercise flexibility in decision making. The decision to promote a student is informed by a number of measures, including a student's attendance and academic performance. Students can expect to be promoted to the next grade with these credit minimums:
Grade 9—6 credit units; **Grade 10**—12 credit units; **Grade 11**—18 credit units. Credits are earned at the end of each semester to include summer school and any credits earned through a credit recovery program within the same school year. Students may be reclassified to the next grade level at the beginning of the spring semester if enough credits have been earned. In addition to passing the course, students are expected to meet the 90% compulsory attendance requirements in order to earn credit. Students who do not earn credit due to attendance are given the opportunity to complete a plan approved by the principal. As per TEC Sec. 25.092,an attendance committee will also be created to hear petitions for class credit.
Graduate Skills and Abilities: A J-Hub graduate has acquired the academic content knowledge in ELA and math needed to perform, without remediation, in post-secondary courses. They are critical readers, proficient writers, effective communicators, independent thinkers and engaged participants. Our graduates have identified their strengths, confidently leveraged their skills to confront adversity, be trailblazers of change, thrive economically and be the most sought-after talent in their professional market locally and nationally. A J-Hub graduate demonstrates collaboration, communication, critical thinking, problem solving and social emotional learning skills. Each student has gained the ability to independently set, monitor and attain personal goals. They have used technology and applied a growth mindset to build skills as technology evolves. J-Hub students know how to access and use resources to support their own well-being, mental and social emotional health. Graduates respect a diverse society, express their own voice while learning from others' perspectives and commit to contributing to the community for the greater good. Students that have completed the CTE pathway have attained a workforce credential needed to continue on the pathway to fill high paying, in-demand and high growth and skill opportunities. Through partnerships with diverse community partners, J-Hub students have begun to build a robust network of social capital, have acquired real world skills, form genuine connections and gain access to an array of resources. Through support of our mental health educators and counselors, students have developed the skills to manage their emotions, form positive relationships (with peers and adults), feel empathy for others and make responsible decisions. Through mentoring and relationships, we've elevated the role of students from compliant participants to change makers who are self-directed and operate with a high level of integrity. All J-Hub graduates leave with the knowledge, skills, resources and passion to "unapologetically"

create a more just and equitable world. Upon graduating from J-Hub, students have acquired the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success.

Promotion/Graduation for Students with Disabilities: Students with an IEP or 504 plan have annual ARDs or 504 meetings to discuss yearly goals and coursework for the following year. These meetings include the parent/guardian, student, school leadership and other stakeholder. Assessments needed for graduation are also finalized. Review ARDs and 504 meetings may be held at any time to adjust the support provided to the student. If a student with a disability fails a course for the grading cycle, a failure ARD or 504 meeting will be held to determine the cause of failure and if adjustments to the plan are needed. A transition plan is developed for every student with an IEP (employment, transitional living, etc.). Internship opportunities (Jr/Sr year) further prepare students for transition after high school.

Communicating Promotion and Graduation Criteria: J-Hub's promotion and graduation requirements may be found within J-Hub student and caregiver handbook (that every family receives) and on our website. In addition, our promotion and graduation requirements are communicated during student enrollment orientation sessions and caregiver conferences. All students are required to attend at least two grade level meetings to discuss credit and testing requirements for promotion and graduation. Each spring, students are guided through a course selection process. At that time, students audit their transcript with the counselor to determine if they are on track and if summer school is necessary or desired. Campus administrators hold quarterly interactive and engaging meetings with parents to inform on credit and graduation requirements so they may be active partners in the student's educational journey. Upperclassmen have individualized parent/student meetings with the counselor to finalize endorsements and graduation plans.

Graduation Requirements: In alignment with §74.11. High School Graduation Requirements, we offer students multiple pathways to graduation. Studies suggest that creating multiple pathways to graduation may rescue many students who would otherwise have dropped out of school, and measurably increase a city's overall graduation rate.[112] Therefore, J-Hub offers 3 graduation plans: (1) Foundation plan: 22 credits, pass five end-of-course assessments to meet TEA testing requirements and may only be placed on this plan after their sophomore year with parent and campus approval. (2) Foundation with endorsement: 26 credits which are specific to the chosen endorsement. Students choose from a minimum of three endorsement pathways. (3) Distinguished level of achievement: 26 credits with performance acknowledgements which may include dual-

[112] https://www.crpe.org/publications/multiple-pathways-graduation-new-routes-high-school-completion

credit coursework, AP exam, PSAT, SAT, or ACT and/or nationally recognized business or industry certification or license.

Credit Hours Credits are awarded on a semester-by-semester basis for a grade of 70 or above (.5 credit per semester). However, J-Hub will practice composite averaging which will allow students to possibly earn a full credit even if a student fails one semester of a full-year course. The two semester grades will be averaged to determine whether the student has earned full credit for the course. If a student's final average is less than a 70, credit will be awarded for any semester passed and the student must recover credit for the failed semester. Online recovery courses cannot be averaged with regular, face to face semester courses (except in the case of senior rescue on a case-by-case basis). J-Hub may provide the opportunity for students to recover course credit by any method available, including a correspondence course, a distance learning option, or summer school.

GPA Calculation GPA is the sum of the point values of all the grades received for all courses attempted (except for non-numerical grades), divided by the sum of the credits for those courses. The grade point value is the rounded product of the numerical value of the grade earned and the number of credits assigned to the course. GPAs are rounded and reported for each semester or other term and for the cumulative credits earned for all courses attempted in high school. Only the highest grade earned for a class/course taken multiple times is included in the GPA. A weighted GPA adds weight to courses considered to be more rigorous, such as AP, Pre-AP, IB, Pre-IB, and specifically identified Dual Credit courses.

Grading J-Hub follows the following grading scale, when determining culminating grades:

Range	Letter equivalent	Unweighted GPA	Weighted GPA*
90-100	A	4	5
80-89	B	3	4
75-79	C	2	3
70-74	D	1	2
Below 70	F	0	0

Transcripts J-HUB transcript includes the following information: Student name, address, and date of birth; School name; Course names and PEIMS number of course taken, including semester or school year completed (including distance learning courses, summer school, approved courses taken at middle school, and transfer grades from another campus); Grades for each grading period; The weight of each grade (grades in higher-level courses like AP will have more weight than the same grade in a standard course); The number of credits earned for each course; Cumulative GPA with ranking; Scores on AP Exams, the SAT, EOC, or other standardized tests; and, Date of graduation (if applicable).

Elective Courses In addition to core instruction, students are required to take electives and complete a series of cognitively and culturally rich electives with the option to take

up to three (3) electives per semester. (Some students may need a non-credit intervention course.) Electives are designed to expose our students to authentic experiences and skill sets to which young people growing up in poverty often do not have access and provide avenues for short-term success and experiences that align with talents and interests to support students in designing a pathway. While elective offerings are to be informed by student interest as well as staffing, we intend to offer electives from the TEA approved list of Innovative courses that enrich the school's educational program. Students select from a variety of electives in order to meet their credit requirements and personal interests while fitting within the school's overall mission. As a relatively small school, not all electives may be available simultaneously or upon opening. We anticipate that elective courses will be offered in computer literacy, PE drama, music (e.g., strings, choir), business and health sciences. Distinctively, we aim to meet students' interests.

Diploma Requirements: In alignment with TEA graduation requirements,[113] a student must successfully:

- Complete the required number of credits (22-26 depending on graduation plan);
- Complete any locally required courses in addition to state mandated courses;
- Depending on scheduled graduation year, pass a statewide exit level exam or achieve passing scores on certain end-of-course (EOC) assessments.

Additional considerations apply in some course areas, such as

• Mathematics (distinguished level of achievement under the foundation graduation program and admission to a TX 4-year college or university), a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.

• Physical education. To accommodate a disability or illness, a student may be permitted to substitute a course in ELA, mathematics, science, social studies, or another locally determined credit-bearing course per approval of the student's ARD/504 committee, as applicable.

• LOTE. Students are required to earn two credits in the same LOTE to graduate. In some circumstances, a student may substitute this requirement with other courses.

J-Hub curriculum is a college-bound curriculum. However, students develop academic readiness at different rates. Highly motivated students have the opportunity to earn high school and college credit through several select dual-credit courses after meeting TSI college readiness standards. CTE courses are offered to provide challenging pathways for all students utilizing real world practices. Students who participate in CTE programs are provided the opportunity to earn industry certification and network with business professionals.

Honors An overall grade point average of 3.0-4.0 earns a student Honors. Students who earn these distinguished honors are publicized in our school building and also celebrated during J-Hub award ceremonies that occur each semester.

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[113] http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074b.html

Systems, Structures, and Supports for Students At Risk of Dropping Out: The school's curriculum, educational program, customized school schedule has been designed to support individual needs through personalized learning approach and MTSS framework. Our culture supports the development of authentic and deep relationships between students and staff, and ensures students have consistent access to adult support and encouragement as well as tutoring (morning and after school), counseling, targeted interventions, and leadership opportunities. An additional responsibility of the MTSS team is to implement an early warning system (EWS) that works to identify at-risk students who are likely to experience adverse outcomes (dropping out and/or not meeting promotion requirements). At a minimum, our EWS considers the following triggers: attendance <95% (excused or not); 2 or more suspensions (in or out); failure to pass an English or mathematics course; or scoring "did not meet" on a STAAR assessment. In the case a student displays 1 or more early warning indicators (based on ongoing data review by the grade level teams), MTSS meets to select and implement suitable interventions. The student's progress is then monitored weekly by the student advisor and data-based decisions are made regarding the effectiveness of the intervention and the need to intensify or otherwise modify the intervention to fully alleviate the concern.

Family and Community Engagement

Pre-opening Engagement: J-Hub commits to providing varied opportunities for family and community engagement so that it becomes a central location where our family and community meet, develop relationships and access meaningful resources. Below are a set of ways used to welcome our families and school community:

• In-person and/or virtual dialogue and information sessions to learn more about our families and community while sharing J-Hub's mission and program at various locations in the community at different times of day and the week to accommodate families' schedules, as well as visits/presentations at frequented visited places (e.g., places of worship, community centers, etc.)

• Meet the founding team night, community game night or service-learning day

• Coffee and Donut Mondays with the school leadership team and/or board

• Co-Sponsorship of events with community partners and organizations

• Newsletters – News from "The Hub"/ SMS communication and social media to keep families informed of developments

• School welcome kits to enrolled families

Family Engagement: The following are examples of parental opportunities to help school leadership build working relationships and encourage involvement:

• Chaperone at school functions, dances, field and/or experiential learning trips, including college tours

• Support planning and host teacher and staff appreciation week events

• Serve as LPAC Committee Volunteer and/or on committees such as the Parent- Teacher Association (PTA)
• Volunteer to offer translation services for ESL families or integrate their cultural and linguistic traditions into school activities
• Join the safe school advisory team
• Plan and participate in entertainment nights, cultural celebrations
• Assist in annual giving campaign or help with fundraisers
• Attend events, including culminating performances, rituals and traditions, student exhibitions/ showcases as well as parent workshops that are hosted by school personnel to support emerging needs (e.g., discipline, college planning or course selection) and address topics that are requested by families.
• Participate in activities that support the school culture and promote social engagement.

Families are notified in advance via email, phone or our website in accordance to need. Finally, staff are trained in engaging diverse families.

Information Sharing: Students and families learn what is expected of them at orientation, meetings and workshops, which begin at the onset of each school year and continue throughout the year. Families support J-Hub in monitoring students' progress on an ongoing basis, through ongoing dialogue with the students, review of their class/homework. An electronic student gradebook supports ongoing parent involvement, providing students and families with easy access to attendance records, grades, classroom assignments, calendars, and a messaging system while working to ensure the success of all students. They are kept informed of their students' progress through student-led and parent/teacher/student conferences (twice per year), monthly progress reports, graded report cards, and sharing of internal and external assessments. Caregivers receive bi-weekly calls from the student's mentor and/or teacher to sustain open communication. Bi-weekly newsletters are posted to our website and mailed to families without access to the Internet. Finally, the student and caregiver handbook as well as the regularly updated school website lists teacher profiles to summarize staff members' professional qualifications.

Community Resources: Upon approval, we plan to formalize terms in contracts/MOUs with mission-aligned organizations such as the following:

Organization, Business or Other	**Nature/ Purpose**
Fostering Families	Community support to strengthen students involved in foster care system
Harris County Department of Education	Educational training and program resources
Travis Manion Foundation	Leadership and character development
Rotary Club of Houston	Mentoring and Life Skills Coaching
Workforce Solutions	Career Training

Assurance Therapeutic Outreach	Community Health services/ behavioral health/ restorative justices/SEL
Iberiabank	Financial Literacy Programming (Students and Families
TrioEducation	Vocational Training Opportunities
TXRX Labs	Vocational Training Opportunities
The New Teacher Project	Teacher Development and Evaluation

Finally, we plan to create an Employer Partners program that extends our community, creates a prepared workforce, and augments fulfillment of mission aligned needs that are not met through traditional sources. When our partners help our students and families access resources they need to achieve goals, they represent social capital. Each community and business partner selected will demonstrate alignment with the school's mission and vision and support our academic program. We measure effectiveness not by the number of connections but the quality of the relationships. See Attachment 9 for letters of support.

Leadership and Governance

Board Structure and Qualifications

Governance Structure: J-Hub is governed by a board that is held accountable to the TEA for performance measures defined in its contract and ensuring the performance of the students enrolled in its charter schools in accordance with the Texas Education Code (TEC). J-Hub board implements proven governance best practices to ensure the school operates in accordance with its charter and in compliance with all state and federal laws. The board holds the overall legal, financial and fiduciary responsibilities. Members provide external accountability, internal oversight and leadership. They hire and support a highly qualified and talented CEO who holds responsibility for the school's daily management and operations and for carrying out board approved systems and policies to achieve the school's mission and vision. The CEO manages the school so the board may focus on strategic issues and ensure the school's long-term educational, operational and financial success. Over time, the Board anticipates its functions to expand, moving from a school design and start-up phase to a more mature phase where ongoing operations, contract compliance, more complex budgets, and increased staffing and programs demand. The general board duties and responsibilities include but are not limited to the following:

- Guide and promote the mission, vision and values of J-Hub;
- Remain knowledgeable about J-Hub foundations and associated documentation, including the application; contract and any amendments; budgets, bylaws and relevant laws;
- Ensure adherence to all state and federal requirements;
- Hire, supervise, support, develop, evaluate and dismiss the CEO;

- Evaluate and monitor student achievement to ensure alignment and progress toward school mission and performance goals;
- Engage in strategic planning for growth and development of J-Hub;
- Adopt and monitor the schools' annual budget, budget revisions, and monthly cash flow statements; ensure the long-term financial stability of J-Hub;
- Approve all policies and procedures used at the school;
- Ensure accounting compliance by contracting an external independent auditor to produce an annual financial audit in compliance with accounting practices for audits;
- Provide support and assistance to the school in its fundraising efforts, as well as other needs as they arise;
- Establish Board Committees, in accordance with the bylaws;
- Assist in identifying and recruiting new Board members;
- Approve the schedule of Board meetings and minutes;
- Assist and participate in the dispute resolution procedure and complaint procedures when necessary; and,
- Invest in proven governance practices.

Make-up of the Board of Directors The board has been recruited from a pool of local educational, business, and community leaders who seek to establish and sustain a highly successful public charter high school in their community. The selection of the founding board for J-Hub was based on identifying individuals who were aligned and passionate about the mission of the school and the selected community. We commit to building a diverse board that represents our families. As we increase our number of board members our goal is to have a board where over 50% of the directors are people of color. Secondly, we recruit members that would bring valuable skills to the critical components of our school model. Lastly, we assessed each member's ability to be fully engaged as a board member and commit to the assigned responsibilities.

In adherence with bylaws, board officers include those familiar to non-profits:

Chair - The Board Chair assumes responsibility for the board's overall functioning, facilitates board meetings, values members' expertise, oversees the work of the committees, gains consensus of opinion, values transparency and leads communication with the CEO while cultivating a constructive relationship with the CEO, donors and partners. The Chair may hold singular authority (e.g., sign checks, approve contracts, etc.) and serves as a community ambassador.

Vice Chair - The Vice Chair supports the board chair and is second in command to fill the duty when the Chair is unable to perform his/her responsibilities. S/He assists with the overall functioning of the board and serves as the Chair's advisor.

Secretary - The Secretary holds responsibility for meeting communication, recording, maintaining and sharing records as well as minutes of all meetings, and upholding legal compliance in matters of reporting and transparency. The secretary ensures document accuracy to meet legal requirements.

Treasurer - The Treasurer oversees the school's finances, property, and budget, understands standard financial and accounting practices; confirms financial transactions align with the school's mission, goals, bylaws, and legal requirements; and provides information needed to the full board to discuss and make financial decisions. S/He partners with the school leaders; oversees the school's leadership in the areas of money management and compliance.

Board and Superintendent Interaction The CEO serves as the primary liaison between the board and school community. Having established a trusting relationship and constructive partnership on behalf of the school community and in adherence to a defined set of performance measures (See Perf Management section), the CEO interacts with the board through monthly meetings and with the Chair on as needed basis. In advance of board meetings, the CEO prepares progress reports and reports out at board meetings to provide the board with an overview of the school's progress towards meeting its goals. The CEO joins committee meetings. The Board holds the CEO accountable to clearly defined standards (Evaluation below). The CEO understands the board's role, values their expertise and seeks support as needed.

Board Engagement with Stakeholders The board's success is reliant on forging strong, meaningful relationships with their stakeholders as J-Hub becomes a pivotal part of the South Houston community. Not only are members visible in the community, but time at each board meeting is reserved for public comments to be heard. Members hold responsibility for seeking and using stakeholders' voice to make informed decisions. Further, it is our intent to form an advisory group, "Champions for Justice," comprised of local leaders, community and corporate professionals, teachers, family members, caregivers, advocates, etc., which supports the governing board and school in meeting fundraising goals, serves as a thought partner in addressing school needs and solutions, creating community partnership/support. The group meets at least bi-monthly. The Chair of the group reports directly to the CEO who reports to the full Board. Additionally, two seats on the 11-member board are reserved for community voice, including a young adult that has recently graduated from a similar program as well as a parent/community stakeholder to serve. We value an equitable distribution of voices.

Orientation and Training Founding members are oriented by the governance committee. Orientation prepares new members to understand and fulfill their role and lend their expertise. Each new member commits to engaging in a minimum of twelve hours of training delivered by eligible providers (e.g., those registered with the TEA). In compliance with §100.1102(d), training topics include the following: school law (150 minutes), school finance (60 minutes), health and safety issues (30 minutes), accountability requirements (120 minutes), public accountability (60 minutes), open meetings requirements (60 minutes), and public records (60 minutes). Board members select additional training from categories listed above and/or as determined by need. Upon completion of the initial training (within one year of election), training opportunities are

offered on an ongoing basis throughout the school year. Board members commit to completing a minimum of six hours of training per year. In addition, to topics above, board members complete an annual needs assessment to identify personal strengths and areas in need of further development. We anticipate that additional training topics will align with school priorities, including diversity, equity and inclusion (DEI), coaching and supporting the CEO, community engagement and team building. Results are used to determine training, set goals (short- and long-term). All training is designed to enhance Board capacity to govern the school.

Bylaws: Bylaws may be found in Attachment 10.

Ethical Standards: J-Hub's board maintains the highest integrity and commitment to serving the students, school and community and expects all members of the community to adhere to the Code of Ethics. (See Attachment 11.) The board has also adopted a Conflict of Interest (See Attachment 11) policy to protect the organization's interest when it is contemplating entering into a transaction or arrangement that might benefit an individual or result in a possible excess benefit transaction. This policy is intended to supplement applicable state and federal laws.

Board Selection The board selection process involves a fixed process to ensure that each candidate is fully aware of their role and responsibilities and has the time needed to commit to being an active member. Once a potential candidate is identified, the committee works closely with the CEO to schedule an interview and school visit so they may understand the school's philosophy and environment. They are asked to attend at least one board meeting. The governance committee makes recommendations to the full Board and a vote is taken during meetings.

Committee Structure Well defined committees support the Board's work. Each board member is appointed to at least one committee. While committees may change with school need, current standing committees include an Executive, Financial (including Fundraiser), Academic and Governance committee. The **executive committee** serves on behalf of the board to address exigent time sensitive issues between board meetings. Members include the board chair, the school's CEO, and one or two board members. These members lead the annual CEO evaluation. The **finance committee** approves financial goals, monitors budget alignment with school priorities, raises concerns and provides solutions to safeguard the school's resources, and ensures compliance with official policies. The committee will consist of board treasurer, ED, school business leader, and two board members. The **academic committee** drives academic oversight. Members analyze and monitor the academic performance. The **governance committee** ensures proper board composition and effective governance. It is responsible for board orientation/training, education and the self-evaluation process. The committee consists of the board chair, three board members and one school staff member. Committees meet at least once between the board meetings. Additional standing and/or ad-hoc

committees may be established in response to need. All committee minutes are shared with the full board.

Grievance process and policy (as informed by legal review conducted by Schulman, Lopez, Hoffer & Adelstein, LLP) The policy applies to employees, students, and parents who have complaints against J-Hub. The policy is to be posted on the school's website and disseminated to stakeholders in the school's handbooks. Restorative practices are designed to promote a respectful and positive school community; ensure that all parties involved with an alleged grievance are granted the opportunity to reach a mutually acceptable solution; to sustain the well-being of our school community. It is in the best interest of all involved persons to resolve grievances swiftly and informally at the lowermost level through discussion. Should the complaint remain unresolved to one or both persons' agreement, J-Hub's formal grievance appeal process includes the following:

1. Written complaint (via mail, electronic mail, or by hand), supporting documentation (if any) and an ideal resolution is presented by the aggrieved party to the CEO. Written appeals should be submitted within one month of the initial decision, but no firm deadline is established.
2. Review by the CEO begins Involved persons may be interviewed. Evidence will be gathered as needed.
3. Determination is made or more information is requested.
4. Decision is shared by the CEO in writing within 60 days or less.
5. Requisite action is taken to remediate.
6. If the matter remains unresolved following the CEO's intervention, then an appeal can be made to the Board of Directors.

If the initial complaint is with a decision made by the CEO, the complainant may file a formal complaint directly with the Board of Directors.

For any direct complaint against the CEO or an appeal from a decision of the CEO on another complaint, the Board Chair then assembles and leads a grievance committee. The Grievance Committee reviews evidence and makes a recommendation to the full Board of Directors concerning a proper outcome that sustains the well-being of the school community. Per 19 TAC 100.1033(b)(14)(C)(i), the Board may not delegate final authority to hear or decide employee grievances, citizen complaints, or parental concerns.[114] Further, per Tex. Gov't Code Ch. 551, Subch. D, the Board may conduct a closed meeting when hearing or deciding a complaint.[115] The Board's decision on the matter is final.

Board Effectiveness: Each member completes an annual self-assessment that provides them with an opportunity to assess personal performance using criteria related to being an effective member. We plan to adopt and adapt the nonprofit board assessment tool created by McKinsey and Company. This tool is designed to help assess the board's

[114] http://ritter.tea.state.tx.us/rules/tac/chapter100/ch100aa.html

[115] https://statutes.capitol.texas.gov/Docs/GV/htm/GV.551.htm

performance and identify priorities for board activities going forward,[116] highlighting three dimensions to assess the effectiveness of our board: 1. Performance of board on its core responsibilities 2. Perceived importance of responsibilities for the next 1-2 years 3. Quality of board effectiveness enablers. The annual assessment supports the board in identifying strengths as well as gaps, specific training needs, greater clarification of individual or collective roles and responsibilities, a shift in board composition and may signal areas in which board practices need strengthening.

Size and Composition: The board currently consists of five well educated, professional members with a mixture of corporate and educational experience. Through careful attention and ongoing review, we ensure members represent the diversity of the community. All members must reside in Texas. We anticipate that the board size will increase to eleven members by January 2022 to support a highly functioning committee structure while remaining a manageable size needed to reach consensus without excessive debate and time. The board plans to regularly review members' individual and collective strengths with a focus on retaining expertise needed to provide external accountability, internal oversight and broad representation while ensuring the school operates in accordance with its charter and in compliance with state and federal laws.

Expertise and Constituencies Current and proposed members share their expertise in the following areas: education, finance, educational leadership, fundraising, career and technical education, program evaluation and curriculum development. (See Attachment 12 to read more about specific skills and areas of expertise.) Our ideal board will also include a member with legal expertise. Research shows, the success of the charter school movement is contingent on a high-performing board[117] that supports the academic and operational success of the school. J-Hub commits itself to securing and sustaining a high-quality board with members that have proven experience and qualifications needed to oversee implementation of the program outlined in this application.

Organizational Charts: See Attachment 13.

Supt Support, Development and Evaluation: The board supports, develops and evaluates the CEO to ensure key performance indicators and ongoing responsibilities defined in the superintendent evaluation instrument are fulfilled. Over the planning year, the board and CEO define a system for them to engage in ongoing discussion regarding how the board may best support and develop the CEO. Members monitor the CEO performance through the school year via progress reports shared at each board meeting. The board also holds the CEO accountable via an evaluation system that is used to measure and strengthen skills. J-Hub board plans to adopt the Commissioner's

[116]https://www.northwestcf.org/sites/default/files/pdf/McKinsey%20Board%20Assessment%20Tool.pdf

[117]https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/Creating%20Effective%20Govering%20boards_0.pdf

recommended appraisal system, Texas Association of School Boards' Superintendent Evaluation system ((See link provided in Attachment 19). Key performance targets are developed in partnership with the board and in alignment with school goals. Additionally, assessment of ongoing responsibilities falls within the following categories: educational leadership, district management, as well as board and community relations. The annual evaluation is conducted in a collaborative manner between all members, incorporating CEO reflection. The process includes the collection of documentation related to pre-determined, mission-aligned goals, objectives and expectations. The final report delivers feedback in the form of consolidated ratings. The CEO is given an opportunity to respond to the feedback. Final determinations are used to inform goal revision (if any), PD/training priorities, required supports and programmatic or role adjustments. Prior to the start of the school year, the board and CEO meet to identify as well as plan for areas in need of support and development, establish performance goals for each area of performance, including but not limited to stakeholder relations (board, staff, family and community); instructional and operational leadership; staff development and management; finances, operational and academic performance. The process articulates goals and expectations so that the CEO is fully aware of the criteria for evaluation, the timeline and the evaluation tool.[118] Likewise, the CEO's contract and board policies clearly articulate the evaluation process.

Proposed board member	Area of expertise	Brief description of experience in this area
Russell Ramsey	School Leadership, Program Evaluation,	Former teacher, school leader, and consultant for the Minneapolis Public Schools Department of Research, Evaluation.
Jamie Garrett	Finance	Financial consultant and former investment banker with over 27 years of experience in financial services.
Michael Love	Education, CTE	Asst. Superintendent for HISD CTE programming and has extensive experience in building vocational programming.
Dr. Anastasia Anderson	Education	Superintendent for Promise Community Schools. Dr. Anderson specializes in school

[118] https://all-lawfirm.com/texas-superintendant-evaluation/

		turnaround and building high performance cultures in ethnically diverse urban environments.
Robin Reagler	Non-Profit Management and Education	National leader in literary education. Led Writers in the Schools (WITS), an organization honored for Best Practices in Literacy by the Library of Congress (2020), and the national WITS Alliance from 1998-2020

Proposed Superintendent Qualifications

Qualified Superintendent Candidate: The board has selected Mr. Pierre to serve as J-Hub's CEO given his qualification, experience and unwavering commitment to ensuring all students have an equitable opportunity to reach their highest potential. His career in education began in 2008 after transitioning from a career as financial analyst on wall street at Goldman Sachs & Co. He started as a teacher at Achievement First Endeavor Charter School in Brooklyn, NY and was quickly promoted to the Director of Student Life within the same school year due to his strong classroom management and relationship building with students and families. He then went on to serve as the Associate Dean of Students at Summit Academy Middle School and to become the first male of color Dean of Students at Excellence Boys Charter Elementary School. Lastly, he served as a middle school Assistant Principal at KIPP Houston Public Schools. As a school leader at these reputable charter schools in New York City and Texas, he was able to improve school-wide culture and positioned each of those networks to spend more time improving student outcomes and less time on the increasing student suspensions that ultimately alienated students from school. Prior to his arrival at Excellence Boys Charter School, the school averaged 300 suspensions a year; at the conclusion of his first year as the Dean of Students, Mr. Pierre had reduced suspensions by 80%. In addition to developing a reputation for transforming the school culture at each of his school campuses, Mr. Pierre's leadership also has helped improve academic achievement. (Please see Attachment 15 for more details.)

Mr. Pierre has honed his skills and developed an extensive battery of knowledge through educational, professional experiences and most recently as a fellow in the Texas Collaborative New School Launch Fellowship. As a testimony to his commitment to education and commitment to underserved youth, he has managed to combine his past experiences in banking and nonprofit management with his contemporary engagements

in the field of public K-12 education, workforce development, and juvenile justice to craft an impressive, yet progressive professional agenda. In his most recent role as the ED of 8MS he worked to transform the lives of vulnerable youth (ages 16-18 years old) through education, skills training, employment and authentic relationships. He treats contemporary issues of social justice and workforce development along with situated learning cognition to enhance the educational process and experience of at-risk students who find themselves in juvenile detention or disconnected from traditional school settings. Mr. Pierre's passion for innovation and outside of the box thinking has afforded 8MS the opportunity to provide quality education and services to vulnerable populations in a safe developmentally appropriate environment, where at risk youth can thrive. This approach to connect and align workforce education with contemporary general education has helped students in his program be college and career ready.

Mr. Pierre's skill set extends beyond education and finance; in his role as an ED, he has created meaningful partnerships with corporations such as HEB, Starbucks, Microsoft, Houston Texans and community-based organizations to create equitable opportunities for the students he serves and to position 8MS as one of the most innovative youth serving nonprofits in the city of Houston. Mr. Pierre's leadership reflects his intention to show what is possible when educators, government and social agencies, break through silos to create a truly student- centered ecosystem that fosters transformation in the lives of our most marginalized youth.

Salary Determination: The CEO's starting salary, $100,000 ($1,000 per student), was determined based on the salary ranges of CEO's of similar new charter schools in size ($90-$120k). After Year 1, J-Hub board will evaluate comparable salaries of local charter schools and align to performance management goals. A compensation committee of the board will oversee the salary expectations on an annual basis and base it on the annual goals and performance of the superintendent.

Succession Planning: J-Hub's staffing model is designed to build capacity and, as necessary, promote from within. It protects the school from unexpected turnover. The structure is based on the idea that administrative team members with various strengths are available to take over the position, and that when the time comes, the board is able to choose the leader who can take the organization to the next level. Deciding too far in advance leaves the organization little flexibility if new issues arise that suggest the need for a different kind of leader with a different skill set.[119] Additionally, administrative team members gain knowledge of the program and are prepared to support a leadership transition as necessary. Further, to build a solid and diverse pipeline, instructional and operational staff members who display leadership talent are tapped to assume leadership roles such as chair committees or school wide initiatives, supervise peers, participate in decision making meetings, enroll in aspiring leader programs, etc.

[119] https://www.crpe.org/sites/default/files/pub_ICS_Succession_Nov10_web_0.pdf

Proposed Instructional Leadership Team

Instructional Leadership Team: J-Hub has identified an experienced school principal whose career has positioned her to lead school instruction. Ms. Bianca Clark has served as a dedicated educator for 24 years. She is currently the principal of Empowerment High School, a high school that is effectively serving students similar to J-Hub's proposed student population: 81% at-risk population, 33% LEP, 11% special education, 20% mobility rate and 88% economically disadvantaged. Her entire career has been served at schools that qualify for Title I. From her time inside the classroom as an ELA teacher, to an English Department Chair, and Campus Administrator, she has continually devoted herself to improving the quality of education in every role she has served. She consistently brings best practices from her career as a transformational leader in education and her experiences to the table to develop teacher leaders, specifically during her time as an English Adjunct Professor at Relay Graduate School of Education in Houston Texas. Throughout her career, she has played an integral role in transforming underperforming campuses by understanding that the investment in the development and growth of the teachers is critical to the performance of every school. By training educators to use the curriculum with a data-driven focus to give students the tools and skills they need to succeed inside and outside of the classroom, she has been able to use the experiences from her time as a former district curriculum writer, district mentor for new administrators, and a presenter for the district's New Teacher Orientation, to change the outcomes of many student's lives and educational careers.

Supporting the academic and emotional growth of students is her passion. She believes that a great education is a powerful tool that can break the cycle of poverty, violence, and other social ills. As the principal of J-Hub, Bianca plans to utilize her experiences as a teacher and instructional leader to provide students and teachers the skills and confidence to carve their own path to success. Please read substantially more details in Ms. Clark's resume found in Attachment 17.

Instructional Team: In addition to the proposed principal, the school's instructional team includes a Dean (beginning Year 2), and an assistant principal (AP), beginning Year 4. See Attachment 18 for the AP's job description, qualifications and performance expectations. We anticipate that the recruitment process will begin in August 2022 to fill the role no later than March 2023. The hiring process primarily follows the process that is outlined in the Talent Management section with adjustments made to query leadership capacity.

Support, Development and Evaluation: J-Hub's principal leads the school's academic/instructional programming with support from the CEO who promotes a relentless focus on the school's mission and vision, sets clearly defined expectations for the principals' role, and provides her with the structures (e.g., resource allocation, staffing, etc.) and autonomy to fulfill the role so that every student receives high-quality instruction from high-quality teachers and staff. The CEO and principal plan to meet weekly upon

charter approval; the time is used to learn, and problem solve with one another, review data, monitor progress, reflect upon the TEXAS Principal Standards (e.g., instructional leadership, human capital and executive leadership), assess needs and share achievements. The principal is formally evaluated by the CEO on an annual basis using the Texas Principal Evaluation and Support System (T-PESS). The T-PESS was selected given it prioritizes a growth-oriented support system and guides continual growth. The collaborative, seven step process, includes a self-assessment and the development of a personalized PD plan. The CEO and principal share a commitment to ongoing learning and implement a shared vision of high achievement for all students, using that vision for mission-aligned decision making**.**

Proposed Financial and Operations Leadership Teams

Financial Team: Members of the financial leadership team have not yet been identified. In Years 1-3, we anticipate contracting for services from reputable organizations (Charter School Success, Bookreport, etc.) with charter school expertise. Responsibilities include accounting, payroll, budget review, etc. In Year 4, we plan to hire a CFO who will collaborate with the CEO to develop the school's financial system. Please see job descriptions in Attachment 20.

While we anticipate a financial services firm will provide support with the financial responsibilities, the proposed CEO, principal and founding board members hold collective capacity for successfully implementing the financial plan. Board Member Jamie Garrett has deep finance expertise across her 25-year career and will both drive and support the financial activities until such time as a formal finance team (including a CFO) is hired and seated.

Area	Expertise
Budget Development	In his role as ED at 8MS, Mr. Pierre has developed and managed a budget of $500,000 over a four-year period. Board Chair, Russ Ramsey has experience in managing a school budget having been a former school principal.
Financial Management	Board Member Jamie Garrett has deep financial management expertise across her 25-year career as a financial consultant and investment banker.
Accounting and Internal Controls	We plan to hire a third-party vendor to establish systems until the CFO is hired (Year 4). Board Member Jamie Garrett will also provide additional support.
Fundraising/Development	In his role as an ED, Mr. Pierre has developed an ability to raise money, ($1 Million YTD) and Board Member Robin Reagler will provide support as the former ED of Writers In Schools she a budget ten-fold, from $300K to $3M, accumulating a cash reserve of over $1.25M and

	quadrupled individual giving at Writers in Schools. Board Chair Russ Ramsey also experience in development as a Director at the Houston Endowment.

Operations Team: Members of the operation leadership team have not yet been identified. In Year 1, we anticipate hiring an Operations Manager. (See Attachment 21 for a job description.) The proposed CEO, principal and founding board members hold collective capacity for successfully implementing the operations plan.

Area	Expertise
General Ops	Mr. Pierre and Bianca Clark both have extensive experience in overseeing campus daily operations as school leaders.
Facilities	Mr. Pierre and hired Operations Manager (Year 1), Mr. Pierre managed facility operations in role as AP and then ED of 8MS.
Talent Management	Mr. Pierre, Bianca Clark - Both individuals have managed teams of 10 or more and understand talent management.
Policy Development and Mgmt	Anastasia Anderson, Russ Ramsey, Jamie Garrett, Michael Love, Robin Reagler, Mr. Pierre , Bianca Clark
Contract Management	Mr. Pierre, Bianca Clark and Operations Manager (to be hired Year 1)
PEIMS Reporting	High School Counselor, PEIMS Coordinator
Student Recruitment & Enrollment	Mr. Pierre and Russ Ramsey (former principal)
School Safety	Mr. Pierre, Bianca Clark, Operations Manager (to be hired Year 1)

PEIMS: J-Hub plans to hire a PEIMS coordinator to begin in June 2023 of Year 3. Our counselor carries out the tasks in Years 1 and 2; immediate responsibilities include attendance at training, such as those provided by Region 4, TEA, and the Texas student data system (TSDS). We may (as informed by past experience) also explore hiring an PEIMS consultant to provide additional training and support for our coordinator during the first couple of months of Year 1. Proposed salary is $35,000 with health benefits. The PEIMS Coordinator's responsibilities include coordinating, collecting, integrating and formatting all data required for PEIMS submission.

Performance Management

Goal Setting: The ultimate measure of success at J-Hub is to ensure every graduate is academically prepared to earn a postsecondary credential, and our annual goal-setting process aligns to that. Given that our students may arrive at J-Hub significantly behind

academically, we develop ambitious but attainable goals based both on overall academic readiness and also how much our students are growing academically – the student body overall, specific disaggregated groups, and individual students. In 9th and 10th grade, we will prioritize setting goals using baseline data from the STAAR assessment, PSAT and the NWEA MAP Growth assessment – including, in the case of MAP Growth, goals around the percentage of students who meet or exceed their projected growth targets compared to the national norm sample. As our students progress through high school, we shift the data we use to set goals to the SAT and TSAI. To help us monitor our overall performance in comparison to other schools, the CEO and principal identify a comparison group (local and national).

Performance Management In accordance with Texas Education Code (TEC §12.1181), J-Hub's performance is measured by the performance frameworks that includes academic, financial and operational standards. The Charter School Performance Framework (CSPF) sets metrics/indicators to measure the school's academic, financial and operational performance. Via progress reports that are presented to the board at each meeting, school leadership and board members, including committee members, reference the framework continually to self-assess the school's overall health and viability. Additionally, in accordance with HB3 goals, all students' college, career and military readiness (CCMR) plans include annual goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain as well as annual targets for students in each group evaluated under closing the gap domain.

Indicator	Goals/Monitoring Frequency and Thresholds
Academic Framework: J-Hub's academic program is a success for all students.	
1a Overall A-F Score in alignment with the Texas A-F accountability system.	J-Hub will demonstrate an overall scale score of a B or higher by Year 4 in combined performance on academic frameworks.
1b Achievement Status	J-Hub will demonstrate a score of C or higher in "Closing the Gap" by Year 3 on the STAAR
1c. Campus Status	Rating of 80 or higher at the end of year school year.
Financial Framework: J-Hub is financially healthy and viable.	
2a. Overall financial performance on Charter FIRST	Annually, J-Hub will demonstrate an overall score on the financial framework at or above 75% as determined by the four financial indicators
2b. Solvency: cash on hand	J-Hub will consistently demonstrate three months of cash on hand (monitored monthly by the finance committee that identifies the amount necessary to effectively cover operating expenses).

2c. Solvency: ratio of current assets to current liabilities	Ratio will be reviewed monthly by the administrative team and board of directors.
2d: Solvency: revenues equal or exceed expenses	Monthly: J-Hub revenues equal to exceeding expenses, will be greater than or equal to three months/90 days.
2e: Solvency: debt service coverage ratio	Annually, J-Hub will average less than a predetermined variance as demonstrated by comparing annual budgeted to actual revenues.
Operational Framework: J-Hub complies with all educational, operational, governance and reporting requirements.	
Overall Operational	J-Hub will annually demonstrate an overall score of 60% or higher on operational performance indicators.
3a: Teacher Qualifications	100% of J-Hub teachers assigned to teach in special education or English language programming will hold certification. 90% of all J-Hub teachers will hold certification and by Year 3, 100% of all J-Hub teachers will hold certification or currently be enrolled in a certification program though not required by TEA.
3b: Special Pop Program Requirements	J-Hub will demonstrate 100% compliance with special education program requirements per TEC §12.104(b)(2)(F), 19 TAC §100.1032(1)(D) as monitored quarterly.
3c: BE/ESL Program Requirements	J-Hub will demonstrate 100% compliance with B/ESL program requirements per TEC §12.104(b)(2)(G), 19 TAC §100.1032(1)(D) Meets Expectations as monitored quarterly.
3d.Governance Reporting	Monthly reporting will demonstrate 100% compliance with timely and complete filing of governance reporting forms.
3e: Training requirements	Bi-monthly review of staff and board training hours will demonstrate that 100% of board members appointed or hired prior to December have met annual training requirements or met the criteria for expectations as provided for in the TEA governance form.
3f. Criminal Background Reporting Requirements	Annually, J-Hub will demonstrate compliance with TEC §22.085 by submitting the "Criminal History Compliance Certification" in a timely manner. The board will monitor monthly (or more frequently as needed) to ensure 100% compliance with criminal record employment requirements.

3g PEIMS Reporting	As monitored quarterly, J-Hub will meet on a timely basis 100% of the PEIMS data reporting requirements and timelines.
3h Certificate of Occupancy Requirements	Annually, the board will ensure J-Hub complies with C of O requirements.
3i Administrative Cost Ratio	On a quarterly basis, the board will ensure J-Hub's administrative cost ratio will lead to a score of 6 points or higher on the Charter FIRST indicator #11, beginning Year 2 with proportionate cost and size.
3k The Child Nutrition Program	J-Hub maintains eligibility to participate in child nutrition programming. Assigned staff personnel will attend Region 4 training at a minimum of three times throughout the school year to stay in compliance with reporting requirements.
3l Assessment material holding	Annually, J-Hub will demonstrate compliance with TEC §39.0301-39.0304, 19 TAC §101.3031/state rules concerning delivery of assessment materials, storage and administration and return.

Other Indicators In addition to CSPF indicators, J-Hub monitors the following indicators and metrics:

Academic growth and mastery: As demonstrated by state assessment performance, by J-Hubs second year in existence, 75% of students in attendance for at least one full year will perform at "approaches", 50% "meets," or 15% of students at masters in both Reading and Math individually and as an average across all four subjects. With a full capacity goal of 85%; 63%, and 30%.

• 80% of J-Hub students will meet or exceed their projected growth targets.

• 80% will demonstrate growth and/or achievement by meeting EL progress measures as indicated on state assessments.

• 90% of students with disabilities will demonstrate mastery as according to IEP goals.

• J-Hub will outperform similar schools on all state exams by Y 3.

College & Career Readiness: J-Hub will meet CCMR by meeting the following:

• Within four years, 100% of students will meet one or more indicators for career and college readiness.

• 90% of J-Hub students will be on track for 4-year graduation as demonstrated by course completion/credit attainment by the end of grades 10, 11 and 12.

• 30% of students will graduate with a Distinguished Level of Achievement Diploma.

• 80% of graduates will have completed CCMR-aligned industry certification and graduate with an endorsement.

• The percentage of students demonstrating college readiness on the SAT will improve by 5% annually as indicated by scoring 480 (Reading and Writing) and 530 (Math) for the first four years of J-Hub.

Satisfaction: Annual parent, student and staff surveys, completed by at least 65% of the those given the survey, will demonstrate that 95% of respondents agree or strongly agree that academic and school culture meets their expectations.

• 90% of students, families and staff will report the school is safe.

• 90% of students, families and staff will report they have built an authentic relationship(s) with J-Hub staff.

School Climate and Culture: We will measure by surveys and other data metrics (attendance, suspensions, etc.).

• No more than 7% of the student population will receive an out-of-school suspension within a school year.

• 90% of students will agree when surveyed prior to graduation that J-Hub has created personalized learning experiences that inspire them to identify and lead with their own natural born genius (promise/assets/unique talents & gifts).

• The number of safety incidents will be less than those reported at similar schools.

• Mental health and well-being will be measured through surveys and number of students serviced and referred to counseling services.

Social Capital: Number of events hosted by school and community, number of corporate partnerships that support J-Hub, number of volunteers (parent and community members)

Student and Staff Retention: 90% of students will return each year. 90% of highly qualified teachers will return each year.

Attendance: Students' average daily attendance rate will equal or exceed 95%.

Community Engagement and Partnerships: J-Hub will formalize and sustain mission-aligned partnerships with 10 organizations. 90% of families and students will benefit from wrap around services, as demonstrated by 2023.

Data Use to Continuously Improve: The board and school leadership engage in continuous improvement cycles on a quarterly basis using multiple measures of data – both qualitative and quantitative – to evaluate each key area of the school model and overall performance. This data includes academic performance, staff and student attendance, teacher engagement, student perception, family perception, and financial data. In the areas that we fall short of our expectations or that of the board, we actively work to improve. This can come in the form of having a group of teachers come together to discuss how to improve performance outcomes.

Corrective Actions Any data, academic, financial or operational, that indicates cause for concern triggers corrective action(s) and is closely examined by the board and school leadership team. Triggers for such corrective action may include (but are not limited to): violation of charter terms; poor academic performance in one or more content areas for a whole population, grade level(s), or one or more group as disaggregated by gender,

race, ethnicity, special needs; persistence of an achievement gap; or one or more groups outperforming all others; failure to meet enrollment targets or generally accepted standards of fiscal management and/or material violations reported in the annual audit; and untimely reporting to the TEA. Prior to any violations, J-Hub will implement a detailed corrective action plan that may include, but is not limited to, timelines for addressing any deficiency, reallocation of staff, and contracting of education services to support teachers, students, and leadership.

Talent Management and Development

Talent Management

Plans: Our hiring process is laser focused on three components: 1. mission alignment; 2. passion; 3. proven expertise with a track record of success. Alignment means we ask questions that help us evaluate a candidate's soft skills and values. Passion is reflected by clear commitment based on previous roles. Expertise and proven success are evaluated based on certification as well as student achievement, closing skill gaps and classroom management metrics, etc. Our interview process and questions are structured in a way that allows us to evaluate these components.

To complete our vision for creating a holistic support for our students and families, we are prepared to hire both instructional staff and individuals who support operations and school culture. Each individual contributes a valuable skill set and plays a critical role in the collective academic and personal development of J-Hub students. Our hiring and recruitment plans center around the mission and vision of the school. At J-Hub, our mission and vision for our school is one of the first things that candidates internalize. Our intention is to give potential staff members advance notice about what we are seeking to accomplish and where we see our students in the next five to ten years. Simon Sinek stresses the importance of the *why* in an organization in his TED talk How Great Leaders Inspire Action. The why is what drives us when we are stressed and motivates us to continue.[120]

Recruitment Strategy J-Hub will utilize traditional and innovative methods for attracting potential candidates to our school such as (hiring fairs, speaking engagements with educational organizations, social media marketing, recruitment videos, etc.) As practiced from experience at 8MS, we cast a wide net and utilize our vast networks to identify candidates that meet our qualifications and reflect mission alignment. Job descriptions clearly articulate qualifications and responsibilities. While certification is desired, all teachers (per TEC §12.129) are required to hold at least a baccalaureate degree. Special

[120]https://www.teachingquality.org/leading-with-the-why-the-importance-of-a-mission-driven-school/

educators and ESL staff must hold certification in accordance with TEC §12.104(b)(2)(F-H) and TEC §29.061.The CEO and principal hold advanced degrees and share responsibility for oversight of recruitment and hiring. Recruitment methods include the following:

- Leverage existing partnerships and relationships with local and national educational organizations (4.0 Schools, Camelback Ventures, Educational Leaders of Color, Catalyst Ed, Transcend Education, Teach for America) to post openings on their organizational platforms.
- Advertise clearly defined positions on social media and well-known platforms (e.g., Indeed and LinkedIn).
- Attend (virtually as necessary) local job fairs, host information sessions and "interest" mixers at local establishments in the Houston area.
- Partner with local and national colleges, universities and teacher training programs (e.g. The New Teacher Project and Harris County Department of Education) to build a solid pipeline, identify, hire and develop staff, including but not limited to teachers, social workers, etc.

Recruitment and Hiring of Special Populations Teachers In addition to the aforementioned recruitment strategies, we understand that teachers who are skilled in working with students with disabilities, language barriers, and gifted are in high demand. Therefore, we have established solid goals to drive efforts and have selected research-based practices[121] used to attract and retain effective special population teachers. They include the following:

- Begin recruitment and hiring early with streamlined processes to secure interested candidates.
- Provide targeted financial incentives for the hardest to staff positions.
- Offer teachers an additional stipend for receiving dual certification (ESL or special education) within one (ESL) or two (special education) year(s) of hire.
- Build a daily schedule that provides teachers with time to interact with educational leaders in a reciprocal relationship of respect, support, and involvement in leadership opportunities.
- Offer job-embedded PD to target instructional strategies and other content immediately applicable to their practice.
- Nurture a sense of autonomy where teachers exercise authority in their classrooms and participate in the school's decision-making process.
- Create opportunities to collaborate with others regarding student learning outcomes as part of a PLC in which teachers question and discuss student needs, subject matter, assessments, equity and access, and generate local knowledge.

Recruitment Timeline/Evaluation To date, J-Hub has identified a CEO and school principal. While both have tapped their personal networks to gauge interest, formal

[121]https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/common-bractices-bilingual.pdf

recruitment efforts begin upon approval with a press release that is strategically posted throughout the community. To ensure we have the strongest candidates in place by June 2022, recruitment for instructional and non-instructional positions begin in December 2021. Interviews occur at the end of each month. The CEO and principal establish robust yet realistic targets and report status at monthly board meetings. For example, by January 15, 2022, we would like to have received a minimum of 24 qualified applicants. Further, as part of our method to track and assess which recruitment strategies are most effective, our job application form asks candidates to identify how they learned about the job opportunity. Job posting effectiveness results are used to evaluate which recruitment strategies have yielded the best hires in our first year. We continually evaluate metrics (cost per hire, time to fill, source of hire and offer acceptance rate)[122] to determine the quality, cost and productivity of our processes. Findings inform rapid adjustments, including those needed to diversify our workforce to ensure staff represent our students.

Targets Not Met If hiring targets are not met and a solid pipeline of qualified candidates has not been fully established, strategies are adapted in adherence to defined benchmarks and timelines. Strategies include modifying our job description (without loosening our standards) to remove unnecessary constraints or make the position more attractive; adjust processes to ensure we are not inadvertently screening candidates out; provide staff involved with recruiting with training to ensure all are working to achieve similar goals and clearly expressing the school's culture; increase outreach efforts and identify additional locations to advertise openings. Lastly, if targets are not met by May 2022, we consider hiring a national recruitment firm with proven results.

Hiring Processes: J-Hub implements a six-stage hiring process to identify the most qualified candidates. We strive to complete the process within 30 days.

1.) Applicants submit a resume, cover letter and application that request applicants respond to a set of questions designed to assess mission alignment.

2) The administrative team (including the CEO and principal) engage in norming conversations and screen applications to identify which candidates to move forward.

3) Candidates participate in a half hour phone interview. A common set of questions are asked to assess mission-alignment, track record of success and desired attributes. For example, we probe value alignment by asking how they'll measure personal success. We probe growth mindset (What are you currently working to learn during personal time?) high expectations, subject matter expertise (What experience do you have with TEKS and ELPS?); as well as, critical consciousness, ability to motivate and form genuine relationships with students as well as colleagues.

4) We invite candidates who scored highly on internal rubric to a one hour in-person interview. At this time, the candidate is interviewed by members of the school community (as possible), including board members, students, parents, and teachers/staff to assess fit

[122] https://resources.workable.com/tutorial/faq-recruitment-metrics#recruitingkpis

within the existing community. For teaching candidates, the school principal assesses teaching capacity through observation of a sample lesson and a hypothetical situation involving data analysis.
5.) Credentials of serious candidates are verified; reference and criminal background checks are completed.
6.) A formal offer is made.

Dismissal J-Hub employees receive at-will contracts. The contracts are designed to establish agreement between the school and the contracted party regarding their rights and duties (i.e., roles, restrictions, and steps taken in the case a party does not meet the agreed-upon terms). Contracts are renewed on an annual basis, provided the employee is satisfactorily conducting the duties of the job, including a positive performance review. Should formal evaluations and informal observations indicate that staff performance is below standard, we work to improve performance and provide support. We also follow a progressive discipline process, utilizing verbal warnings, written performance plans and then dismissal to ensure staff are meeting expectations, fulfilling their roles and delivering for students. A performance plan sets specific action steps needed to improve, identifies supports to be provided/received as well as the metrics and timelines for growth. If improvement is not deemed satisfactory and/or at a rapid enough pace, the contract is terminated. An employee may also be dismissed immediately for "gross misconduct" as defined by the contract (e.g., immorality, incompetence; neglect of duty; substantial noncompliance with school law; conviction of a crime; and fraud or misrepresentation.) All dismissal decisions are made in the best interest of students.

Criminal Background J-Hub's Operations Manager holds responsibility for checking the criminal history of each individual who intends to serve in the following areas: as an employee in any capacity, as a member of the governing body of the charter school, as a contractor/consultant who will have direct contact with students, and any person who applies to serve as a volunteer at our school. The background checks are conducted in the form of fingerprinting, with the exception of volunteers and board members, for whom name-based checks will be required. Additionally, as required by law, the school may perform periodic background checks on existing employees, volunteers, and board members. The checks are performed prior to a formal offer in accordance with TEA standards and are conducted to ensure the safety of our students.

Unforeseen Shortages: Most often, experience tells us, unforeseen shortages are a result of a) miscommunication, b) too much competition with other schools, and c) unrealistic bar or expectations given current market, or d) staff dissatisfaction. Our first step is to better understand the circumstances behind the shortages so we can swiftly address the root of the problem. If there is misunderstanding in the community about who we are, (e.g., what is a public charter school), we actively clear up any myths. We may dial up our recruitment efforts. We identify staff to visit teaching colleges to attract new graduates to our community. With fidelity to our mission, we consider adjusting our staffing

qualifications and, if necessary, identify candidates nearing completion of programming with a strong growth mindset. Once hired, these teachers are paired with a strong coach or mentor. The pay structure is differentiated to compensate expert teachers who take on the role of mentor. We cautiously exchange less experience and/or certification with more intense PD and support, so teachers are fully supported in effectively serving our students and become invested in our campus. We also tap our community partners to request contributions towards making a teaching job at J-Hub more attractive by offering or paying for childcare and housing incentives.

Benefits: In addition to practices listed in the Recruitment and Hiring of Special Populations Teachers section above, our budget reflects the following employee benefits and bonuses: (1) Medical, Dental/ Vision, Retirement (Texas Retirement System), (2) Annual raise in salary (1.5-3%) with a pay scale built on years of service, (3) Bonus for meeting performance goals and/or attaining dual certification, and (4) Stipends for grade level and/or content team chairs (and/or mentors as applicable.)

Retention: Retention begins at hiring. Hiring and recruitment practices described above help us identify the most qualified and mission-aligned teachers, get them excited to work with us and compensate them appropriately. Once they're on our team, we are intentional about providing: 1.) PD and autonomy; 2.) strong culture; 3.) camaraderie; 4.) opportunities for purposeful feedback as well as advancement (e.g., a teacher may gain experience needed to advance into the higher paying role of dean and then, over time, may advance their role into an administrative role, such as AP). Our schedule is designed to provide ongoing PD opportunities and provide teachers opportunity to plan during the school day. We promote a seamless transition experience into the school community. Where teachers immediately engage in a positive and supportive community that encompasses their peers, leadership, community partners and families. We make sure that our teachers are celebrated for the commitment that they make and recognize their ability to attain desired student outcomes. Celebration and validating our teachers remain at our core. We recognize and reward mission driven teachers with teacher appreciation weeks, weekly shout-outs for teachers, health and wellness experiences for our teachers and year-end bonuses for teachers who meet performance goals. Additionally, our positive school culture (with dedicated staff who actively collaborate with one another to meet students' needs and address challenging behavior) and supportive work environment, classroom autonomy, robust classroom supports, opportunities for leadership or career advancement (e.g., to serve as grade or content level chairs or mentors), decision-making and clear evaluation system are designed to maximize retention of high performing teachers. Finally, steps are taken to assess teacher satisfaction. An annual survey provides an opportunity for staff to anonymously indicate their satisfaction/ dissatisfaction. The results are used by the leadership team to adjust practices, as necessary.

Professional Development and Evaluation

Professional Development: The core components of the PD plan are grounded in SEL and aligned, rigorous academic instruction. Because our students come with various challenges that impact their ability to learn, teachers must have the tools to assist students in overcoming those challenges. Outside consultants are brought into train staff on restorative circles and trauma-informed approaches to instruction. Training on this topic is ongoing throughout the year as teachers need to practice this approach in real time. The leadership team, in collaboration with an outside consultant, provide intensive training on building assessments, unpacking the TEKS and monitoring student mastery through daily formative assessments. This training occurs as a multi-day deep dive and requires ongoing support and training throughout the year occurring during PLC, early release days, and other scheduled PD days during the school year. As the year progresses, the leadership team collects data (walk-throughs, student data, lesson plans) to determine what type of differentiated PD is needed to support various teacher needs.

Pre-opening PD: Induction is a total of six days. The additional three are needed to ensure teachers have the tools to provide instructional and emotional support to students. Teachers will be compensated $175 per day for any full day training and $90 for half day training beyond the calendar dates.

Beginning of Year (BOY)			
Day	**Area of Focus**	**Responsible Party**	**Progress Monitoring /Deliverables**
1	• Welcome • The Why of our School • Beliefs and Behavior in culturally responsive teaching/pedagogy • Restorative Justice Circles • Social Emotional (trauma) training	School Leadership Team (SLT); Consultant	• Each teacher creates commitment statement • The campus creates at least two student affirmation statements • Teachers structure learning environment that is conducive to students of all learning styles
2, 3	• Backwards planning design with a focus on assessment building o Emphasis on TEKS aligned rigor • Unpacking the TEKS	SLT; Consultant	• Teachers create and submit a TEKS aligned 6 weeks assessment
4	• Where do we get data and why is it important? o NWEA, various formative assessments, summative assessments (state and teacher made) • Formative assessment to inform instruction	SLT; Consultant	• Teachers administer at least two exit tickets per week • Teachers track student mastery through exit tickets • Data be discussed in PLC and O3s (one on one meetings with administration)

	• Emphasis on test aligned exit tickets		
5	• Lesson planning ○ Understanding the lesson cycle ○ Writing a clear objective • Aligning student learning experiences	SLT; Consultant	• Teachers submit the first two-week lesson plans • Teachers receive feedback and adjust prior to executing lesson plan • Walk- through with feedback to determine effectiveness of execution
6	● Structure and function of PLC (1/2 day) ● Rick DuFour 4 questions of a PLC	SLT	• Each team maintain a PLC binder to document work/meeting outcomes • Role-play of routines and procedures (deliberate practice) Evidence of strategies during walk-throughs
	• Where do we get data and why is it important? • NWEA, various formative assessments, summative assessments (state and teacher made) • Formative assessment to inform instruction • Emphasis on test aligned exit tickets	SLT; Consultant	• Teachers administer at least two exit tickets per week • Teachers track student mastery through exit tickets Data be discussed in PLC and O3s (one on one meetings with administration)

Professional Development: Teachers have 7 days of PD. Each day consists of a minimum of 6 hours. Five of those days are beginning of year training while the other two will occur within the instructional calendar while students are not in school. These days are used to support campus initiatives and provide teachers with individualized PD opportunities. Each week, teachers have the opportunity to work in content or grade level teams during a PLC period to review data, look at student work, or receive mini-PD sessions. Teachers will have common planning periods whenever possible, so they have the option to plan collaboratively on their own time. Early release days that occur twice a month allow for on-going PD support for areas of greatest need. Because these days are scheduled strategically, such as after a common assessment or benchmark, the administrative team can lead the teachers through an intensive data-dive and aligned action plan to impact instruction.

Teacher Evaluation: J-Hub utilizes Texas Teacher Evaluation & Support System (T-TESS) to evaluate teachers (See link provided in Attachment 24). All teachers complete the goal

setting and PD requirement within the first six weeks of school. The administrative team, led by the principal (e.g., instructional leader), will conduct focused walk-throughs for all teachers a minimum of once a week followed by in-person feedback within 48 hours with attention placed on aforementioned goals. Teachers needing more support will be observed more frequently and given real-time feedback when appropriate. Feedback consisting of glows, grows and action steps is given using a coaching model with the intention to support teachers in their growth. Coaching in each domain is collaborative so that teachers take ownership of their growth and efficacy in the classroom. For each action step given, the administrative team conducts a follow up walk-through, and the cycle continues. The entire T-TESS process, including goal setting, walk-throughs as well as the formal observation (conducted annually by the principal) is documented either using aligned hardcopy templates or computer software. Growth is shown through various clearly defined and communicated data points (both academic and nonacademic, such as attendance or policy compliance). For teachers who show no growth or have shown unsatisfactory teacher performance, the administrative team first collaborates with the teacher to agree on additional needed support such as real-time coaching, assistance with planning, or prescriptive PD outside of the building. If still no growth, the administrative team takes a more directive approach. Through all phases of this process, progress is documented and shared with the teacher. The ultimate goal is to grow teachers and maintain staff, but if necessary, unsatisfactory teacher performance could result in termination from the position.

Operational and Financial Plans

School Calendar and Schedule

Calendar: J-Hub is open for 182 days of school each year. Instruction begins mid to late August and ends at the start of June. We plan to align the calendar with HISD's calendar, observing the same holidays as well as breaks to accommodate families with multiple students. The calendar also includes a pre-opening orientation, Camp Commit (as part of the Summer Bridge) for 3 days that all incoming students are required to attend. (Attachment 25 includes our proposed calendar for opening year). We've divided the year into two 20-week semesters to provide students an opportunity to earn credits and meet rigorous academic requirements while integrating social emotional learning through each day. Teachers have an additional 5 days of training pre-opening four days throughout the year for PD and one day at the end of each school year to finalize grades and evaluate curriculum.

Schedule: J-Hub opens for breakfast and optional tutoring (as arranged by teachers) at 7:30 am. J-Hub student's instructional day begins at 8:00 am with dismissal at 3:15 pm. (Note: Should the school leadership team and board opt to adjust start and end times;

the length of day would remain the same.) The schedule is broken into seven 50-minute periods with ten extra minutes added to the third period for attendance and announcements. It is consistent across all grade levels and allows students to attend each course five times a week so they may earn 7 credit hours every year. The schedule includes a 45-minute lunch period. The extended lunch period promotes socializations and also facilitates "lunch and learn" opportunities (tutorials, business partner collaboration, etc.) A draft schedule is provided in Attachment 26. The table below states the total number of instructional minutes per day and per week.

	Sessions per week	Minutes per day	Minutes per week
ELA	5	50	250
Math	5	50	250
Science	5	50	250
History	5	50	250
Elective 1	5	50	250
Elective 2	5	50	250
Elective 3	5	50	250
Lunch	5	45	225
Transition	5	25	125
Mentoring/Intervention	1	45	45
Optional tutorials	4	60	240
Yearly total instructional minutes	77,620		

Through informal observation and regular walkthroughs, instructional time is monitored by the principal or designee to ensure that time is being used to maximize learning and to address students' needs and interests. Twice a month (aside from months with an extended holiday break in which there will be one early release day), students are released early (after lunch at 12:40) so teachers may participate in PD. We plan to leverage relationships with community partners to offer after school activities as needed, including provision of a study hall with tutors from The University of Houston (ACES Institute) and The University of Houston – Downtown. On "community days" (9 times per school year), the schedule is slightly adjusted. Core classes meet for 40 minutes. 90 minutes are dedicated to building community.

Teachers report for duty by 7:30 am each morning. Each teacher is required to offer tutorials at least twice per week. For five of the seven daily periods, teachers lead classes. Twos period four times a week is used for grading, lesson planning and preparation, family communication, etc. One period per week is used for PLC. All teachers' schedules include a duty-free lunch period. The teachers' duty ends at 3:30 aside from one time per month when they are required to join a monthly faculty meeting for an additional hour after school. Teachers may also stay later to sponsor extra-curricular activities.

Student Recruitment and Enrollment

Recruitment and Marketing Strategies: To ensure a diverse student body to fill all seats on day one, J-Hub implements inclusive recruitment and marketing efforts. These efforts have already begun as the founding team and volunteers ascertain demand, build interest and relationships, and excite families and community members about the school. In all recruitment efforts J-Hub is focused on removing barriers to connecting. Some examples of removing barriers include providing dinner/lunch, transportation, and childcare as possible, ensuring locations are easily accessible, assisting with filling out of documents, and ensuring materials are consistently translated. Additionally, J-Hub will always have tangible ways to re-connect with families and keep them engaged.

Ongoing: Open Houses and Informational gathering Sessions at various sites– Monthly after charter approval, including schools, community centers, faith-based organizations, and other community gathering spaces. Sessions are held at different times of the day and week to accommodate family's schedules to share our mission and program, answer questions, learn from families, and collect input that is then used to develop the school's design; Block-walk canvassing (as permitted) and home visits (by appointment upon request/need) to prospective students. Home visits ensure that students with disabilities and whose families are not active in communal events are included; Social media and a school website will be used to provide information, updates, and to poll interested parties; Flyers at community gathering locations; leverage existing relationships with Big Brother Big Sister, Fostering Families, 100 Black Men (Metro Houston) and Fraternity and Sorority Organizations.

September 2021 and beyond: Ambassador Program (identify family and community members to serve as J-Hub ambassadors that positively speak on behalf of our school); monthly direct mailing to families in the proposed community with information about the school and the enrollment process (budget permitting); leverage relationships with area school leaders at other campuses to determine how we can collaborate and support; post events and media releases in newspapers, including the Houston Chronicle and the Forward Times; place public service announcements and/or, acquire air and radio space through positive coverage on local channels (KTRK-TV 13 ABC, Houston Public Media, KHOU11), including the Spanish stations: Univision Radio and TV.

October 2021 and beyond: Host informational session; organize half-day camp for prospective students once on Oct, and once in Feb; partner with local "fun zones" (e.g., libraries, parks, Chik-fil-a) to spread information.

January 2022 and beyond: Host monthly open house type events to introduce staff as they are acquired (in addition to posting them on our website and social media); host holiday parties at local community centers, sponsor 8th grade graduations; attend/sponsor local youth sports leagues; attend/sponsor adult social events (i.e. church bingo or card night); Host FB love and IG live events; host events to meet non-academic needs of

community while advertising the schools, i.e. food, clothing, book, and school supply drives

Additionally, J-Hub representatives, including teachers and J-Hub founding board members, build on their community relationships, attend community and youth events (such as sporting events and/or performances) to communicate our mission and to engage organizations that serve families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families, and other youth at risk of academic failure.

We anticipate our largest return on investment will be word-of-mouth through families, and community members. As time continues to pass, we expect that our model will gain visibility through the community via service-learning opportunities, as well as positive press and student performance results. Aside from these efforts and opening our doors for all interested stakeholders to visit the school (by appointment), the changes we expect are those that align to proposed grades served. To ensure that we are effectively recruiting a substantial population, enrollment trends are monitored by the CEO on an annual basis to inform necessary modifications. Further, to ensure we are on track for recruitment and enrollment, J-Hub tracks the number of families attending information sessions and events, demographics of the families attending information sessions, and the number of families reached through home visits. Marketing is continually adapted based on information attained.

Outreach for At-Risk Students J-Hub does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation, including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to all students. J-Hub is committed to recruiting a student body reflective of the surrounding community. We continue to form partnerships with youth-serving community organizations. All of the outreach and recruitment strategies described above are designed to communicate that J-Hub is open to all students and to clarify that there are no admissions criteria. In the summer of 2021, J-Hub CEO is currently planning to launch a middle school mentoring and empowerment program called “Sons of Promise” that will target the most at-risk young boys of color at Cullen, Thomas and Attucks MS. The program is designed to provide life-changing experiences to provide middle school males with relevant experiences that ensure their academic social, and professional success over a three-week period. The Sons of Promise program will be another avenue to introduce program participants and families to J-Hub.

Students with disabilities Marketing materials articulate how students with disabilities benefit from J-Hub’s program. We encourage all students to apply and describe the services and systems that are in place to ensure students’ IEPs and 504 Plans are implemented with fidelity. Our principal is available to connect directly with interested

family members. Outreach efforts tap social workers, foster care agencies and nonprofits and health and welfare agencies that cater to, and serve, students with disabilities.

English Learners Marketing materials and applications are made available in LOTE, with an emphasis on Spanish. Advertisements in Spanish language media outlets, including newspapers and radio, are placed to target non-monolingual-speaking families. Recruitment efforts include setting up information tables at cultural institutions and local places of faith that serve Latino parishioners before and after Spanish language services and at local grocery stores that cater to Latinos. Spanish-speaking staff speak with families. Translation services are offered during open houses and information sessions to ensure all families have equitable access.

Families in Low-Income Our strategy includes neighborhoods where students live in poverty. A door-to-door campaign provides us with the opportunity to meet and begin relationship building with potential families. J-Hub representatives attend events in target communities and distribute flyers or establish information tables at local recreation centers, libraries, Boys & Girls Clubs, food banks, homeless shelters and other institutions that provide services to youth from low socio-economic backgrounds. We have established relationships with local, Fostering Families, Big Brother Big Sister, Harris County Protective Services for Children and Adults, Texas Department of Family and Protective Services.

Low-Performing Students or Students at Risk of Academic Failure J-Hub clearly communicates specific features of the academic program, including our emphasis on the importance of social-emotional learning to accelerate the achievement of academically low-performing or at-risk students and prepare all students for college and career. School representatives focus recruitment efforts on families who may have less access to information about local school choices and purposefully reach out to organizations that serve academically low-performing students.

Evaluating Recruitment Strategies: Recruitment efforts are an investment that yields results according to the amount of energy, effort, and finances applied. Measurable enrollment goals with contingency plans, and a predicted budget per pupil continually monitored. Specific metrics include the following: by October 2021, we seek to have ≥55 applications for enrollment; by December, ≥90; and by end-January, ≥140 for our first lottery run, in advance of the HISD HS choice due date of mid-February. Furthermore, we will continually capture data from each recruiting effort to track the ROI and adjust and/or supplement efforts and budget projections based on information attained. Examples of data points to track are number of people in attendance, apps collected, sub-pops and demographics, digital footprint, etc. Should we not meet benchmark goals, the board and leadership team may consider the following: hire an external recruitment firm, adjust our enrollment plans and budgeting/staffing modeling accordingly.

Admission and Enrollment Policy Please see Attachment 27.

Facility Acquisition

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

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

Facility Identified

Facility: J-Hub has not identified a facility to lease operations However, is making progress to secure a location.

Facility Not Identified

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

Based on best practices of national schools and our founding team's expertise, the ideal (**bold** font represents minimal requirements) facility in SE Houston would have the following:

	2022-2023	2023-2024	2024-2025	2025-2026+
Grades	9	9-10	9-11	9-12
Students	100	200	300	400
Max Sq. Ft (700-750 sq ft per)	Ideal (**725 sq ft per**)	Ideal (**725 sq ft per**)	Ideal (**725 sq ft per**)	Ideal (**725 sq ft per**)
Programmatic Space				
# Core Classrooms	4 (#)	8 (#)	12 (#)	16 (#)
Specialty Classrooms	2 (#)	2 (#)	3 (#)	3 (#)
Science Lab	1 (**Virtual**)	1 (**Virtual**)	1 (**Virtual**)	1 (**Virtual**)
Computer Lab	1	1	1	1
PLC/ Staff Data Room	1	1	1	1
Art Room	1	1	2	2
Counseling Room	1	1	2	2
In School Suspension Room	1	1	2	2
Total Classroom Space	**11**	**15**	**22**	**27**
Administrative Space				
Office (Administration)	1	1	2	2
Nurse	1	1	1	1
Security	1	1	1	1
Teacher Workspace (600 sq ft)	1	1	2	2
Staff Lounge (300 sq ft)	1	1	1	1
Conference Room	1	1	1	1
Student Restroom(s)	3 toilets	6 toilets	9 toilets	12 toilets
Staff Restroom(s)	2	2	2	2
Multi-purpose Space				
Cafeteria	1 @ 3,500 sq ft			
Gymnasium	1 @ 9,000 sq ft			
Locker Rooms	2	2	2	2
Community Room (washer, dryer, food pantry)	1	1	1	1
Daycare space			1	1
Overall Facility	16,200 sq ft	32,400 sq ft	48,600 sq ft	65,000 sq ft

Using the assumption of 162 square feet per student, we anticipate needing a facility that is 65,000 square feet once the school is at full capacity. The facility supports our efforts to engage students in active learning as we empower students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success. The classrooms include space for active learning, flexible seating (moveable tables or extra space to accommodate flexible grouping) and space for students to meet one-on-one with their mentor/teacher. Given our commitment to providing all students with equitable opportunity to explore interests, identify strengths, and develop passions, our ideal facility includes space for art classes and a dedicated stage or performance space. In connection with science standards, our science labs (if not virtual) are stocked with science materials and have gas as well as water lines. All classrooms are equipped with top-of-the-line technology (e.g., interactive displays, laptops, projectors). Our ideal facility includes a gymnasium (or an accessible gym is available in close proximity) that may also serve as a multipurpose space, providing opportunity for students to showcase final (multi-disciplinary) projects. Our counselor(s)

and social worker(s) require space to meet privately with students and to hold small or large group sessions to develop social-emotional skills. We also create space for students to do personal laundry. As the school grows, onsite childcare is provided to support our teen parents (as well as teachers that are parents). Lastly, we intend to have an expansive food pantry stocked by local partners, The Houston Food Bank, and community supporters to ensure that none of our students or families experience a shortage of healthy food. Additionally, to best serve students and staff that may commute from regional districts by car, bus, or public transportation, we seek a facility that accommodates flowing movement of cars and buses, is near a bus line, and has ample parking space.

Plans to Identify and Secure Facility: The CEO, along with founding board members, continues to engage in conversations with local experts in the field of real estate, community development, and facility acquisition. To date, the founding team has toured two facilities 3230 Hadley Street Houston, TX 77004 and 6100 Ridgemont Street Houston, TX 77087 (which don't meet our specifications) and continues exploring opportunities to share space with existing charter schools who are not fully built out and may share space for an agreed upon timeline. Market research, conducted by Building Hope, indicates that leased facility space is likely $17-18 per square foot. Facility space in the target community is somewhat limited due to limited commercial buildings. Our plans to secure financing include foundations, capital campaign and a bank loan. The facility will comply with all applicable local building codes (E rating), health and safety laws and the requirements of the Americans with Disabilities Act. Any renovations begin once the facility is confirmed.
Timeline The anticipated timeline to acquire facility is the following:

- Jan 2021 – July 2021 – explore possible facility locations for J-Hub
- Aug –Jan 2021 – Repairs, renovations (as needed) and inspections
- Jan 2022-Feb 2022 – Walkthrough to assess upgrades to building
- Feb 2022 – July 2022 Founding J-Hub team occupies building, tours begin
- Aug 2022 – J-Hub welcomes students

Costs As shown in budget, we estimate $181, 756 (Year 1), $316,255 (Year 2), $426,944, (Year 3) $529,411, (Year 4) , $534,705 (Year 5) for the facility space. This includes $120,000 for renovations, etc.

Transportation

Transportation: J-Hub plans to contract van services beginning Year 1 Aug (2022), and a bus service in the years after as enrollment dictates. J-Hub will offer service to students who live more than two miles (TEA required) from the campus. J-Hub intends to target yellow bus services in zip codes that are less accessible via Metro transit or extends beyond our no more than one transfer and maximum desired travel time (80-90

mins/roundtrip) on public transit for our students. Our bus routes are to be based on one or two set community pick-up/drop-off locations, serviced Monday-Friday for students (excludes clubs/sports during days that school is in session). We design the community stops to hit the target areas and try to get at least 20-30 students per bus route. We plan to issue a formal RFP for contracted service, to include a la carte provision of field trip services. To ensure that we are being responsive to the transportation needs of our families, J-Hub surveys families twice a year (beginning and end) to assess demand for school transportation, understand access challenges, and assess need for other kinds of mobility supports (e.g., safe walk routes, carpool coordination. Eligible students at J-Hub are provided with metro passes to support with transportation to and from school (will receive reimbursement from TEA). This will be provided to assist students in getting to school bus pick locations or commuting directly from home to school.

IEP Requirements J-Hub provides transportation as required by a student's IEP. Plans are made on a case-by-case basis to ensure adherence to their IEP. We also plan to identify our homeless students and ensure homeless students have available transportation prior to and throughout the start of the school year.

Additional Transportation Needs J-Hub will use main transportation providers to provide transportation support to athletic events and field trips. J-Hub may seek to purchase one or two school vans to assist with transportation to games, career training, school events, etc. as a supplement to typical bussing providers. Anyone operating a van will be properly certified and insured.

Start-up Plan

Start-up Plan A detailed start-up plan can be found in Attachment 30.

Start-Up Personnel Costs: As shown in budget and discussed above, J-Hub plans to hire a superintendent ($100k/year) and principal ($110k/year) upon charter approval. In January 2022, we plan to hire an office manager ($45k/year).

Contracted services: Legal services -$15,000; Accounting - $10,000; Marketing/ Recruitment - $10,000; Building and Rent Lease -$15,146; Staff and Board Development training - $2,000

School operations: Office Supplies- $10,000

Facility acquisition, operation, and maintenance: Facility Acquisition – Sept - Dec 2021**;** Maintenance – No later than Jan 2022**;** Operation – April/May 2022

Board Monitoring: Board members are encouraged to participate in leadership team retreat to participate in building out of timelines and deliverables; they are also invited to join Year 0 planning sessions with school leadership (held via zoom as necessary to increase participation). No later than one month after charter approval, board members are provided with a copy of the start-up plan so they may monitor progress at monthly board meetings. Board committee meetings for the following areas: Finance, Facilities and

Academics to provide additional oversight in preparation for school launch.

Start-Up Staffing Plans: As stated above, the CEO and principal are hired upon approval and plan to work full time so they may accomplish tasks listed in the start-up plan (Attachment 30). The Operations Manager (full time) begin in August 2023. Our plan to fund these positions is based on funding outcomes for CSP grants. We also have a secured amount of funding ($325,000) from Good Reason Houston for Year 0 support should our charter be approved. In addition, we continue to seek out planning and start-up grants from local and national funders (expedited by an approved charter agreement).

Financial Planning

Systems, Policies, and Processes J-Hub contracts out for back office support for years 1-3 to provide internal control support (payroll, accounting, etc.) and to assist in producing financial reporting documents. J-Hub will establish and maintain its internal controls in concert with its lead CPA at its chose back office support, and share these processes with its auditor to ensure its financial reporting requirements are strong. In addition, all financial reports will be reviewed by J-Hub administration and board members on the Finance committee. Finally, all monthly meetings with contracted back office vendor(s) will be scheduled to review financial documents of the school and evaluate school financial standing.

Roles and responsibilities J-Hub's Board is responsible for conducting monthly reviews and the monitoring of financial standing, while ensuring alignment to performance management goals set for the school year. The CEO is responsible for developing and managing J-Hub's non-instructional budget for J-Hub. The CEO also works with the Board and Principal to set an annual budget for school year. A financial report will be presented to the Board of Directors by the CEO/Superintendent during all scheduled board meetings and upon special requests. These reports highlight the school's overall financial standing. The CEO and Principal meet bi-weekly to review the budget and make necessary adjustments with approval from board. J-Hub's Principal develops and manages the instructional budget. In addition, the Principal works with the CEO/Superintendent to set the annual budget and meeting bi-weekly to review and make adjustments to the budget, where necessary.

Financial transparency J-Hub ensures financial transparency with the TEA and the public by meeting all financial reporting deadlines required by the TEA. The public has the opportunity to attend board meetings where the annual budget is up for approval. Decision regarding budget and finances are posted and accessible on the school website. Annual financial and compliance reports are also posted and updated each year on the school website.

Contracted Service
Accounting, Payroll, etc. - $10,000
Food – $108,000
Back Office Services – Year 0 $15,000, Year 1 $18,176
Transportation – Year 1 $30,000 (Vans), Year 2 $60,000 (Bus Route)
Security – $25,000
Legal Services - $15,000
Financial Plan Workbook See Attachment 31.
Budget Narrative See Attachment 32.
Financial status Attachments 34-36 are not applicable. The applicant does not have a sponsoring entity.
Fundraising In order to help offset costs that are not covered by federal and state funding, J-Hub plans to launch a fundraising campaign in year 0 and beyond to help provide additional funding to support student needs and enhance the student experience at J-Hub. The fundraising campaign is to be designed and led by the CEO. Should fundraising outcomes fall short or lack momentum, we may explore the possibly of contracting out a fundraising professional to develop our branding and donor engagement toolkit that will help expand our brand awareness and increase donor engagement. We anticipate that fundraising events/campaigns are to be focused on supporting the following needs: athletic programming costs (uniforms, fees, etc.), sponsorship of school and family events, capital campaign to build out a permanent school site by Year 5, provide funding to offer teacher incentives (bonuses, stipends, etc.).

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 ☐

Systems, Policies, and Processes J-Hub contracts out for back office support for years 1-3 to provide internal control support (payroll, accounting, etc.) and to assist in producing financial reporting documents. J-Hub will establish and maintain its internal controls in concert with its lead CPA at its chose back office support, and share these processes with its auditor to ensure its financial reporting requirements are strong. In addition, all financial reports will be reviewed by J-Hub administration and board members on the Finance committee. Finally, all monthly meetings with contracted back office vendor(s) will be scheduled to review financial documents of the school and evaluate school financial standing.

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Financial Plan Workbook See Attachment 31.

Budget Narrative See Attachment 32.

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JUSTICE HUB

Restorative Classroom. Explorative Students

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).



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 Justice Hub Public Schools Network
803831045

The undersigned, as Secretary of State of Texas, hereby certifies that a Restated Certificate of Formation for the above named domestic nonprofit corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

Dated: 12/11/2020

Effective: 12/11/2020

Ruth R. Hughs
Secretary of State

FILED
In the Office of the
Secretary of State of Texas

DEC 11 2020

Corporations Section

AMENDED AND RESTATED CERTIFICATE OF FORMATION
OF
THE JUSTICE HUB PUBLIC SCHOOLS NETWORK

1. **THE JUSTICE HUB PUBLIC SCHOOLS NETWORK,** a Texas nonprofit corporation (the "Corporation"), pursuant to the provisions of Sections 22.105 to 22.108 of the Texas Business Organizations Code, hereby adopts this Amended and Restated Certificate of Formation which accurately copies the Certificate of Formation as amended by such Amended and Restated Certificate of Formation as hereinafter set forth.

2. The Certificate of Formation of the Corporation is amended and restated in its entirety by this Amended and Restated Certificate of Formation, as summarized below:

Article III has been amended.

3. Each such amendment made by this Amended and Restated Certificate of Formation has been effected in conformity with the provisions of the Texas Business Organizations Code and the Corporation's governing documents and was duly adopted by unanimous written consent of the directors of the Corporation.

4. The Amended and Restated Certificate of Formation of the Corporation accurately states the text of the Certificate of Formation being restated and each amendment to the Certificate of Formation being restated that is in effect, and as further amended by the Amended and Restated Certificate of Formation. The attached Amended and Restated Certificate of Formation does not contain any other change in the Certificate of Formation being restated except for the information permitted to be omitted by the provisions of the Texas Business Organizations Code applicable to the filing entity.

[remainder of this page intentionally left blank]

AMENDED AND RESTATED CERTIFICATE OF FORMATION OF THE JUSTICE HUB PUBLIC SCHOOLS NETWORK

ARTICLE I

The name of the corporation is The Justice Hub Public Schools Network. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 3933 Tulane Street, Houston, Texas 77018, and the name of its registered agent at such address is Marvin Pierre.

ARTICLE III

The number of directors of the Corporation, which shall constitute its Board of Directors and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation. The number of directors shall be no fewer than three. The names and address of the current Directors are:

Anastasia Anderson
11114 Wishaw Way
Richmond, Texas 77407

Jamie Garrett
4012 Woodshire Village Estate
Houston, Texas 77025

Michael Love
2913 Village Brook Lane
Pearland, Texas 77584

Russell Ramsey
1756 W. 23rd Street
Houston, Texas 77008

Robin Reagler
944 W. 24th Street
Houston, Texas 77008

ARTICLE IV

The Corporation shall have no members.

ARTICLE V

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or

the corresponding provision of any future federal tax code. In particular, the Corporation is organized to provide high-quality educational experiences for public school students.

The Corporation is organized to have and exercise all rights and powers conferred upon non-profit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE VI

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

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

ARTICLE VII

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

ARTICLE VIII

The initial Bylaws of the Corporation shall be adopted by its Board of Directors, and the power to alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in its Board of Directors.

ARTICLE IX

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

(a) a breach of a director's duty of loyalty to the Corporation;

(b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;

(c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or

(d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE X

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code , and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XI

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

Dated: December 11, 2020

The Justice Hub Public Schools Network

By: */s/ Marvin Pierre*
Marvin Pierre, Founder

Attachment 2:

501(c)(3) Determination Letter

Provide the 501(c)(3) Determination Letter issued by the Internal Revenue Service (IRS) or evidence of filing for tax exempt status with the IRS or provide documentation to demonstrate submission by 1/20/21.

An official email of the United States government

Pay.gov

You successfully submitted your Form 1023 user fee payment to Pay.gov and the details are below. You can expect to be contacted about your application by the IRS within 180 days from the date you submitted it. After 180 days, if you haven't been contacted, you can call the toll-free Customer Account Services number, Monday through Friday, 8 a.m. - 5 p.m. (local time), at 877-829-5500 to check on the status. You will need to provide your name, your employer identification number (EIN), and the date you submitted your application when calling.

Application Name: Form 1023
Pay.gov Tracking ID: [redacted]
Agency Tracking ID: [redacted]
Transaction Type: Sale
Transaction Date: 12/31/2020 02:14:41 PM EST
Account Holder [redacted]e
Transaction Amount: [redacted]
Card Type: Visa
Card Number: **********[redacted]

THIS IS AN AUTOMATED MESSAGE. PLEASE DO NOT REPLY.

JUSTICE HUB

Restorative Classroom. Explorative Students

Attachment 3:

Applicant Information Session Documentation

Provide the *Proof of Attendance* documentation the applicant received via email for completing an Applicant Information Session attended in October or November 2020.



From: CharterApplication <CharterApplication@tea.texas.gov>
Subject: TEA Generation 26 Charter Application Information: Confirmation of Attendance
Date: November 13, 2020 at 2:49:54 PM CST
To: CharterApplication <CharterApplication@tea.texas.gov>
Cc: "Garland, John" <John.Garland@tea.texas.gov>

Hello,

This email is an official **Confirmation of Attendance** for the Generation 26 Application Information Session held on November 6, 2020. New Operators and Experienced Operators must print this email and include as Attachment 3: Applicant Information Session Documentation. Subchapter E applicants must print this email and include as Attachment 1. This email will fulfill the attendance requirement for your application submission. The printed copy that you submit must show both sender and recipient email addresses. We have attached an example to illustrate this submission requirement.

Please note, your application only requires one copy of this confirmation.

Sincerest Regards,

New Schools Team
Division of Charter School Authorizing and Administration
(512) 463-9575
charterapplication@tea.texas.gov
TEA Charter School Webpage

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

The Justice Hub Public Schools Network

SPONSORING ENTITY (NAME)

HAS REVIEWED

STATE ACCOUNTABILITY OVERVIEW.PPT

2/6/21

(DATE)

CURED DURING REMEDY PERIOD

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

The Justice Hub Public Schools Network

SPONSORING ENTITY (NAME)

HAS REVIEWED
SPECIAL EDUCATION.PPT

2/6/21

(DATE)

CURED DURING REMEDY PERIOD

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

The Justice Hub Public Schools Network

SPONSORING ENTITY (NAME)

HAS REVIEWED
ENGLISH LEARNERS OVERVIEW.PPT

2/6/21

(DATE)

CURED DURING REMEDY PERIOD

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

The Justice Hub Public Schools Network

SPONSORING ENTITY (NAME)

HAS REVIEWED
CURRICULUM OVERVIEW.PPT

2/5/21

(DATE)

CURED DURING REMEDY PERIOD

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

The Justice Hub Public Schools Network

SPONSORING ENTITY (NAME)

HAS REVIEWED
SELECTED LEGAL TOPICS.PPT

2/5/21

(DATE)

CURED DURING REMEDY PERIOD

JUSTICE HUB

Restorative Classroom. Explorative Students

Attachment 4:

Evidence of Community Demand



Attachment 4:

1. ***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.
2. ***Meeting Agenda***. The formal agenda that was followed during each required public meeting.
3. ***Public meeting protocol***. This is the script or list of questions that were prepared and presented at the public meeting. Do **NOT** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.
4. ***Letter(s) of support***. Provide (if any) non-financial letters of support from individuals, organizations, officials, etc.

a. Evidence of Outreach Strategies and Related Results:

i. Community Surveys

1. Youth Focus Group and Interview Notes

Color Codes:

- SEL
- Academics/ Teacher Relationships
- Family
- Substance Abuse
- Gangs
- Pregnancy
- Mental Health
- Suspensions
- Legal
- Safety
- Bullying



	At what point in your life did you first start to disconnect from school?	What role did your school play?	What role did family play?	What was your educational outcome?	What do you think our schools need now?
DH	I started to disconnect in 9th grade. I was getting into a lot of fights and when I was placed on probation I didn't want to go back because I feared that I would end up locked up.	There was too much drama going on for me to be able to focus on school. I spent most of my time addressing girls who wanted to fight me. Also, I knew I was smart but the teachers we had didn't really know how to teach so it was like what was the point of going to a class full of chaos.	My mom has12 kids so I never got the attention that I needed. She was out there a lot and all I had was my grandmother and she could only do so much. Patrick (baby father) mom was the only one that really looked out for me.	I'm one test away from getting my GED. But with two kids and a lack of stability its hard for me to focus on finishing this part of my life. I don't have the family support and I'm also not holding myself accountable to getting it done	We need teachers that really care about us as young teens, we need resources to address our needs outside of the school that get in the way of us staying in school. We also need our schools to be safer. I can't focus in the middle of chaos.
AJ	I stopped caring about school in my sophomore year. I started to hang around the wrong crowd of friends that were smoking, skipping school and fighting on a daily basis.	My school was crazy. Kids did what they wanted to do and no one really cared. All the negative things I started to do I learned from school. Also, I was teased a lot for being overweight and so I was never comfortable going to class and that's why I skipped school a lot to avoid being picked on or feeling very uncomfortable.	To be honest my mom raised me and my two siblings by herself. She went to college and so did my other siblings. So it wasn't like I came from a family that didn't care about education. I just think my mom didn't know how to help me when she realized that I wasn't motivated to go to school and go to college. It just got to a point where she didn't know what else to do. My siblings tried to talk to me but that didn't really work. I was too involved in gangs and finding acceptance from my peers.	Ended up getting my GED. I almost gave up on it after falling short on the math section a couple of times.	Make every kids feel valued and supported. Keep the drugs and violence out.
JC	My sophomore year at [redacted]. I had joined a gang and was selling weed at the time. A lot of things were happening at that time. I was skipping school to go and sell drugs. I was practically high all the time.	[redacted] couldn't help me address the void I was feeling in my life at that time. I was searching for acceptance and school definitely didn't provide me with that. I was also dealing with some mental health issues that I used drugs to help me deal with.	My mom raised me by herself with my sister. My mom has had some issues herself with drugs and alcohol. My uncle is a pastor of a megachurch in Houston but he and I don't see things the same. He expects me to just do what he says because I'm a kid and never gives me a space to share my own feelings on situation. I really don't rock with my family like that because I	Currently working on passing my three remaining subject tests before I can get my GED. I'm also trying to get help for my addiction to drug use.	Give kids a space to express their feelings and have a say on how this go. Our voices matter just like the adults. We need more counselors in our schools and more positive outlets. I'm surrounded by gangs in my hood and if I don't join one who don't have protection. Also put more resources into building
			think they don't value my view on things. Our conversations are always one sided.		art/music programs. Music is my passion and how I share my pain.
TM	I always struggled in school for most of my life. I really stopped going when I got locked up in 9th grade and I tried to go back to school when they let me out but when I tried the school said I couldn't come back because I was a known gang member. So I just said fuck it and never went back until I heard about 8 Million Stories.	School was like an extension of streets to me. I rarely went to class because I didn't know how to do the work and my teachers didn't have the patience to teach me.	My mom died from drugs and my father was in jail for most of my life. So I never really had much of a chance. My dad and I have a great relationship and he tries to teach me to do right everyday. I guess not having them in my life when I was younger had something to do with the way I ended up as a teenager.	I am two tests away from getting my GED. I realized that I have to do better in order to be a good father to my son Nation.	Schools that believe in kids and really show it. A lot of people say they care but when you mess up they show you what they really think of you.
MT	I stopped going to school after I kept getting kicked out of every school I went to. In 9th grade I was having a lot of fights and kept getting suspended and one day I decided I was going back anymore.	The fights I had in school on a daily basis got in the way of me focusing on my education. I kid you not I had a fight almost every single day in HS. Also when I got pregnant at 14 it made it hard for me to go back to school. I wasn't going to risk my baby's life during a fight.	My parents didn't really support me with school. My mom and I never got along and still don't. My relationship with dad is good but he left the house when I was young. So not having my dad around played a role too, I guess.	Still working on getting my GED. I'm also expecting my second child (age 16).	Teachers who care and safe schools where I don't have to worry about fighting.
DW	I disconnected from school when my father passed away. I just got really depressed and angry and started following the wrong crowd. My cousin got me into stealing cars and selling drugs and I ended up in juvi because of it.	School was tough for me. I remember liking school until the 4th grade and after that I just didn't like coming to school anymore. I didn't feel my teachers cared about me and so I saw no reason to show up for class.	My dad being killed was a major point in my life. I was doing fine until that happened. I feel like after that I went downhill. My mom and I have a tough relationship because we don't see eye to eye on a lot of things.	Got me GED from 8MS. Ended up going to Tyler Junior Community College. Left after my first semester due to mental health issues. Working on returning to school and working.	Teachers that care about all kids, mentors and support with mental health like dealing with depression.

2. Community Survey distributed via Survey Monkey Link, survey was open for 8 calendar days, and received a sample size of 27 responses. Results were used to create talking points for public meeting and for future focus groups. Survey tracked answers by email address, so we were able to follow-up with additional questions and gather more input.



RESPONDENTS: 27 of 27

ADD TO DASHBOARD | SAVE AS

QUESTION SUMMARIES | INSIGHTS AND DATA TRENDS | INDIVIDUAL RESPONSES

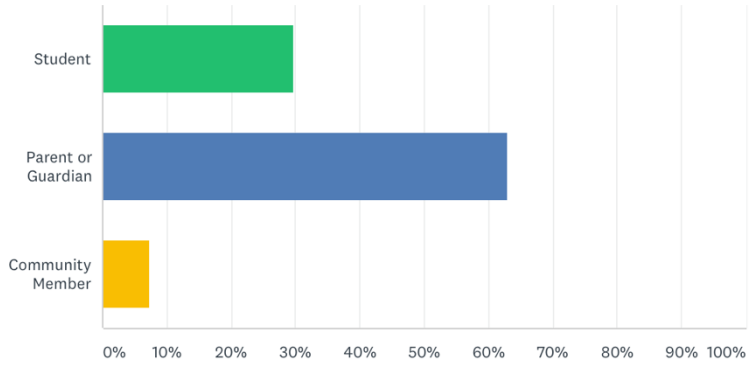
Page 1

Q1

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Which best describes you?

Answered: 27 Skipped: 0



ANSWER CHOICES	RESPONSES	
Student	29.63%	8
Parent or Guardian	62.96%	17
Community Member	7.41%	2
TOTAL		27

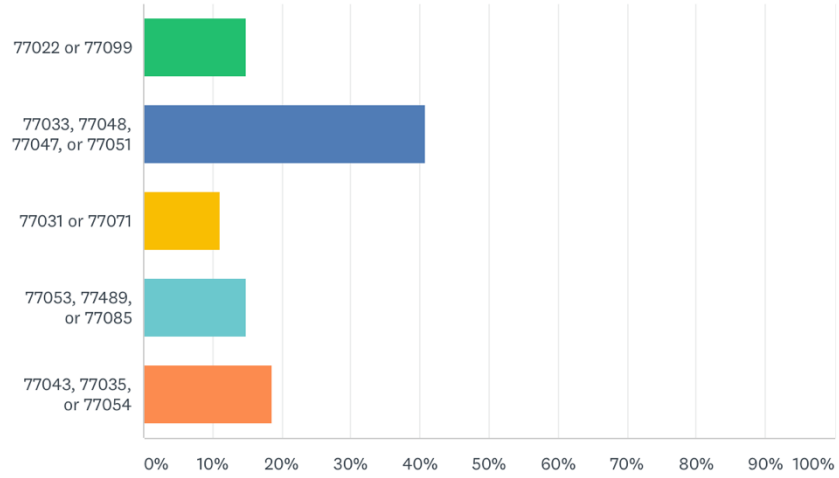


Q2

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What is your current Zip Code of residence?

Answered: 27 Skipped: 0



ANSWER CHOICES	RESPONSES	
77022 or 77099	14.81%	4
77033, 77048, 77047, or 77051	40.74%	11
77031 or 77071	11.11%	3
77053, 77489, or 77085	14.81%	4
77043, 77035, or 77054	18.52%	5
TOTAL		27

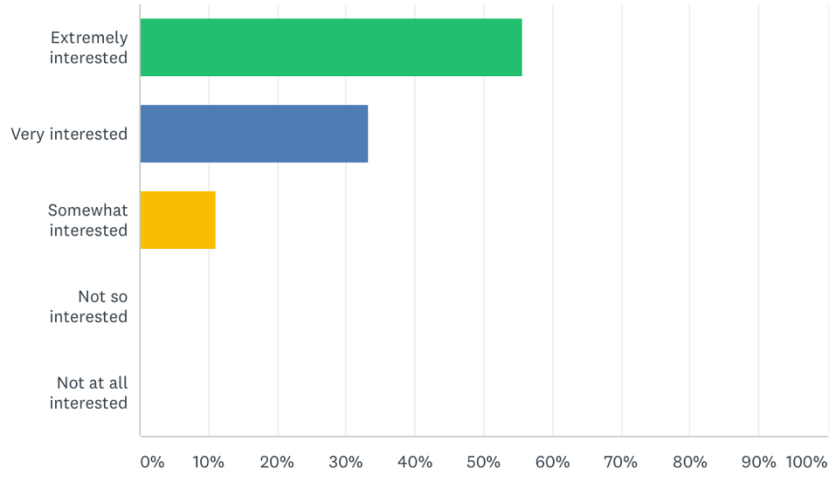


Q3

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How interested are you in having the Justice Hub serve your community?

Answered: 27 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely interested	55.56%	15
Very interested	33.33%	9
Somewhat interested	11.11%	3
Not so interested	0.00%	0
Not at all interested	0.00%	0
TOTAL		27

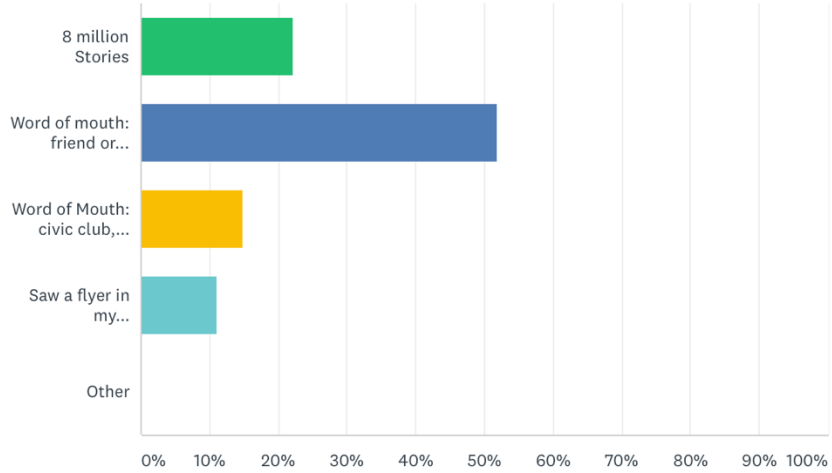


Q4

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Where did you hear about the Justice Hub?

Answered: 27 Skipped: 0



ANSWER CHOICES	RESPONSES	
8 million Stories	22.22%	6
Word of mouth: friend or family	51.85%	14
Word of Mouth: civic club, community organization, or church	14.81%	4
Saw a flyer in my neighborhood, bus stop, grocery store, etc.	11.11%	3
Other	0.00%	0
TOTAL		27

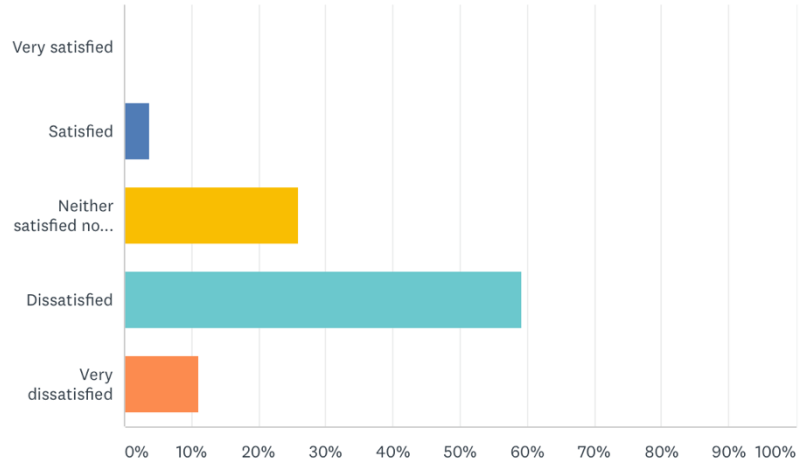


Q5

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How satisfied are you with your current area high school offerings?

Answered: 27 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very satisfied	0.00%	0
Satisfied	3.70%	1
Neither satisfied nor dissatisfied	25.93%	7
Dissatisfied	59.26%	16
Very dissatisfied	11.11%	3
TOTAL		27

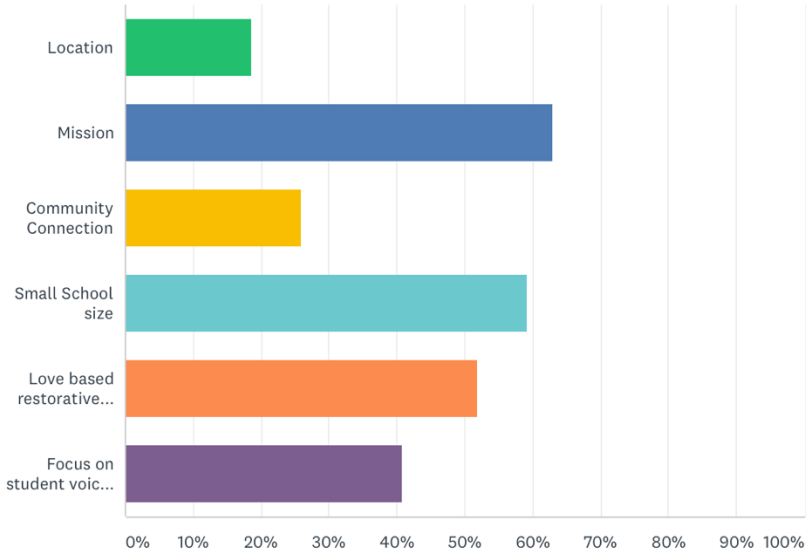


Q6

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What part of the Justice Hub intrigues you the most?

Answered: 27 Skipped: 0



ANSWER CHOICES	RESPONSES	
Location	18.52%	5
Mission	62.96%	17
Community Connection	25.93%	7
Small School size	59.26%	16
Love based restorative approach to discipline	51.85%	14
Focus on student voice, empowerment, and explorative practices	40.74%	11
Total Respondents: 27		

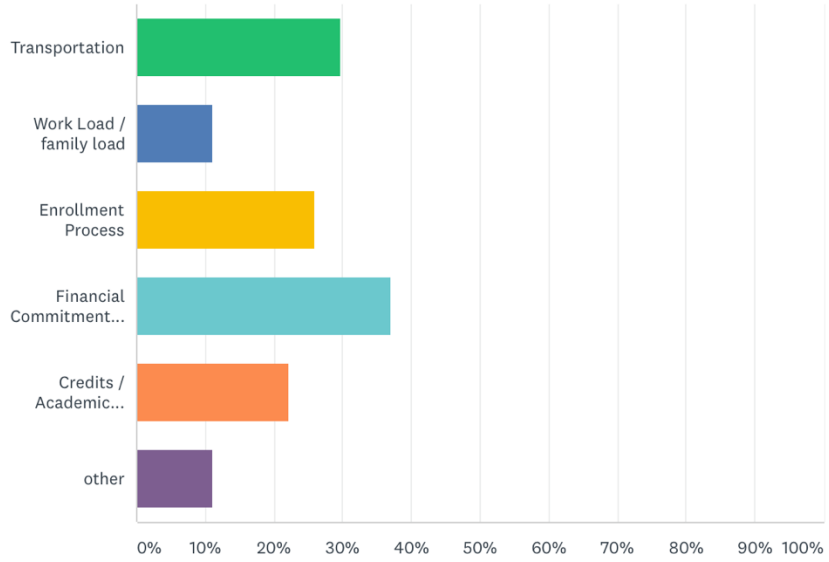


Q7

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What would be something that is a barrier to you attending, or sending your student, to the Justice Hub?

Answered: 27 Skipped: 0



ANSWER CHOICES	RESPONSES	
Transportation	29.63%	8
Work Load / family load	11.11%	3
Enrollment Process	25.93%	7
Financial Commitment (school supplies)	37.04%	10
Credits / Academic Standing	22.22%	6
other	11.11%	3

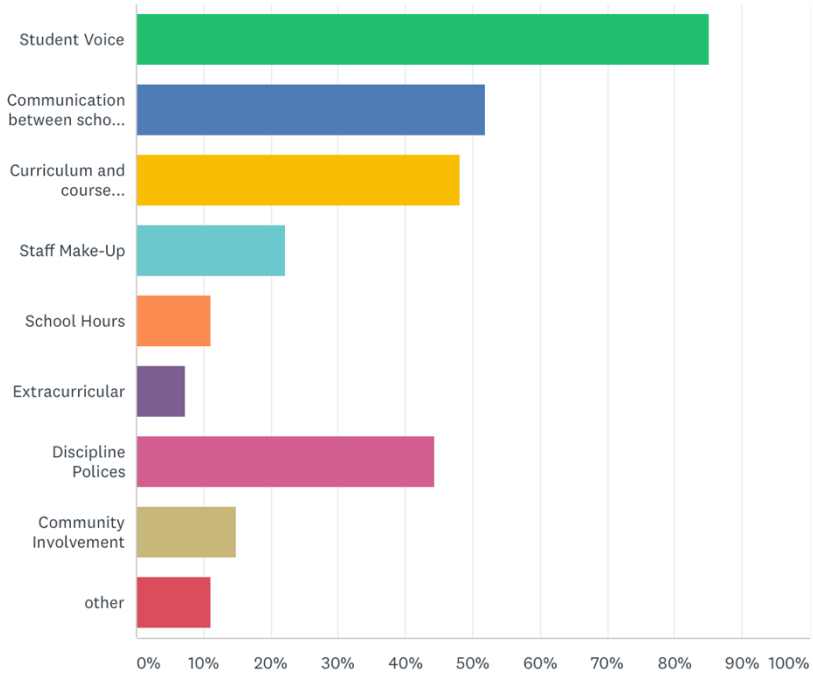


Q8

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What are the three most important things you are looking for in a school?

Answered: 27 Skipped: 0



ANSWER CHOICES	RESPONSES	
Student Voice	85.19%	23
Communication between school and home	51.85%	14
Curriculum and course offerings	48.15%	13
Staff Make-Up	22.22%	6
School Hours	11.11%	3



3. Naming the Justice Hub Focus Group condensed notes
    a. *Focus group using parents, students, and leaders of the community was conducted to determine the campus name*

The Justice Hub founder, Mr. Marvin Pierre conducted a focus group and a few 1:1 Interviews with students and parents of the community, as well as leaders in the community (political, church, and informal leaders) to gather local input around the school name.

The focus groups allowed us to hear from various people and created a space for them to interact and bounce ideas of each other, creating a more authentic discussion where Mr. Pierre could serve more as an observer than a participant. Allowing him to truly hear from the community without any bias.

The first focus group was conducted in August of 2020: The guiding questions used to guide the conversation included:

- What does the name of a school tell you about it?
- When you think of a place that gives students power and invites the community voice into its doors what words come to mind?
- When you think of a traditional school what words come to mind? What feelings do those words create?
- What should a school be?
- What other words of things do you think of when you hear "love", "explorative learning", "second chances", and "empowerment"?
- When you read the mission and the vision of the school what words, experiences, or people come to mind?

**** Broad overview of the condensed notes – Justice was a continued theme throughout, desire to feel like there is a move towards Justice and equity, connection of being heard to feeling justified in your thoughts, experiences, and person.*

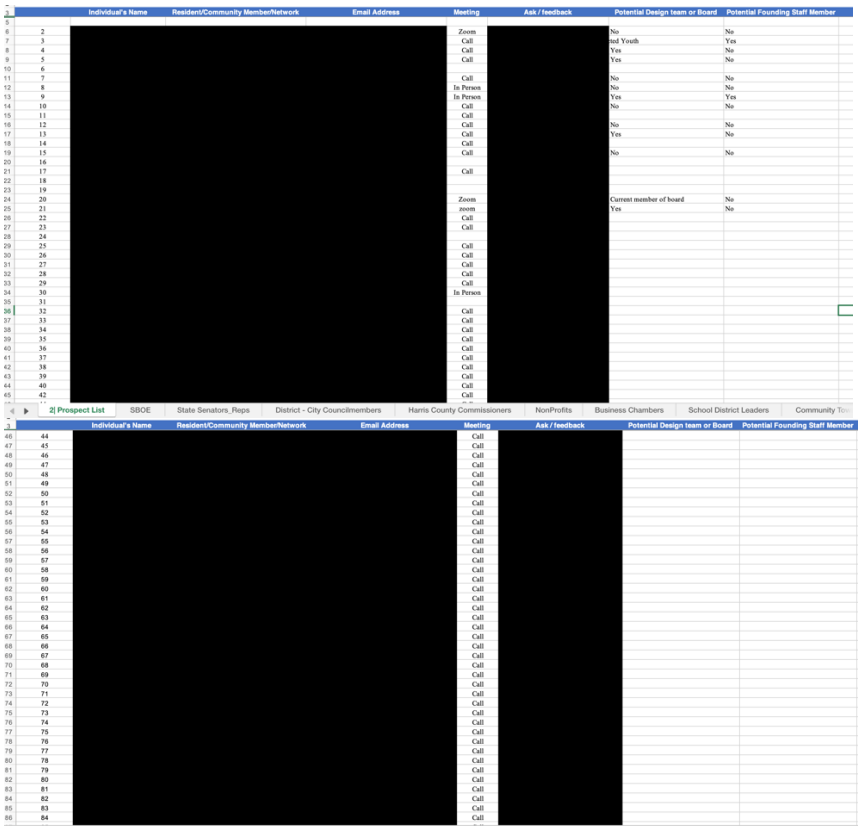
The second focus group was conducted in October of 2020: The guiding questions used to guide the conversation included:

- Would you prefer a school name that ended in "charter" "academy" "life prep" "school" or other option?
- What do you think when you hear "8 million stories school" "Justice Lab"
- How do you feel about schools that are named after pillars of the community?

**** Broad overview of the condensed notes – "Lab" felt very negative to all participants, feeling of being experimented on. Created negative connections to the experiences of Black and Black communities as a lab to do what you please with and observe. Also was not a strong connection to naming a school after a community member, felt it anchored the entire school culture in who that person is versus who the students and communities are, takes away from feeling student driven. Word "Hub" came up as a common theme. Schools should be a "hub for the community, students, and families. "Justice Hub" proposed as a name and widely received in a positive light / participants were enthusiastic about that name above all other suggestions.*



4. House meetings, empathy interviews, 1:1s, etc.
    a. Community Feedback & Engagement Tracker – *Between July 2020 and November 2020, Mr. Pierre conducted 257 empathy interviews and 1:1s with residents, community leaders, etc., conducted 3 meetings with leaders of various business commerce chambers, and met with 9 campus and district leaders in the targeted zip codes to gather feedback from the community"*

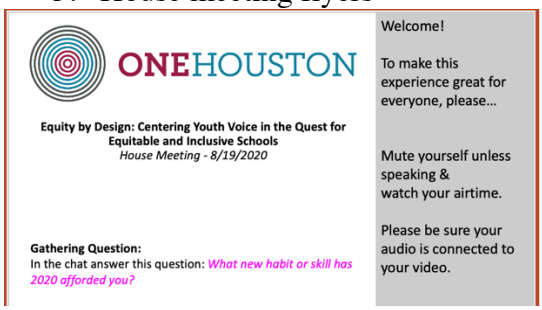


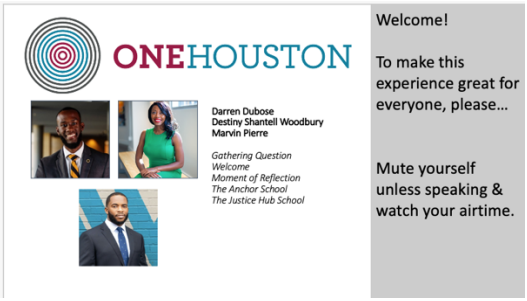
		Individual's Name	Resident/Community Member/Network	Email Address	Meeting	Ask / feedback	Potential Design team or Board	Potential Founding Staff Member
96	96	[redacted]			Call			
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98	98				Call			
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135	135				Call			
136	136				Call			
		Individual's Name	Resident/Community Member/Network	Email Address	Meeting	Ask / feedback	Potential Design team or Board	Potential Founding Staff Member
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140	140				Call			
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		Individual's Name	Resident/Community Member/Network	Email Address	Meeting	Ask / feedback	Potential Design team or Board	Potential Founding Staff Member
234	234	[redacted]			Call			
235	235				Call			
236	236				Call			
237	237				Call			
238	238				Call			
239	239				Call			
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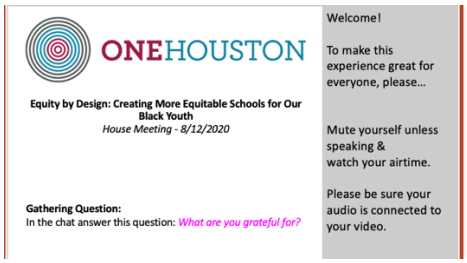


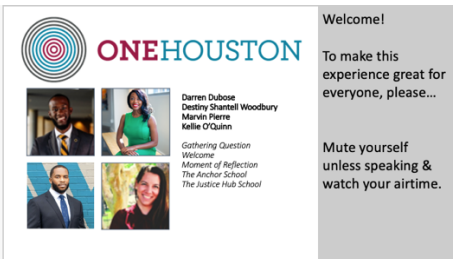


5. House meeting flyers










MARVIN PIERRE
CO-FOUNDER &
EXECUTIVE DIRECTOR OF
8 MILLION STORIES
JOIN US
VIRTUALLY
TUESDAY TALKS
OCT 6 @ 1:00PM
bit.ly/TueTalks
Watch FB Live Stream
facebook.com/NAMIGreaterHouston
NAMI Greater Houston

ii. Social Media – Facebook page received 151 followers within 2 days of launching after our first informational



iii. Canvassing / Block Walks – *Due to CoVid and wanting to protect the health of our volunteers and their families, only 1 block walk was conducted with safety protocols put into place.*

Block Walk Day!

October 2020

Objective: To both inform the community as well as gather feedback surrounding the Justice Hub

Goal: 35 emails collected; 15 surveys completed

Stretch Goal: 40 emails collected; 25 surveys completed

***Last minute decided against distributing flyers to reduce exposure of hand-to-hand contact/CoVid – also no physical survey sheets, use iPad and wipe down after every use.*

TIME	AGENDA ITEM/ OBJECTIVE
8:00 – 8:20	Meet with volunteers/ site leads for final run through and materials check
8:20 – 8:45	Breakfast & Volunteer check-ins
8:50 – 9:00	Presentation of safety protocols
9:40	Travel to starting points
9:55	Recruitment begins
11:15	Back to original meeting point
11:30 – 12:30	Debrief and lunch

Desired Locations & Rationale

Location	Rationale
Store Fronts	High foot traffic (cannot get approval from stores to set up a table due to CoVid, will post flyer in designated area of store)
Apartment Complexes	Targeting residents nearest to targeted zip codes; potential new move-ins not tied to a campus
Neighborhoods	Targeting residents nearest to campus
Churches	Trust factor: church endorsement goes a long way with community buy-in; high volume of referrals generated
Civic Centers	Trust factor: high volume of referrals generated

Materials

iPads - 4	Clipboards -4	Surveys- Electronic and pre-downloaded onto iPad
Bottled Water - 8	Volunteer folders 4	Pens -300
Shirts for Volunteers	Umbrellas (pending weather)	Sanitizer
Neighborhood Lists/Maps		



Location Addresses, Leads, Volunteer List & Contact
All start at 3805 Shelby Circle for debrief.

Location	Team Members	Contact #	Notes
Start at 3805 Shelby Circle	[redacted] will lead team from 3805 Shelby circle to drive to Alef targeted zip codes and meet with [redacted] (Alief resident) to canvass those targeted zip codes)	[redacted]	[redacted]
Start at 1026 Niagara	[redacted] (3rd ward native and Sunnyside resident) will lead team from 1026 Niagara top canvass Sunnyside area		
Start at 3805 Shelby Circle	[redacted] (Fort Bend resident) will lead team from Shelby circle to canvass targeted FB zip codes		

Actions Checklist

Debrief / Review of Project Plan and Goal

- What are your key measures of success? *Meeting the goal, customer satisfaction; getting responses to survey.*
    - What would that look like at the end of the day?
- How did you go about planning? What did you do first? Last? *Run through vision for exemplary day in my head and then plan backwards for everything that would need to happen to make that vision reality. Run through, make checklist based on that. Lastly, run through as volunteer and make sure everything is simple and easy to implement (one pager).*
- What was most challenging for you about creating the plan? *CoVid, fear of putting people in danger or making the people we approach uncomfortable, Timeline, detail-oriented think through all possible missteps so I can plan for them.*



2-page article in the Houston chronicle detailing Mr. Pierre's work with the community and youth and his desire to open a campus to continue serving underserved students.

ZEST

HOUSTON CHRONICLE • SUNDAY, SEPTEMBER 27, 2020 • SECTION G ★★



Photos by Mark Mulligan / Staff photographer

Building young men

iv. Public meeting notice



2B houston Forward Times January 13 - 19, 2021

Health

Speaking of Mental Health

Angela M Powell, Ph D, LPC-S, CSC

Winter blues or something different?

Many people may experience depressive symptoms during the winter months and may find themselves overwhelmed and having difficulty with their daily functioning. This may be related to Seasonal Affective Disorder (SAD). Seasonal Affective Disorder is a mood disorder that is characterized by depression and commonly occurs at the same time each year. Generally speaking, it is a mood disorder that presents itself in climates where there is less sunlight for extending periods of time during the fall and winter months each year. It occurs when the body's internal clock is disrupted by the lack of sunlight and leads to feelings of depression. SAD is often treatable by a mental health professional and resolves within months of treatment.

According to the National Center for Biotechnological Information (NCBI, 2020) about 5 percent of adults in the United States experience SAD and it typically lasts for several months during the year. Typically, like depression, SAD occurs more in women than men.

There is hope! SAD may be treated with consistent light therapy from a trained mental health professional. Other approaches have been found to be effective in treating SAD, including Cognitive Behavioral Therapy, medications, exercise, and diet. During these unprecedented times we are facing with the Coronavirus and social distancing, those who are impacted by SAD may experience more severe symptoms. Exposure to sunlight, taking nature walks, and connecting with family and friends via social media outlets may provide some relief.

Finding a therapist for SAD treatment is essential in reducing the effects of the disorder. Therapy may include sessions once or twice per week individually or in group format. It is also important to note that change in diet or modifications in medication should be under the advice of a physician. While exercise regimens are important in your physical and mental well-being, consistent routines should be implemented in the mornings or early afternoon to allow the body time to regulate and produce the proper amount of melatonin during sleep at night. During these times of increased technology in working from home and connecting with others, electronic screen time should be limited in the late afternoon and discontinued at least two hours prior to bedtime. Seek out a therapist and discuss your concerns to begin your new journey to mental wellness.

This is for informational purposes only. Seek professional help from your mental health or medical physician for further guidance.

Angela M. Powell, Ph.D., LPC-S, CSC

ASK DR. BEAL

Mental Health Corner

Janice M. Beal, Ed.D.

Dear Dr. Beal,
Why is it so hard to keep New Year's Resolutions? With this pandemic I know I am going to fail. This is too much. I am not happy.
Signed, Why Try?

Dear Reader:

Happy New Year !!! The history of New Years and how it is celebrated dates back to over 4,000 years. It was originally celebrated by the ancient Babylonians. They were the first to hold recorded celebrations in honor of the new year. The Romans, under the leadership of Julius Caesar established that January 1 would be the beginning of the new year 46B.C. Therefore, from a historical perspective it was founded on allowing people to start over and to make changes. The celebration is also aligned with Christianity, meaning beginnings.

The first step I would like to suggest is to not put negative statements in the universe. You started out by saying you were going to fail. If you say anything that is negative you will fulfill the prophecy. We have to look at our words and start to use them in positive ways. We are all glad to have made it through 2020 and are embracing 2021 but on a realistic side we have to acknowledge that we may have difficulties. We are not at the end of the pandemic and can not control the outcome, so we will have to continue to follow the suggested rules and guidelines. However, you are in charge of you and what you want to accomplish. Below you will find tips to help you set goals and follow through with them:

1. **Get a pen and Paper:** You have to write your goals down. Not writing them and keeping them in your head does not work. You need to see them on a daily basis to affirm your commitment
2. **Have Faith that you will accomplish your goals:** If you believe in a higher being you will understand the paraphrase passage "Faith without works is nothing"; so you will have to do something. But believe in yourself.
3. **Think Big:** Set goals that expand what you want to achieve. If you want to own a business and you have never started and the idea is on a shelf, this is the year !!!!
4. **Breakdown how you are going to accomplish the goals in smaller steps.** Therefore you are able to see success.
5. **Surround yourself around like minded people.** Everyone needs an accountability partner. If you have someone who is not helping to motivate you and vice versa, change your circle of people. New Year! New Group of Friends.
6. **Acknowledge and reward yourself when you have accomplished part of your goal.** If it's to lose 50 pounds, celebrate at every step. If you lose 1 or 5, pounds pat your self on the back.
7. **Learn from your past.** Don't keep doing something over and over again if you have not gotten new results. It takes time for change to happen but if you are hitting a brick wall, CHANGE.

Reader, it takes time for change to happen and to develop new habits. Let's embrace, learn and get ready for the new year.

CHEERS TO 2021 !!

Do You Have A Question? Connect with me! : askdrbeal@gmail.com

"Good Mental Health Equals Mental Wealth"

HOUSTON HEALTH DEPARTMENT

FREE FAST SAFE COVID-19 Testing Sites

Week of January 11, 2021

1. Kingwood Park Community Center
4102 Rustic Woods Dr, Kingwood, 77345
Drive-thru | Nose self swab
-January 12-16: 10 a.m.–5 p.m.
No appointment required.

2. Hou. Comm. College – North Forest
6010 Little York Rd, 77016
Drive-thru | Nose self swab
-Monday-Saturday: 10 a.m.–7 p.m.
Appointment not required but available via dolneedocovid19test.com.

3. United Memorial Medical Center
510 W Tidwell Rd, 77091
Drive-thru | Healthcare nasal swab
-Monday-Friday: 8 a.m. – 3 p.m.
No appointment required.

4. Clark Community Center
9718 Clark Rd, 77076
Drive-thru | Nose self swab
-January 12-16: 10 a.m.–5 p.m.
No appointment required.

5. METRO Addicks Park & Ride
14230 Katy Fwy, 77079
Drive-thru | Nose self-swab
-Wed, Fri, Sat: 8 a.m. – 4 p.m.
-Tues, Thurs: 10 a.m. – 6 p.m.
Call 832-393-4220 for access code.

6. Memorial Park Running Trails Center
7575 N. Picnic Lane, 77007
Walk-up | Mouth self swab
-Daily: 8 a.m.–5 p.m.
Appointment required via curative.com.

7. Hou. Comm. College – Northeast
555 Community College Dr, 77013
Drive-thru | Mouth self swab
-Monday-Saturday: 10am–7pm
Appointment not required available via docswellhtesting.com.

8. Minute Mold Park, Lot C
2208 Preston St, 77002
Drive-thru & walk-up
Mouth self-swab
-Saturday-Wednesday: 8 a.m. – 4 p.m.
-Thursday-Friday: 12 p.m.–8 p.m.
Appointment not required but available via curative.com.

9. Kroger-Voss
1801 S Voss Rd, 77057
Walk up | Mouth self swab
-Daily: 8 a.m.–5 p.m.
Appointment required via curative.com.

10. LeRoy Crump Stadium
12021 Alief Cloodine Rd, 77082
Drive-thru | Healthcare nasal swab
-Monday-Friday: 8 a.m. – 4 p.m.
Appointment not required but available via houstonhealthtx.com

11. PlasAmericas
7500 Bellaire Blvd, 77036
Drive-thru | Healthcare nasal swab
-Monday-Friday 8 a.m. – 3 p.m.
No appointment required.

12. Southwest Multi-Service Center
6400 High Star Dr, 77074
Drive-thru | Nose self-swab
-Monday-Saturday: 10 a.m.-7 p.m.
Appointment not required but available via dolneedocovid19test.com.

13. Hou. Comm. College - Southeast
6815 Rustic, St., 77087
Drive-thru | Healthcare nasal swab
-Monday-Friday: 8 a.m. – 3 p.m.
No appointment required.

14. Kroger-Bissonnet
9303 S Texas 6, 77083
Walk up | Mouth self swab
-Daily: 8 a.m.–5 p.m.
Appointment required via curative.com.

15. Aramco Services Company
9009 West Loop South, 77096
Drive-thru | Nose self-swab
-Wed, Fri, Sat: 8 a.m. – 4 p.m.
-Tues, Thurs: 10 a.m. – 6 p.m.
Call 832-295-4220 for access code.

16. Kroger-Telephone Rd.
6322 Telephone Rd, 77087
Walk up | Mouth self swab
-Daily: 8 a.m.–5 p.m.
Appointment required via curative.com.

17. Hou. Comm. College - South
1990 Airport Blvd, 77051
Drive-thru | Healthcare nasal swab
-Monday-Saturday: 10 a.m. – 7 p.m.
Appointment not required but available via southhet.hbcm.texas.gov.

21. Hoskington-Allief Regional Library
7979 S Kirkwood Rd, 77072
Drive-thru & walk-up | Nose self swab
-January 12-16: 9 a.m.–4:30 p.m.
No appointment required.

22. Multicultural Center
951 Trister Dr, Webster, 77598
Drive-thru | Nose self-swab
-Tuesday-Saturday: 8 a.m.–3 p.m.
Call 832-393-4220 for access code.

take your BEST SHOT!
Protect yourself, your family and your loved ones.
Get vaccinated against COVID-19.

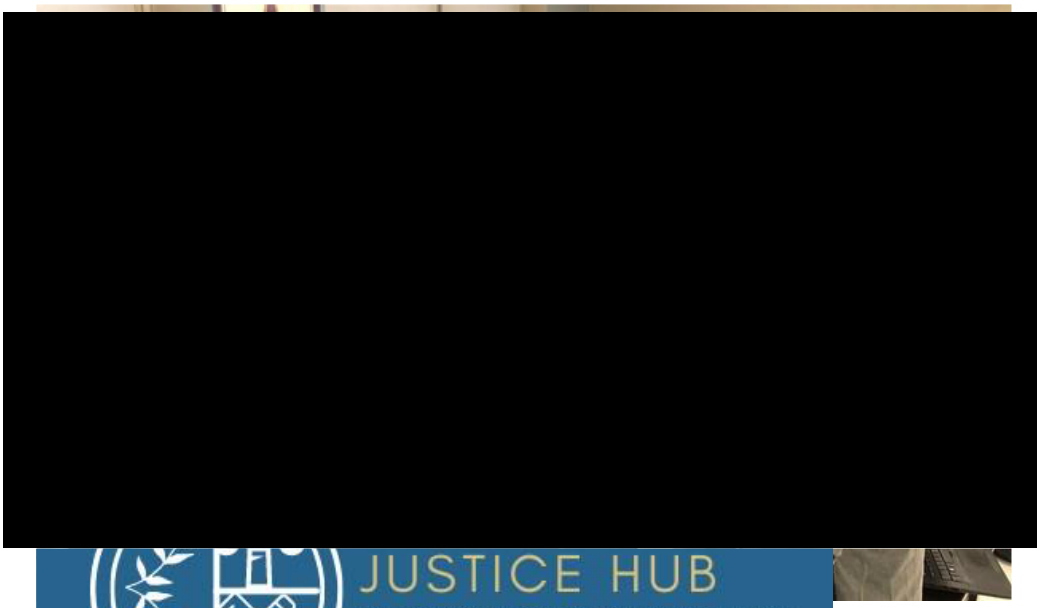
Don't stop. Don't forget.
COVID-19 Call Center: 832-393-4220
houstonhealth.org

JUSTICE HUB
Restorative Classroom. Explorative Students.

DATE: Thursday, January 14th
TIME: 6PM-7:30PM
PLACE: ZOOM

Please join the Justice Hub Charter school, where we will be discussing a new school model opening in your area. CEO and founder Marvin Pierre wants to talk to you about the new school model, how to best serve your students, and answer questions. We will be raffling off $50 gas cards and Amazon gift cards!

RSVP: http://bit.ly/J-Hub



JUSTICE HUB

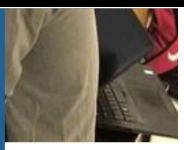
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RSVP: http://bit.ly/J-Hub

[redacted]



JUSTICE HUB

Restorative Classroom. Explorative Students

DATE: Thursday, January 14th
TIME: 6PM-7:30PM
PLACE: ZOOM

Padres y guardians por favor asistan a una reunion con la escolar Justic Hub School, donde discutiremos la apertura de un nuevo modelo escolar en su área. El fundador de la escuela, Marvin Pierre, les quiere asistir a nuestra reunion para discutir el modelo nuevo de la escolar, y como podemos servirles a los estudiantes, y para respostar preguntas que ustedes quirien preguntar.

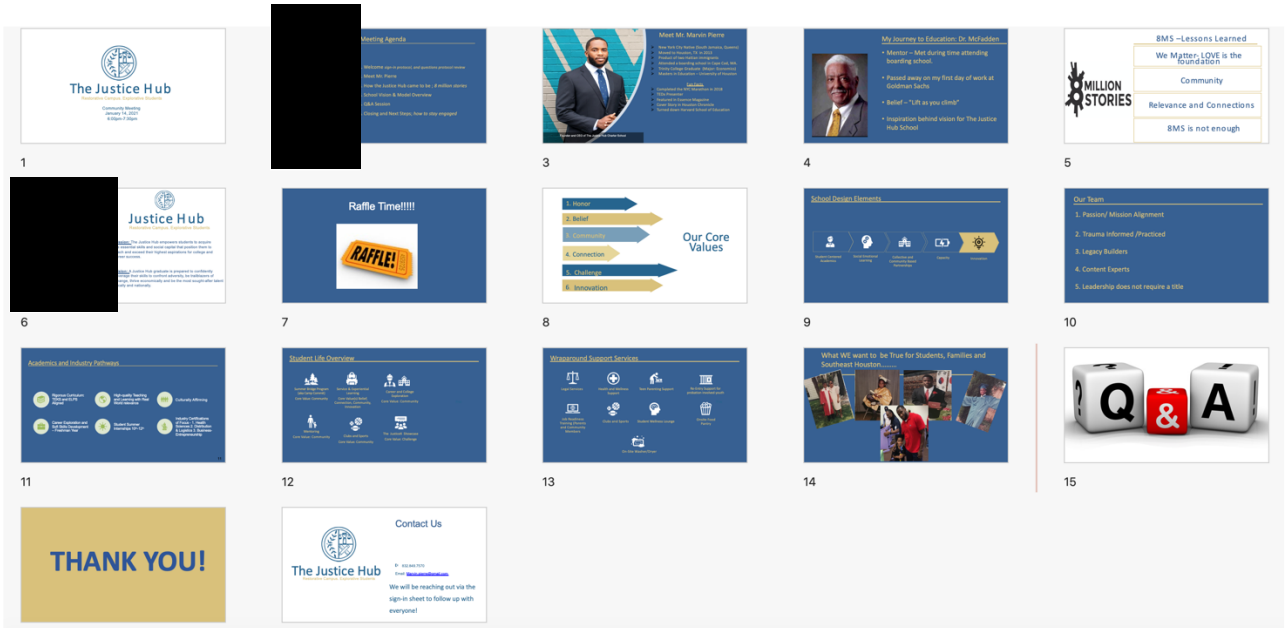
RSVP: http://bit.ly/J-Hub

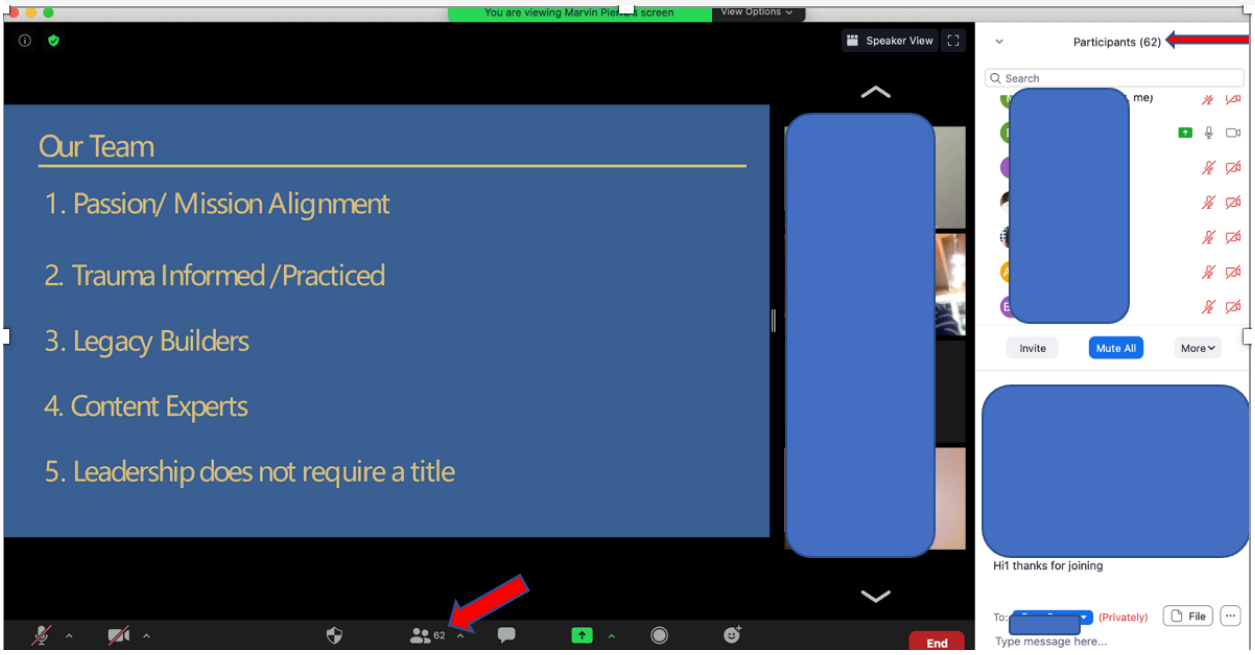
b. Meeting Agenda- J-Hub a virtual public meeting on Jan.14th from 6- 7:30 PM. We had minimum of 63 people in attendance for the entirety of the meeting *(some people joined, in total we had 74 people complete the sign-in, however many were losing connection and in and out, of the chat so we could not count them as fully present)*. Please see below for the meeting agenda, meeting PowerPoint presentation, as well as a screenshot evidence of participant count. 38 participants indicated they were parents/residents within the targeted zip codes (*via the* [redacted] *ed during the meeting)*.

[redacted]

Meeting Agenda

1. Welcome *sign-in protocol, and questions protocol review*
2. Meet Mr. Pierre
3. How the Justice Hub came to be ; *8 million stories*
4. School Vision & Model Overview
5. Q&A Session
6. Closing and Next Steps; *how to stay engaged*


The Justice Hub
1
3
4
5
Justice Hub
6
Raffle Time!!!!!
RAFFLE!
7
Our Core Values
8
9
10
11
12
13
14
15
THANK YOU!
Contact Us
The Justice Hub


Speaker View
Our Team
1. Passion/ Mission Alignment
2. Trauma Informed /Practiced
3. Legacy Builders
4. Content Experts
5. Leadership does not require a title
Participants (62)
Search
Invite
Mute All
More
Hi! thanks for joining
(Privately)
File
Type message here...
End


You are viewing Marvin Pierre's screen
View Options
Speaker View
Participants (63)
Academics and Industry Pathways
Rigorous Curriculum: TEKS and ELPS Aligned
High-quality Teaching and Learning with Real World relevance
Culturally Affirming
Career Exploration and Soft Skills Development – Freshman Year
Student Summer Internships 10th-12th
Industry Certifications of Focus - 1. Health Sciences 2. Distribution & Logistics 3. Business-Entrepreneurship
12
darieon
Invite
Mute All
More
Chat
To:
(Privately)
File
Type message here...
Unmute
Start Video
Security
Participants
Chat
Share Screen
Record
Reactions
End



c. Public Meeting Protocol

Justice Hub Public Meeting

Objective: To inform he Community about Justice Hub; introduce founder Marvin Pierre, solicit feedback and community voice, create jumping off point for continued engagement

01/14/2021 6:00 PM CST

Question Protocol:

Logistics: *Because it is a virtual meeting, we ask that as everyone is listening, if they have questions during the presentation, they drop them in the chat box (chat was linked directly to moderator so questions did not go out to the whole group), moderator collected and organized questions and at the end made sure they were answered by Mr. Pierre. There was also a Q& A portion at the end where the mute was lifted for participants and they were allowed to ask questions.*

Guiding Questions:

- Do you believe the Justice Hub could add value to your students and community?
- What should we be thinking about as we continue planning? Do you have any suggestions or feedback?
- What is an integral part of the school that we should give particular focus to?
- What is the best way to stay connected with you during this time?

Example of Questions of frequent question we received from Participants:

- How do we stay connected?
- Will there be electives?
- Will you take Special Education students?
- Will you provide transportation?
- Will you take students who have previously been expelled from schools or have a criminal record?
- How will you select staff to make sure they have the mindset like you, represent the kids, and are properly trained?
- Where do we sign-up? How can I connect a friend or family member to you?
- What does discipline look like at your school?

d. Letters of Support *(listed in alpha order by surname of sender):*

December 20, 2020

Dear Commissioner Morath,

I hope all is well. I had the pleasure of meeting Mr. Marvin Pierre in 2014 @ KIPP Polaris School for Boys. I was the guardian of my nephew Jaylon Bonton. Jaylon is from a single parent household and has other siblings. Jaylon was a 14-year-old teenager with teenage issues. While @ KIPP Jaylon was having problems with some of his teachers and classmates. This is the time that things changed for Jaylon Bonton. The mentorship began.

While others would not take the time out to talk with Jaylon to see what issues he was facing at home and at school, Mr. Pierre ceased the opportunity to become that positive male role model that Jaylon so desperately needed.

I remember one day Jaylon had to stay afterschool because of disciplinary reasons and Mr. Pierre had him to do things around the school that Jaylon obviously did not want to do and Mr. Pierre's reaction was "Ms. Bonton I'm not worried about that because this is how great stories begin." Jaylon will have a great story to tell.
Fast forward, Jaylon did have more issues. Jaylon continued to make bad choices, but the care and mentorship never stopped with Mr. Pierre. Mr. Pierre showed up in juvenile court and spoke on Jaylon's behalf. Mr. Pierre lives the idea that we keep loving our childrena ndpushing them to do better, we don't give up on themor push them away. When they make bad decvisions he pulls them in closer.

Now here we are at 8Million Stories. Jaylon came home and enrolled in the 8Million Stories program and he's happy, because here we are with Mr. Pierre again.

I remember a conversation with jaylone while taking him to school one day. Where Jaylon said Mr.Pierre was going to be in history books one day. I asked him why he say that and he said because that man really cares about us. He really cares about people and wants us to do good so we can be successful in life. He really does Aunt Dee. It doesn't matter wat you have done, he still cares what happens to you.

Mr. Pierre is a person that wants to make sure that these kids have everything they to be successful. He has been there for Jaylon and his Brother Darieon. He has taken them to football games. The Justice Hub is needed in our community.

Sincerely,

Ms. Deadria Bonton

8719 Bentongrove Ln

January 7, 2021
Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Dear Commissioner Morath:

Happy New Year!
On behalf of TRIO Education and the TRIO Pre-Apprenticeship Program, I offer my full support of The Justice Hub – an open enrollment charter applicant. I am also a former Houston ISD Trustee and President. During my 9 years on the school board, I was a part of the team that supported over two dozen in-district charter schools, many of whom became open enrollment charters.

TRIO Electric is an industry leader who recognizes the critical need to train the future workforce. TRIO Education was created to implement, sustain and expand unique pre-apprenticeship programs in high schools across Texas. Currently, among the fourteen schools with whom TRIO partners, two charter schools provide cohorts of students in several cities as part of the program.
The Justice Hub, with its focus on mental health and social emotional learning, a student-centered holistic approach to instruction, collective and community-based partnerships and other innovative ideas encouraged by the opportunities that charter schools provide, will become an effective potential partner with industries like TRIO to engage and encourage their students to prepare to successfully enter the workforce.

Effective governance is the strongest component of a successful school. Justice Hub has engaged strong leadership to work collaboratively with the school's leaders and community members to ensure the integrity and success of the school.
We encourage you to support the application of Justice Hub's charter to become an approved open enrollment school.

Sincerely,

Laurie Bricker, M.Ed.
Consultant to TRIO Education

ELEVATE
COLLEGIATE
CHARTER SCHOOL

January 11, 2021

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

Dear Commissioner Mike Morath:

This letter is to express our support for the authorization of The Justice Hub Charter School. This proposed school is on a mission to empower their students to acquire the essential skills and social capital that will position them to reach and exceed their highest aspirations for college and career success. As the Superintendent of Elevate Collegiate Charter School, I believe they will be a great addition to our ecosystem and I am extremely confident in Mr. Pierre's ability to actualize this vision.

The Justice Hub will offer students who currently do not have the ability, an opportunity to access a great school that will allow them the opportunity to enter college and succeed in life. Their approach to student centered academics and a focus on SEL shows their commitment to providing a school that meets the needs of all students.

As our students at Elevate Collegiate matriculate to middle and high school it is paramount that we provide our families with high quality choices. We support J-Hub and look forward to them being one of those choices for families in our community.

Sincerely,

Rebecca Francis

Rebecca Francis
Superintendent

Houston, TX 77004 | www.elevatecollegiate.org | 346.234.1434



December 30, 2020

Commissioner Mike Morath
Texas Education Agency
The Texas Education Agency
Generation Twenty-Four
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Mike Morath:

This letter is to express my support for the authorization of the Justice Hub Charter School in Houston, Texas. As a former student matriculating in the Sunnyside neighborhood of Houston, I know firsthand the needs of the students in the area. My matriculation at Bastian Elementary school, albeit brief, impacted why I continue to serve the needs of students often forgotten. I fully support the opportunity to expose students to resources through the Justice Hub similar to the opportunities that propelled my life in a positive direction.

As a technology professional and active member of the Rotary Club of Houston, I have had the pleasure of leading programming at 8 Million Stories shortly after our programs at the Burnett Bayland Rehabilitation stopped due to closure of the facility. The investments we have made as a community partner with 8 Million Stories provided immediate results and benefits to the students we serve.

With extreme confidence, I strongly urge you to grant Marvin Pierre the authorization to continue to impact students of the Houston community. We will continue to act as a community partner to help make sure we provide whole person success to students in need by exposing them to resources for their well being and career.

Sincerely,

Mercedes Harris
Director & Committee Chair, Rotary Club of Houston



HOUSTON INDEPENDENT SCHOOL DISTRICT
Hattie Mae White Educational Support Center
4400 West 18th Street • Houston, Texas 77092-8501

David Johnston
Executive Director

www.HoustonISD.org
www.twitter.com/HoustonISD

January 04, 2021

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

Dear Commissioner Mike Morath:

This letter is to express my support for the authorization of the Justice Hub (J-Hub) in Houston, Texas. J-Hub has a powerful mission of empowering at-risk students to acquire the essential skills and social capital to go beyond earning a high school diploma to earning a college degree and being successful in their career of choice.

With 24 years of experience with Houston ISD, I have seen firsthand the gap that exists for struggling students, who desire deeply to better themselves but have not found success in a traditional school setting. J-Hub's pillars of addressing mental health and social emotional learning, student centered academics, and wrap-around support through collective and community-based partnerships will provide such students the necessary supports to break cycles of poverty.

As the executive director for the College Readiness department for Houston ISD, I am committed to bringing my professional experience and connections with higher education partners to this project as a resource to help the school quickly build out their college and career advising components. Finally, I cannot say enough about the visionary behind the school, Marvin Pierre. His success in founding and leading Eight Million Stories as well as his experiences as a successful teacher and school administrator provide him the skill sets and track record to ensure from day one J-Hub is giving hope and a path forward to hundreds of at-risk students.

Sincerely,

David Johnston

David Johnston, Executive Director
College Readiness



7009 Almeda Road
Houston, TX 77054

January 7, 2021

To Whom It May Concern,

A few years ago, I was at a point of desperation. My son was hanging with the wrong crowd, skipping school, and who knows what else. He was enrolled in the 9th grade for the second year in a row. He was not failing school due to an inability to learn/understand, but because of attendance and behavior.

Looking for alternatives means of my son completing high school, I was introduced to Marvin Pierre and Eight Million Stories. Beginning with the application and orientation phase, until the completion of the coursework required for his G.E.D. certificate, Mr. Pierre and 8MS was there every step of the way, with encouragement, motivation and care.

This is not your ordinary school, or even alternative school. They care. The students know they care. Most of all, the parents know they care. The interest in my son's growth was not just education. They showed concerned for his personal/home life, to ensure he had no other issues that would deter him from accomplishing his goals. They taught my son life skills and job development. They exposed him to things and places outside of his normal environment. Mr. Pierre is showed him that it was "cool" to be educated and productive. He taught him that having a job and being a law-abiding citizen was a good thing.

As I watch my son go to work daily and see the man he has become, I am proud and thankful.

Marvin Pierre and Eight Million Stories saved my son's life, in so many ways.

This exactly The Justice Hub will do. They will care for the "whole" student. The level of support and guidance the students will received will be unmatched.

Respectfully submitted,

Anjanette Jones



1/11/2021

To Whom it may concern:

I am writing to express my strong support for the Justice Hub, a proposed 9th through 12th Charter high school focused on student-driven projects, daily creative arts, and social and emotional development. As the Executive Business Manager of Assurance Therapeutic Outreach I believe that The Justice Hub will make a great contribution to the overall education ecosystem here in Houston, TX.

At Assurance Therapeutic Outreach, we are devoted to bringing Mental health awareness into public schools in the Houston area so that all of our students are college and career-ready upon graduation. We were struck by the mission and vision of The Justice Hub, and its focus on rigorous instruction through student driven projects, daily creative arts, and social-emotional supports for all students. Upon deeper analysis, we invited the Director Marvin Pierre, to partner with us and implement our Rey of Hope Program to support their vision.

The goal of our Rey of Hope Program matches our student with a mentor who is a behavioral health specialist. We then work together to create a personalized improvement plan depending on the needs of our student. The Justice Hub and Assurance Therapeutic Outreach have partnered in commitment to the mission "To empower students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success."

I am excited to see the impact of The Justice Hub in years to come, and strongly recommend it for authorization.

Sincerely,

Bobbie Lara

Bobbie Lara
Executive Business Manager
Assurance Therapeutic Outreach



HARRIS COUNTY RESOURCES
for Children and Adults
(formerly Harris County Protective Services for Children and Adults)
2525 Murworth Drive, Houston, TX 77054 · 713.394.4000 ·

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EXECUTIVE DIRECTOR
Joel Levine, MA, LCSW

December 22, 2020

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

Dear Commissioner Mike Morath:

This letter is to express support for the authorization of the Justice Hub Charter High School in Southeast Houston. This proposed school will reimagine how learning best occurs for students who historically have not been successful in more traditional learning environments and disrupts the way students have been traditionally educated and prepared for post-secondary learning, careers and life. The Justice Hub will bring the most educationally underserved students in Houston with a comprehensive educational model that brings in mental health and social emotional learning, student centered academics, collective and community based partnerships, and educational innovation. As the Executive Director of Harris County Resources for Children and Adults, I believe the Justice Hub will be a needed addition to our city and county.

Harris County Resources for Children and Adults, a department of Harris County Commissioner's Court, provides services, resources and supports to children and families involved with the Texas Department of Family and Protective Services-Child Protective Services Program in Harris County and juvenile prevention and early intervention services in schools, Justice of the Peace Courts, the Harris County Youth Services Center and in the community. Our Department works with the most at-risk and homeless students in the community who will benefit from the Justice Hub model. We are especially looking at the Justice Hub model as a potential solution for our youth in foster care that present with high acuity and youth that are preparing to age out of the state foster care system. Many of these youth currently do not an opportunity to access a great school that will allow them the opportunity to enter college and succeed in life. Their willingness to be a partner in the community and serve in the areas that need it most will also set them up for success.

Harris County Resources for Children and Adults has a history of working with Marvin Pierre and Eight Million Stories through our Community Youth Services program. This Program is a partnership between our Department and fourteen school districts in Harris County as well as the Pasadena Police Department and the Juvenile Justice Education Program. We are impressed with Mr. Pierre's background and vision and will continue to offer our support with the launching of the Justice Hub.

Respectfully,

Joel Levine
Executive Director



ty.

FOSTERING FAMILY

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

Dear Commissioner Mike Morath:

This letter is to express my support for the authorization of The Justice Hub (J-Hub) in Houston, Texas. This proposed school is an open-enrollment public charter high school that specifically seeks to improve the educational experience and outcomes for at-risk students.

At Fostering Family, our mission is to strengthen foster/kinship families and the communities that surround them through training and collaboration. Our collaborative work within Houston's child welfare system has highlighted the significant need for education models such as The Justice Hub. J-Hub will empower students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success. These skills will be taught through trauma-informed practices and a social-emotional learning (SEL) framework. Children who grow up in difficult environments with multiple Adverse Childhood Experiences require and deserve to have their education prioritized. J-HUB's model uniquely prepares students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success.

We look forward to working alongside The Justice Hub team as we both work to support Houston's most vulnerable children.

Sincerely,

Megan Mark

Megan Mark
Director of Development and Communications



2 January, 2021

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

Re: Justice Hub Charter School

Dear Commissioner Mike Morath,

As you know, learning is a deeply personal journey. We learn our own way, using the lens of our observations and experiences. For underprivileged students who must contend with systemic bias, incarceration, or traumatic events, this realization is even more profound. In my years teaching and supporting youth, I have rarely encountered a man who integrates this concept into his programs as well as Marvin Pierre. 8 Million Stories, the program Marvin created, meets every student where they are, sets a high standard for their development, and holds each student to that high standard. Students know they are heard, trust they are safe and supported, and thrive from that solid foundation; the disconnected are truly reconnected at 8 Million Stories.

It is because of the execution of this profound vision at 8 Million Stories that I emphatically support the authorization of the Justice Hub Charter School (J-Hub) in Houston, Texas. The J-Hub will champion student-centered learning for those most in need of this personalized approach. It will integrate social emotional development and mental health into the curriculum and instruction of all students, not simply provide those opportunities for select, "troubled" students. And the J-Hub will continue to provide innovative learning opportunities by forming partnerships with industry leaders and unique educational entities like Transmit Receive Labs, the technology and manufacturing-centered non-profit for whom I am honored to work.

A restorative-justice-centered charter school that provides Houston's vulnerable students with creative, industry-relevant training is sorely needed, and Marvin Pierre is the ideal champion to lead the charge. Marvin knows how to assemble a talented staff to manifest his vision, and the J-Hub has an accomplished board to navigate any challenges they will encounter. I am excited for the Justice Hub Charter School to fill a desperate need in the otherwise rich Houston educational ecosystem.

Sincerely,

Joseph B. Miller
Education Director
Transmit Receive Labs



erhub.org

TEXAS ASSOCIATION OF AFRICAN AMERICAN CHAMBERS OF COMMERCE

TAAACC

January 05, 2021

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

Dear Commissioner Mike Morath:

I am writing to express my strong support for The Justice Hub (J-HUB) Charter School, a proposed 9th through 12th grade school focused on empowering students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success. I believe that The Justice HUB will make a tremendous contribution to the overall education ecosystem and workforce here in Houston.

My background as a business leader in the City of Houston as past chair of the Greater Houston Black Chamber, current chair of Texas Association of African American Chambers and part of several business associations and committees has given me a unique perspective on the needs of our high school students. Business, entrepreneurship, college and career readiness are all key development areas to our students. The opportunity to expose students to these areas could be a turning point in helping to ensure their future success.

I fully believe in the mission and vision of The Justice Hub, and its focus on rigorous instruction through student driven projects, career and college readiness programming, and social-emotional supports for all students. After assessing the strength of the school model, I support this endeavor and will work to help ensure its success.

Sincerely,

Courtney J. Rose

Courtney Johnson Rose
Chair of the Board
Texas Association of African American Chambers of Commerce



Harris County Department of Education

December 28, 2020

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

Dear Commissioner Mike Morath,

The Harris County Department of Education (HCDE) Adult Education Division would like to offer strong support for the opening of The Justice Hub (J-Hub) charter school. The J-Hub charter school will offer a revolutionary approach to educating low performing high school age learners from the Houston, Sunnyside community. At the deepest level, The J-Hub charter school will provide a holistic educational experience grounded in three elements: Mental health and social emotional learning, student centered academics, and collective and community- based partnerships. As the Senior Director of HCDE Adult Education Division it is my belief that the J-Hub will improve the achievement gap for students that are economically disadvantaged in the community.

HCDE Adult Education provides access to free or low- cost adult literacy and workforce programs which enable participants to learn skills that influence their health and well-being. Without access to affordable adult education programming many individuals and families are subject to becoming a statistic. I am excited to partner with J-Hub to offer parents of the student learners an opportunity to continue their education at one of our facilities or online. I am equally encouraged by Mr. Pierre's passion and promise of creating a culturally unique learning environment that positions students to aspire to reach for excellence beyond high school, leading to college or career success.

I look forward to working with Mr. Pierre, seeing the J-Hub realized and strongly recommend their charter.

Sincerely,

Stephanie M. Ross

Stephanie M. Ross
Senior Director

Adult Education
Harris County Department of Education



Workforce Solutions

Gulf Coast Workforce Board
3555 Timmons Ln, Suite 120, Houston, Texas 77027
MAIN: 713.627.3200.
www.wrksolutions.com

December 23, 2020

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

Dear Mr. Morath:

I am writing to support The Justice Hub's proposal to the Texas Education Agency to open a charter high school in Southeast Houston.

The Gulf Coast Workforce Board and its operating affiliate, Workforce Solutions, together are the public workforce system in the 13-county Houston-Gulf Coast region. We keep our region the best place to do business, work, and live by fulfilling the diverse needs of the more than 25,000 businesses and 400,000 people we serve every year.

The Justice Hub plans to open a charter high school in the Sunnyside community of Houston, Texas. The school will focus in part on providing students access to career readiness training, career pathways, and internships. Students from persistently low performing schools within a 20-mile radius of the school will be recruited and enrolled.

Workforce Solutions will support The Justice Hub's efforts with integrated connections to the region's public workforce system and the full range of service offered in our offices.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Mike Temple
Director



GREATER HOUSTON PARTNERSHIP.
Making Houston Greater.

January 6, 2020

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

Dear Commissioner Morath:

I am writing on behalf of the Greater Houston Partnership (the "Partnership") and its UpSkill Houston initiative in support of The Justice Hub (J-HUB) Charter School, a proposed 9th through 12th grade school focused on empowering students to acquire the essential and foundation career skills and social capital that position them to reach and exceed their highest aspirations for college and career success. Our understanding is that The Justice HUB will make an important contribution to the overall education ecosystem and workforce here in Houston.

J-HUB's mission and purpose align with UpSkill Houston's key objectives to improve educational and career outcomes of Houston's youth and to increase the number of Houstonians who are prepared to consider careers and occupations that require education and skills beyond high school but less than a four-year college degree. In the Houston region, almost 50% of occupations fall in this category and the demand for this talent is high. At the same time, increasingly employers are asking for individuals with essential careers skills, and who are technologically savvy and digitally skilled.

As you know, the Greater Houston Partnership works with and on behalf of the region's business community to make Houston one of the world's best places to live, work, and build a business. The Partnership is the region's largest and oldest economic development entity comprised of leaders from approximately 1,000 member companies and organizations dedicated to the economic success of the Houston region.

At UpSkill Houston, we support a collective approach to building the talent pipelines that benefit local employers and businesses while preparing individuals for good careers that provide economic mobility and prosperity. We believe in the mission and vision of J-HUB, and its focus on rigorous instruction through student driven projects, career and college readiness programming, and social-emotional supports for all students. J-HUB's initial career focus on Business Management and Entrepreneurship, Early Childhood Education, and Global Supply Chain and Logistics are key talent and skill needs in Houston's regional economy.

Your consideration of an award to The Justice HUB proposal would be greatly appreciated and would be a solid investment to the school with the benefits impacting generations to come for its intended participants.

www.houston.org
701 Avenida de las Americas, Suite 900 | Houston, TX 77010
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TNTP reimagine teaching

December 23, 2020

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

Dear Commissioner Morath,

This letter is to express my support for the authorization of Justice Hub (J-Hub) charter high school in Southeast Houston. J-Hub will bring an impressive holistic approach to serving at-risk students from persistently low performing schools in Houston, Alief and Fort Bend Independent School Districts.

As Chief Executive Officer of TNTP, an education non-profit that works with schools in the Houston area and throughout the state, I recognize the need for a high school focused on serving students who haven't thrived in traditional settings. J-Hub is poised to help those young people to succeed. Its program will provide social-emotional learning (SEL) programming and mental health support, including through partnerships with local youth development agencies; at the same time, J-Hub will have high expectations for academic development, providing rigorous, standards-driven instruction.

J-Hub is well-positioned to execute on their ambitious design and goals. Marvin Pierre, J-Hub's Superintendent/Chief Executive Officer, is a former Bridge Fellow with TNTP and, as such, I was able to observe his strong leadership closely; he is an experienced, thoughtful and innovative leader unafraid to take smart risks in the interests of students not well-served in traditional schools. Mr. Pierre will benefit greatly from his experience as founder and leader of 8 Million Stories, the non-profit Mr. Pierre designed as a Bridge Fellow. 8MS has done outstanding work supporting disconnected youth in Houston, helping numerous overage, undercredited students to reengage with school and achieve high school degrees and college enrollment. The community partnerships developed by 8MS will be a great asset to J-Hub as it rolls out its holistic strategy which will include community partnerships as a key component. J-Hub has also assembled an outstanding board with leaders from a number of disciplines relevant to J-Hub's mission, e.g., career technical education, corporate partnerships, arts and fundraising.

Please let me know if I can provide any additional information in support of this very promising new high school.

Respectfully,

Daniel Weisberg

Chief Executive Officer



JUSTICE HUB

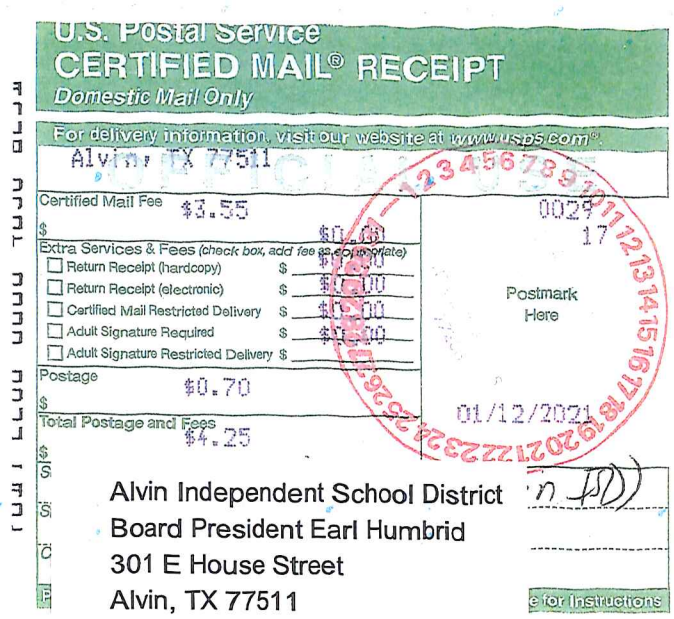
Restorative Classroom. Explorative Students

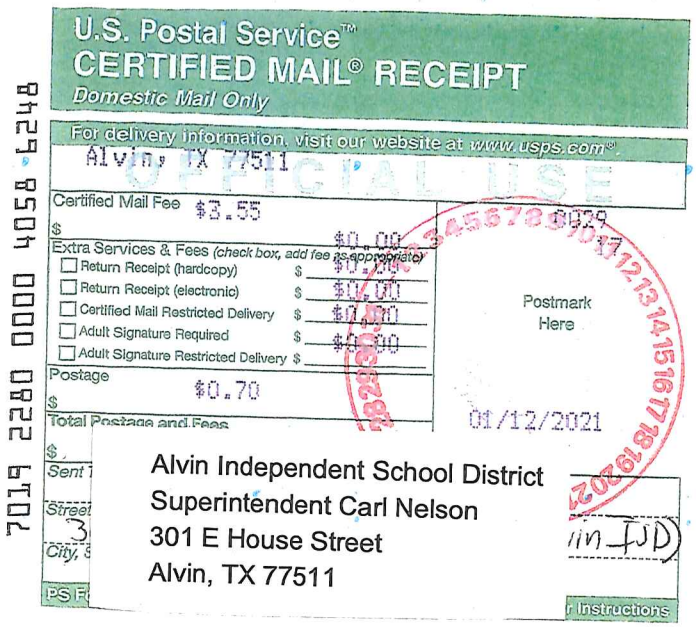
Attachment 5:

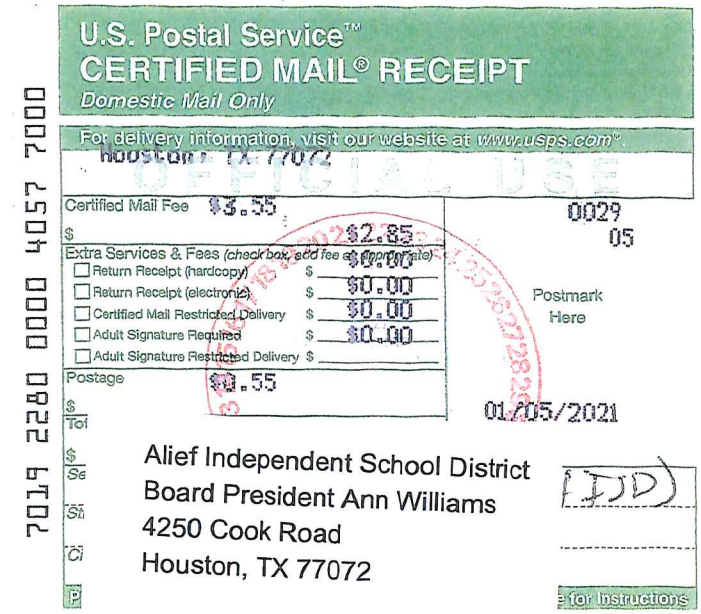
Certified Mail Receipt Cards

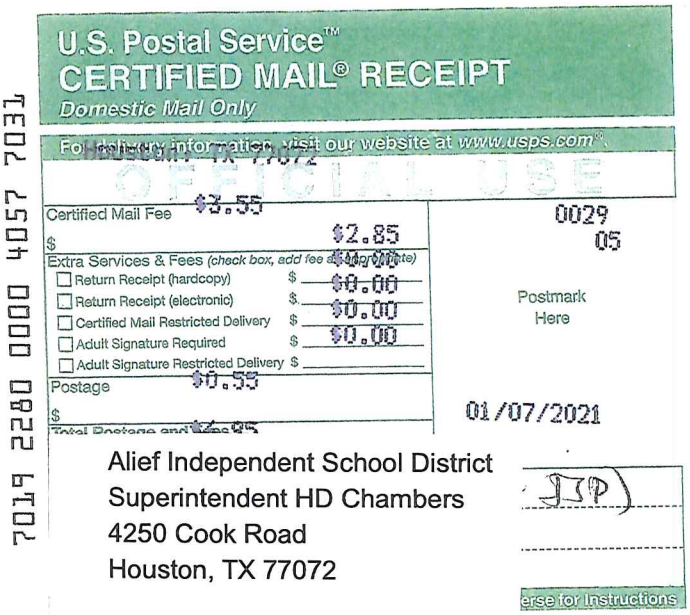
Provide certified mail return receipt cards (green cards) showing the dates the Statement of Impact forms and Application Coversheets were received by

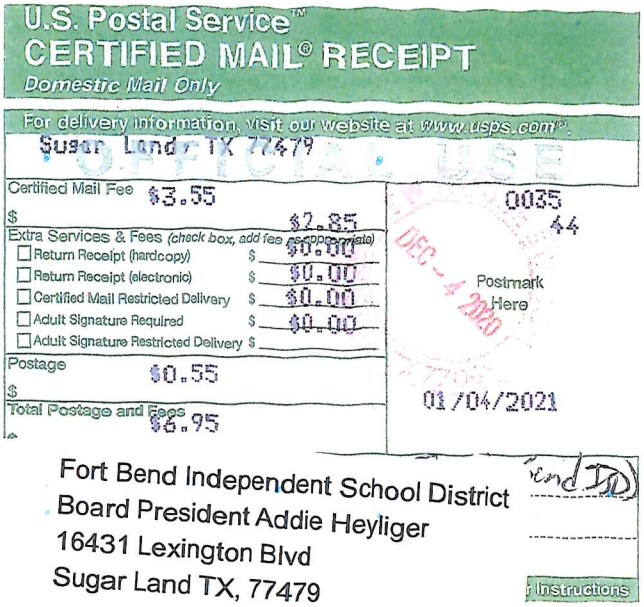


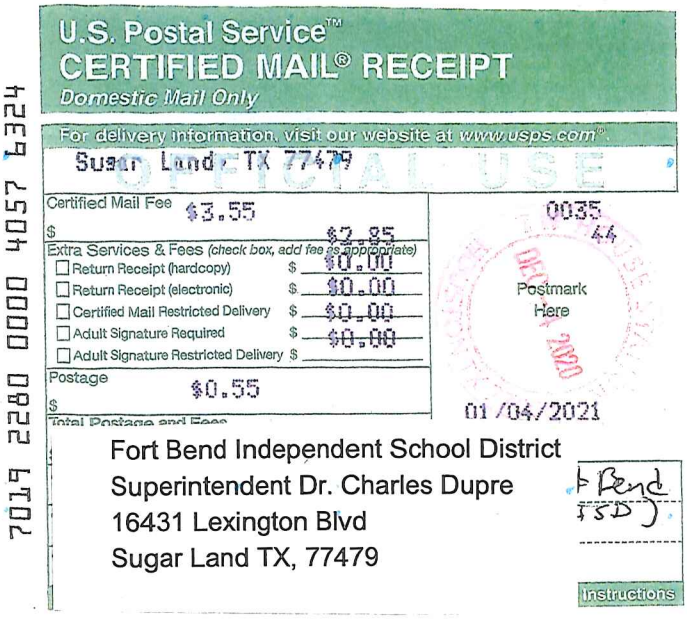

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Board President Earl Humbrid
301 E House Street
Alvin, TX 77511

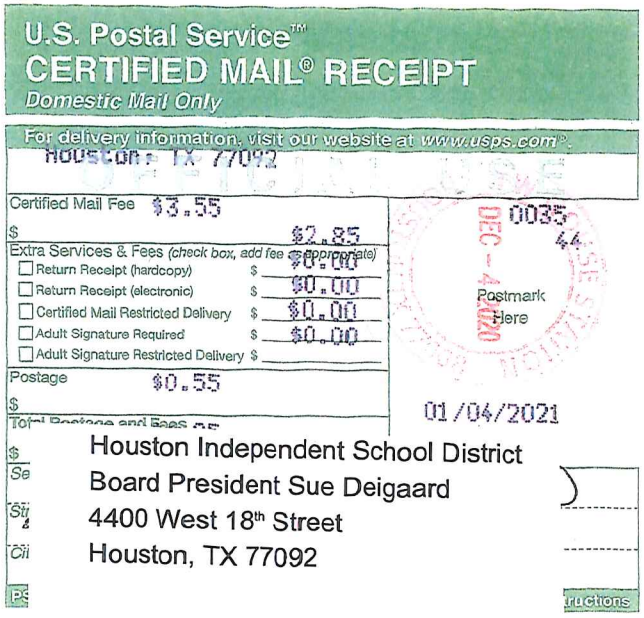

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Alvin Independent School District
Superintendent Carl Nelson
301 E House Street
Alvin, TX 77511

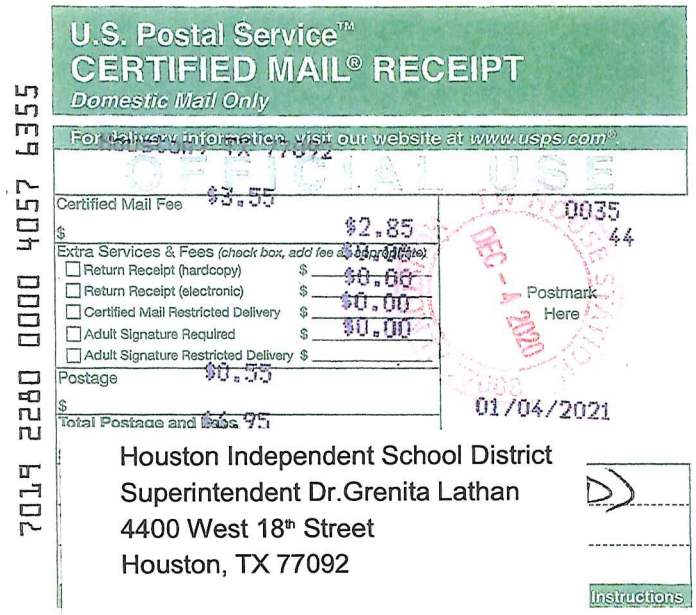

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Board President Ann Williams
4250 Cook Road
Houston, TX 77072

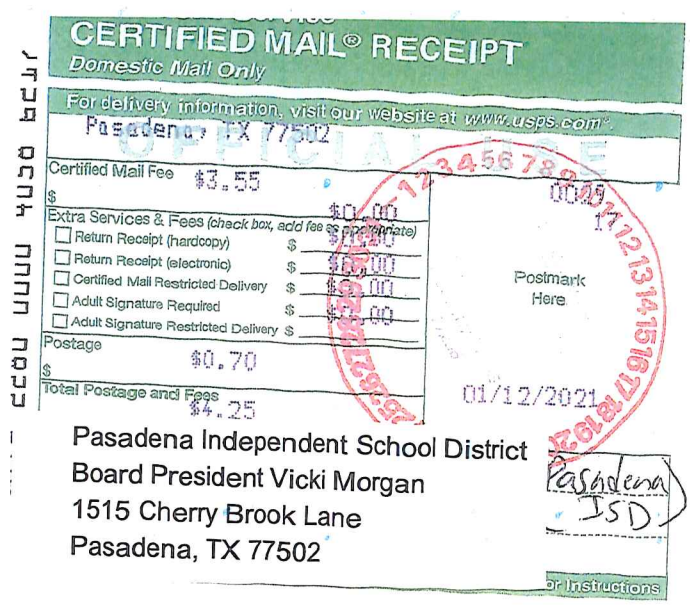

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Superintendent HD Chambers
4250 Cook Road
Houston, TX 77072

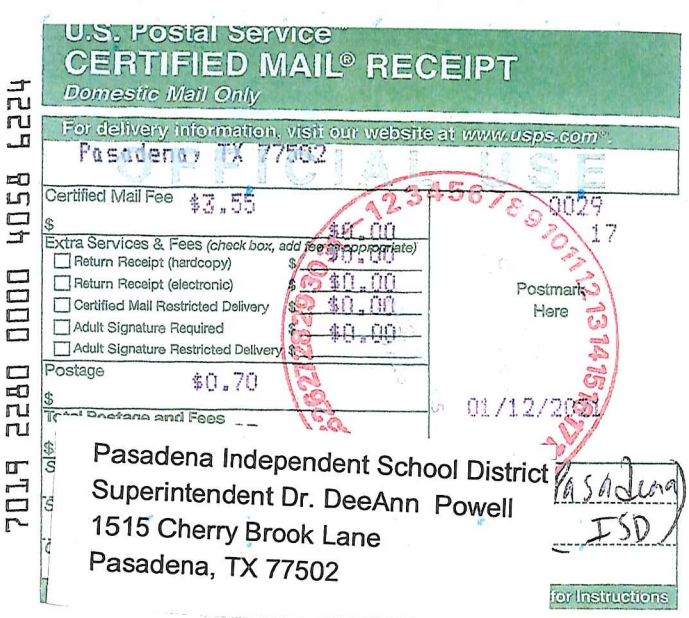

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Board President Addie Heyliger
16431 Lexington Blvd
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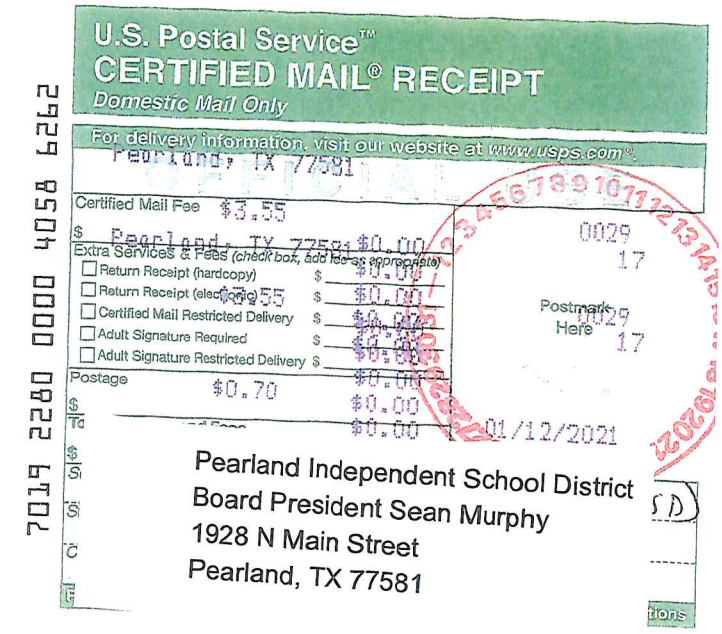

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Superintendent Dr. Charles Dupre
16431 Lexington Blvd
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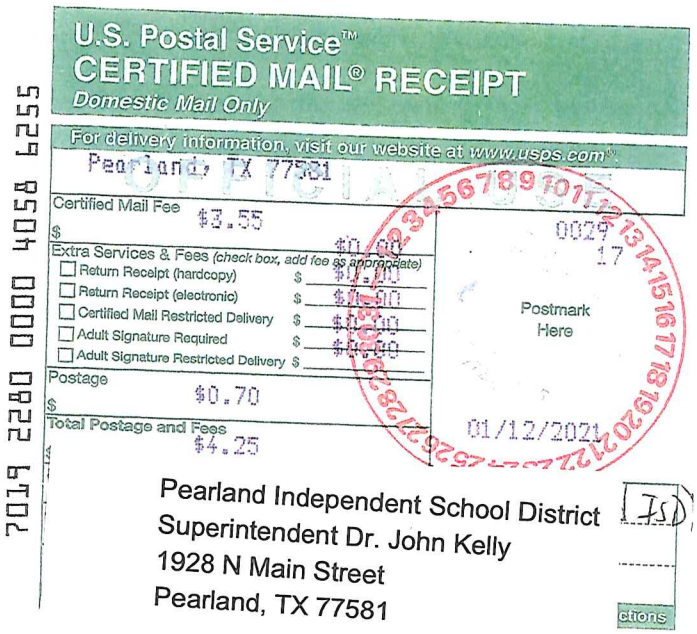

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01/04/2021
Houston Independent School District
Board President Sue Deigaard
4400 West 18th Street
Houston, TX 77092
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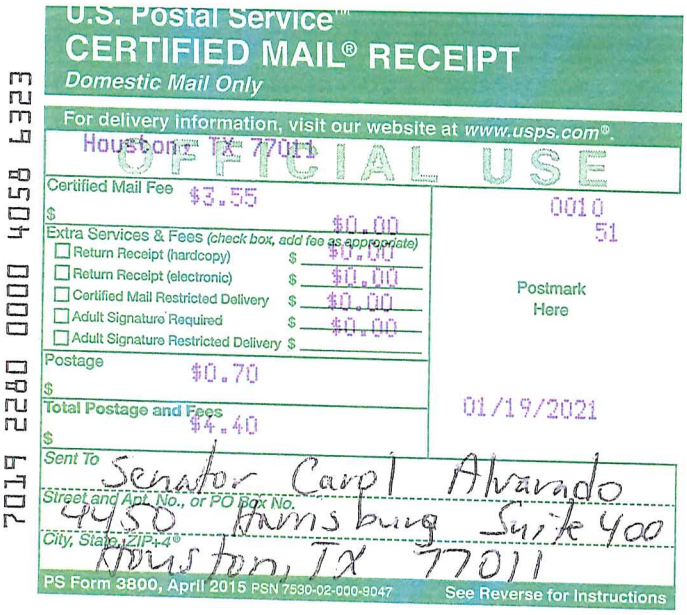

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Adult Signature Restricted Delivery $
Postage $0.55
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Houston Independent School District
Superintendent Dr.Grenita Lathan
4400 West 18th Street
Houston, TX 77092
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7019 2280 0000 4058 6230
Pasadena Independent School District
Board President Vicki Morgan
1515 Cherry Brook Lane
Pasadena, TX 77502
Pasadena ISD

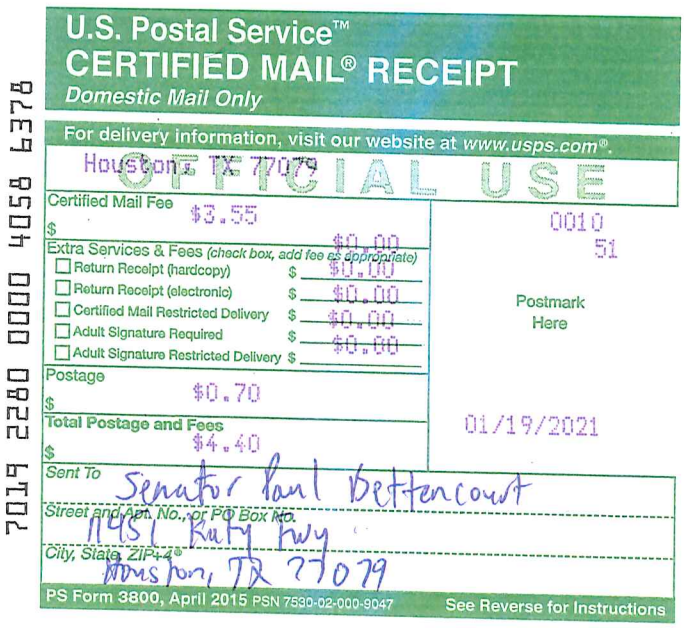

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0029 17
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7019 2280 0000 4058 6224
Pasadena Independent School District
Superintendent Dr. DeeAnn Powell
1515 Cherry Brook Lane
Pasadena, TX 77502
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Adult Signature Restricted Delivery
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Postmark Here
0029 17
01/12/2021
7019 2280 0000 4058 6262
Pearland Independent School District
Board President Sean Murphy
1928 N Main Street
Pearland, TX 77581

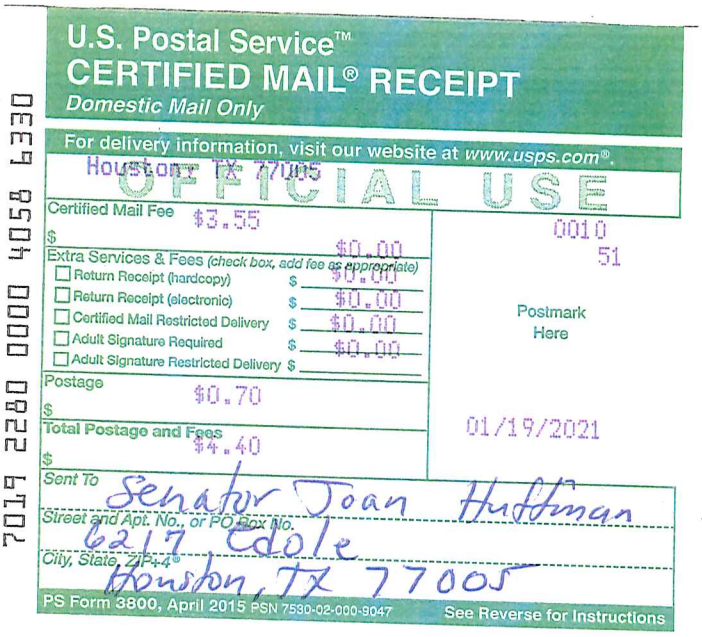

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Return Receipt (electronic)
Certified Mail Restricted Delivery
Adult Signature Required
Adult Signature Restricted Delivery
Postage $0.70
Total Postage and Fees $4.25
Postmark Here
0029 17
01/12/2021
7019 2280 0000 4058 6255
Pearland Independent School District
Superintendent Dr. John Kelly
1928 N Main Street
Pearland, TX 77581
ISD



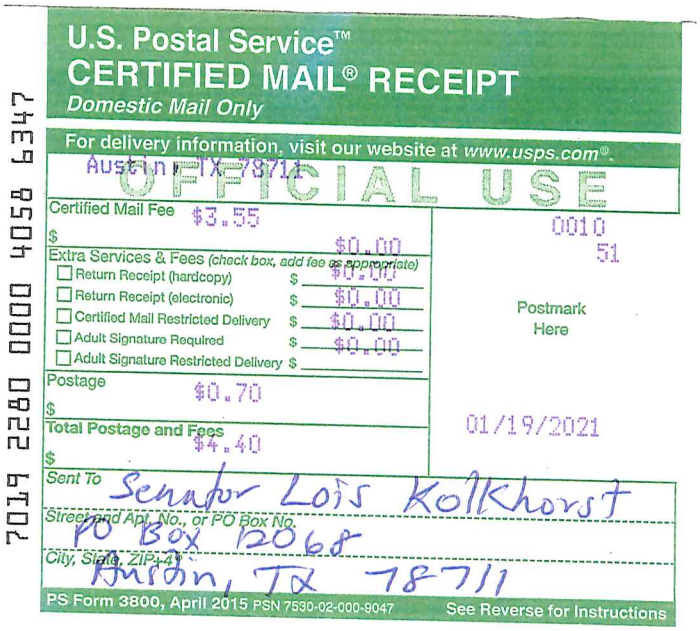
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Return Receipt (hardcopy) $0.00
Return Receipt (electronic) $0.00
Certified Mail Restricted Delivery $0.00
Adult Signature Required $0.00
Adult Signature Restricted Delivery $
Postage $0.70
Total Postage and Fees $4.40
Postmark Here
0010 51
01/19/2021
Sent To Senator Carol Alvarado
Street and Apt. No., or PO Box No. 4450 Harrisburg Suite 400
City, State, ZIP+4® Houston, TX 77011
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7019 2280 0000 4058 6323



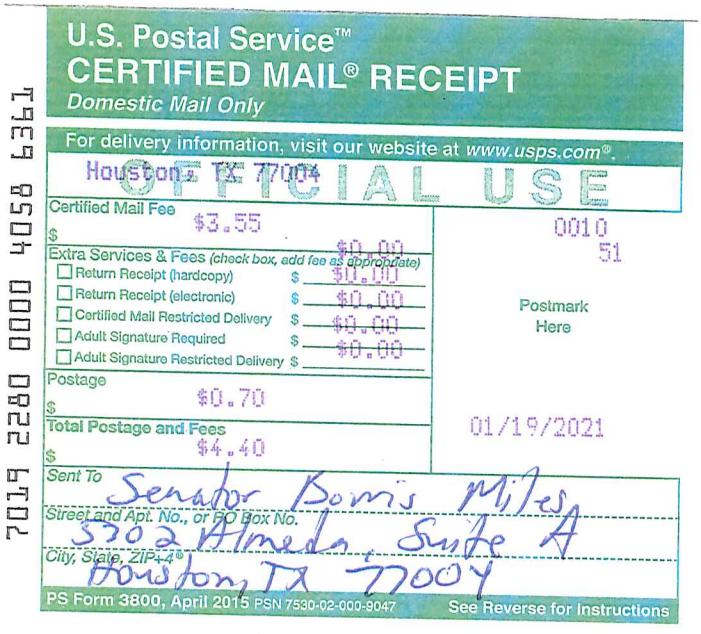
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Adult Signature Required $0.00
Adult Signature Restricted Delivery $
Postage $0.70
Total Postage and Fees $4.40
Postmark Here
0010 51
01/19/2021
Sent To Senator Paul Bettencourt
Street and Apt. No., or PO Box No. 1451 Katy Fwy
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7019 2280 0000 4058 6378



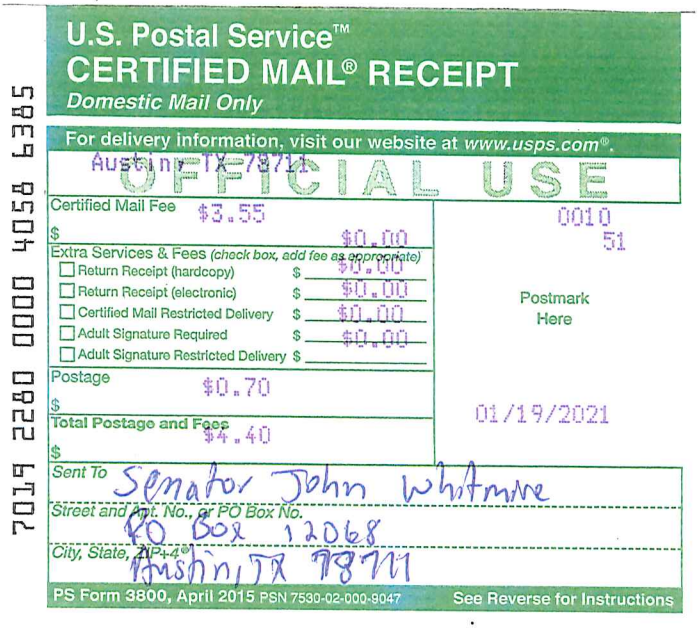
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Return Receipt (electronic) $0.00
Certified Mail Restricted Delivery $0.00
Adult Signature Required $0.00
Adult Signature Restricted Delivery $
Postage $0.70
Total Postage and Fees $4.40
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0010 51
01/19/2021
Sent To Senator Joan Huffman
Street and Apt. No., or PO Box No. 6217 Edole
City, State, ZIP+4® Houston, TX 77005
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Return Receipt (electronic) $0.00
Certified Mail Restricted Delivery $0.00
Adult Signature Required $0.00
Adult Signature Restricted Delivery $
Postage $0.70
Total Postage and Fees $4.40
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0010 51
01/19/2021
Sent To Senator Lois Kolkhorst
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City, State, ZIP+4® Austin, TX 78711
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Return Receipt (electronic) $0.00
Certified Mail Restricted Delivery $0.00
Adult Signature Required $0.00
Adult Signature Restricted Delivery $
Postage $0.70
Total Postage and Fees $4.40
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0010 51
01/19/2021
Sent To Senator Borris Miles
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City, State, ZIP+4® Houston, TX 77004
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Return Receipt (hardcopy) $0.00
Return Receipt (electronic) $0.00
Certified Mail Restricted Delivery $0.00
Adult Signature Required $0.00
Adult Signature Restricted Delivery $
Postage $0.70
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0010 51
01/19/2021
Sent To Senator John Whitmire
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- Adult Signature Required $0.00
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Postage $3.80

Total Postage and Fees $10.20

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- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $3.80

Total Postage and Fees $10.20

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Street and Apt. No., or PO Box No. 5445 Almeda, Suite 501

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- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.55

Total Postage and Fees $6.95

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- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $3.80

Total Postage and Fees $10.20

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01/04/2021

Sent To Rep Rick Miller

Street and Apt. No., or PO Box No. 130 Industrial Blvd Suite 126

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- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.55

Total Postage and Fees $6.95

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01/05/2021

Sent To Rep Christina Morales

Street and Apt. No., or PO Box No. 6815 Kusch Street

City, State, ZIP+4® Houston, TX 77087

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- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.55

Total Postage and Fees $6.95

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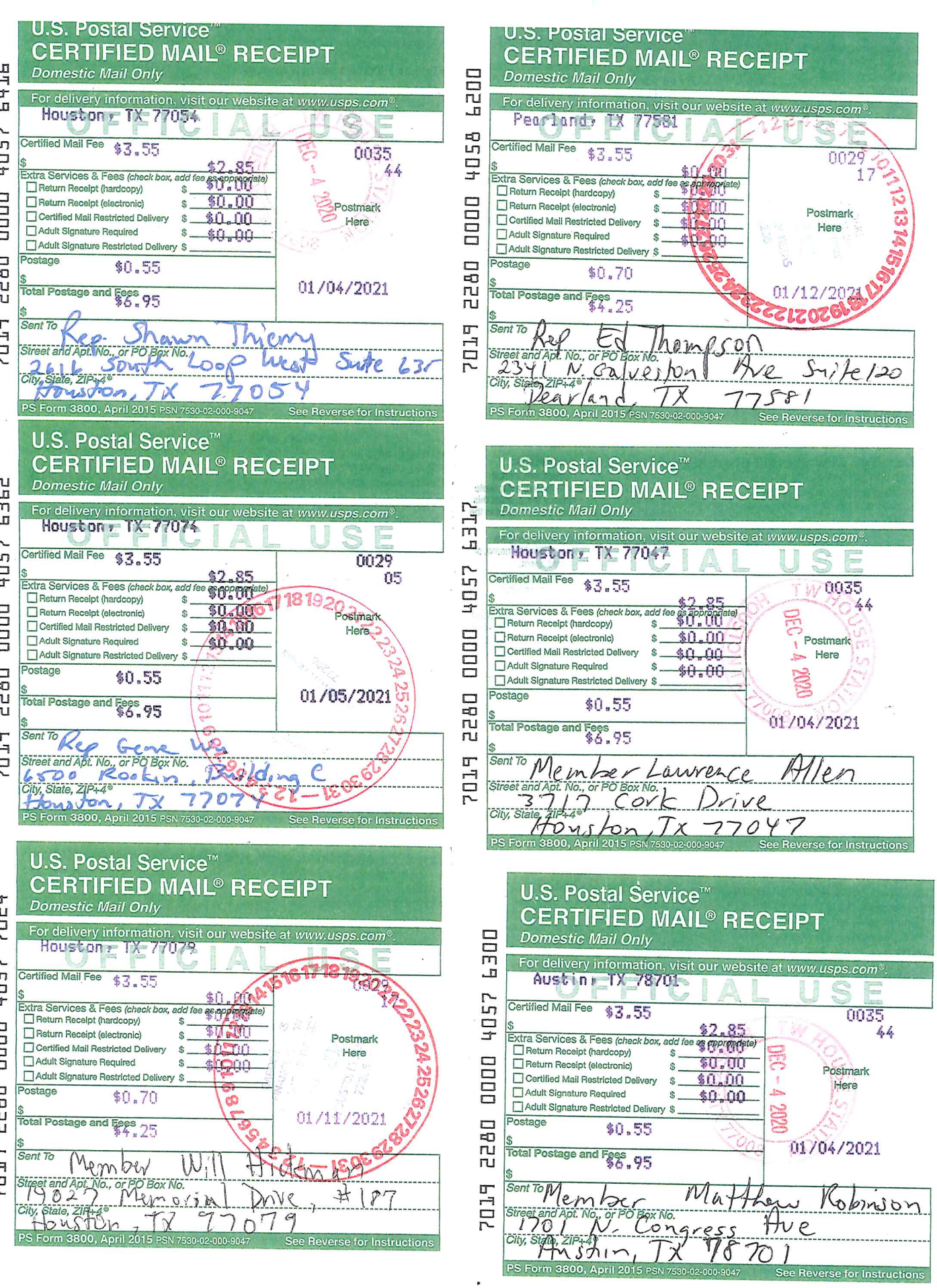
Sent To Rep Ron Reynolds

Street and Apt. No., or PO Box No. 2440 Texas Parkway

City, State, ZIP+4® Missouri City, TX 77489

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☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$6.95

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Sent To: Rep. Shawn Thierry
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☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.70
Total Postage and Fees	$4.25

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Sent To: Rep Ed Thompson
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☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$6.95

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Sent To: Rep Gene Wu
Street and Apt. No., or PO Box No.: 6500 Rookin, Building C
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☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$6.95

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Street and Apt. No., or PO Box No.: 3717 Cork Drive
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☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.70
Total Postage and Fees	$4.25

0029 11

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Sent To: Member Will Hatton
Street and Apt. No., or PO Box No.: 19027 Memorial Drive, #187
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☐ Return Receipt (hardcopy)	$2.85
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$6.95

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01/04/2021

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Street and Apt. No., or PO Box No.: 1701 N. Congress Ave
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- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $0.00

Postage $0.55
Total Postage and Fees $4.15

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Sent To Rep. Briscoe Cain
Street and Apt. No., or PO Box No. Room E2.706 P.O. Box 2910
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Extra Services & Fees (check box, add fee as appropriate)
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- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.55
Total Postage and Fees $4.15

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Sent To Rep. Harold Dutton
Street and Apt. No., or PO Box No. Room 3N.5 P.O. Box 2910
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- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.55
Total Postage and Fees $4.15

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Street and Apt. No., or PO Box No. Room E2.716 P.O. Box 2910
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Services & Fees (check box, add fee as appropriate)
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- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

age $0.55
l Postage and Fees $4.15

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0048 08
02/08/2021

t To Rep. Ana Hernandez
et and Apt. No., or PO Box No. Room 4S.3 P.O. Box 2910
State, ZIP+4® Austin, TX 78768

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Extra Services & Fees (check box, add fee as appropriate)
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- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.55
Total Postage and Fees $4.15

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02/08/2021

Sent To Rep. Lacy Hull
Street and Apt. No., or PO Box No. Room E2.302 P.O. Box 2910
City, State, ZIP+4® Austin, TX 78768

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Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.55
Total Postage and Fees $4.15

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0048 08
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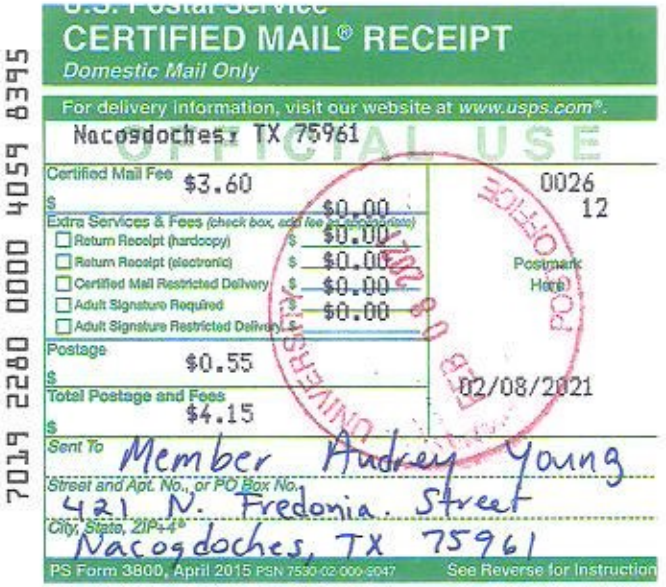
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Attachment 6:

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 26 open-enrollment charter school.



The Justice Hub Community Meeting

Marvin Pierre <mpierre@eightmillionstories.org> Thu, Jan 7, 9:13 AM (9 days ago)
to sboesupport, charterapplication

Hello Member Allen,

Happy New Year and I hope all is well. My name is Marvin Pierre and I am the Founder and CEO of a proposed charter high school called The Justice Hub. I am writing to inform and invite you to our upcoming community meeting. Details of the meeting are listed below. Please let me know if you have any questions or concerns.

Name of the proposed school/campus: The Justice Hub Charter School

Name of the sponsoring entity: N/A

Date: Thursday January 14th
Time: 6:00pm-7:30pm
Location: Virtual via Zoom - https://us02web.zoom.us/j/81384607153

Names of all board members:
Mr. Russell Ramsey
Mrs. Jamie Garrett
Mrs. Anastasia Anderson
Mr. Michael Love
Mrs. Robin Reagler

Regards,
Marvin Pierre
Founder/CEO
The Justice Hub Charter School

The Justice Hub Charter School Community Meeting

Marvin Pierre <mpierre@eightmillionstories.org> Thu, Jan 7, 9:06 AM (9 days ago)

to Will, charterapplication

Hello Member Hickman,

Happy New Year and I hope all is well. My name is Marvin Pierre and I am the Founder and CEO of a proposed charter high school called The Justice Hub. I am writing to inform and invite you to our upcoming community meeting. Details of the meeting are listed below. Please let me know if you have any questions or concerns.

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Names of all board members:
Mr. Russell Ramsey
Mrs. Jamie Garrett
Mrs. Anastasia Anderson
Mr. Michael Love
Mrs. Robin Reagler

Regards,
Marvin Pierre
Founder/CEO The Justice Hub Charter School

The Justice Hub Charter School Community Meeting

Marvin Pierre <mpierre@eightmillionstories.org> Thu, Jan 7, 9:07 AM (9 days ago)
to matt.robinson, charterapplication

Hello Member Robinson,

Happy New Year and I hope all is well. My name is Marvin Pierre and I am the Founder and CEO of a proposed charter high school called The Justice Hub. I am writing to inform and invite you to our upcoming community meeting. Details of the meeting are listed below. Please let me know if you have any questions or concerns.

Name of the proposed school/campus: The Justice Hub Charter School

Name of the sponsoring entity: N/A

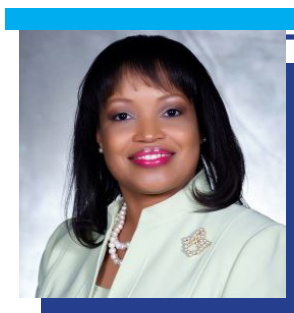
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Time: 6:00pm-7:30pm
Location: Virtual via Zoom - https://us02web.zoom.us/j/81384607153

Names of all board members:
Mr. Russell Ramsey
Mrs. Jamie Garrett
Mrs. Anastasia Anderson
Mr. Michael Love
Mrs. Robin Reagler

Regards,
Marvin Pierre
Founder/CEO The Justice Hub Charter School

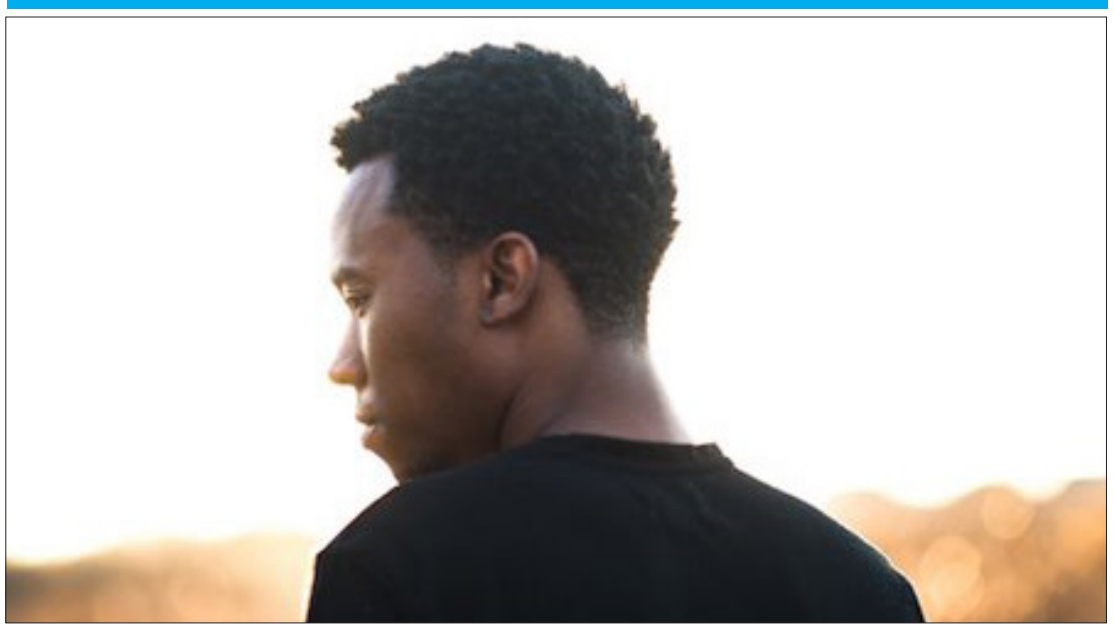
Health





Speaking of Mental Health

Angela M Powell, Ph D, LPC-S, CSC



Winter blues or something different? Many people may experience depressive symptoms during the winter months and may find themselves overwhelmed and having difficulty with their daily functioning. This may be related to Seasonal Affective Disorder (SAD). Seasonal Affective Disorder is a mood disorder that is characterized by depression and commonly occurs at the same time each year. Generally speaking, it is a mood disorder that presents itself in climates where there is less sunlight for extending periods of time during the fall and winter months each year. It occurs when the body's internal clock is disrupted by the lack of sunlight and leads to feelings of depression. SAD is often treatable by a mental health professional and resolves within months of treatment.

According to the National Center for Biotechnological Information (NCBI, 2020) about 5 percent of adults in the United States experience SAD and it typically lasts for several months during the year. Typically, like depression, SAD occurs more in women than men.

There is hope! SAD may be treated with consistent light therapy from a trained mental health professional. Other approaches have been found to be effective in treating SAD, including Cognitive Behavioral Therapy, medications, exercise, and diet. During these unprecedented times we are facing with the Coronavirus and social distancing, those who are impacted by SAD may experience more severe symptoms. Exposure to sunlight, taking nature walks, and connecting with family and friends via social media outlets may provide some relief.

Finding a therapist for SAD treatment is essential in reducing the effects of the disorder. Therapy may include sessions once or twice per week individually or in group format. It is also important to note that change in diet or modifications in medication should be under the advice of a physician. While exercise regimens are important in your physical and mental well-being, consistent routines should be implemented in the mornings or early afternoon to allow the body time to regulate and produce the proper amount of melatonin during sleep at night. During these times of increased technology in working from home and connecting with others, electronic screen time should be limited in the late afternoon and discontinued at least two hours prior to bedtime. Seek out a therapist and discuss your concerns to begin your new journey to mental wellness.

This is for informational purposes only. Seek professional help from your mental health or medical physician for further guidance.

Angela M. Powell, Ph.D., LPC-S, CSC



ASK DR. BEAL
Mental Health Corner

Janice M. Beal, Ed.D.

Dear Dr. Beal,
Why is it so hard to keep New Year's Resolutions? With this pandemic I know I am going to fail. This is too much. I am not happy.
Signed, Why Try?

Dear Reader:

Happy New Year !!! The history of New Years and how it is celebrated dates back to over 4,000 years. It was originally celebrated by the ancient Babylonians. They were the first to hold recorded celebrations in honor of the new year. The Romans, under the leadership of Julius Caesar established that January 1 would be the beginning of the new year 46B.C. Therefore, from a historical perspective it was founded on allowing people to start over and to make changes. The celebration is also aligned with Christianity, meaning beginnings.



The first step I would like to suggest is to not put negative statements in the universe. You started out by saying you were going to fail. If you say anything that is negative you will fulfill the prophecy. We have to look at our words and start to use them in positive ways. We are all glad to have made it through 2020 and are embracing 2021 but on a realistic side we have to acknowledge that we may have difficulties. We are not at the end of the pandemic and can not control the outcome, so we will have to continue to follow the suggested rules and guidelines. However, you are in charge of you and what you want to accomplish. Below you will find tips to help you set goals and follow through with them:

1. **Get a pen and Paper:** You have to write your goals down. Not writing them and keeping them in your head does not work. You need to see them on a daily basis to affirm your commitment
2. **Have Faith that you will accomplish your goals:** If you believe in a higher being you will understand the paraphrase passage "Faith without works is nothing"; so you will have to do something. But believe in yourself.
3. **Think Big:** Set goals that expand what you want to achieve. If you want to own a business and you have never started and the idea is on a shelf, this is the year !!!!
4. **Breakdown how you are going to accomplish the goals in smaller steps.** Therefore you are able to see success.
5. **Surround yourself around like minded people**. Everyone needs an accountability partner. If you have someone who is not helping to motivate you and vice versa, change your circle of people. New Year! New Group of Friends.
6. **Acknowledge and reward yourself when you have accomplished part of your goal.** If it's to lose 50 pounds, celebrate at every step. If you lose 1 or 5, pounds pat your self on the back.
7. **Learn from your past.** Don't keep doing something over and over again if you have not gotten new results. It takes time for change to happen but if you are hitting a brick wall, CHANGE.

Reader, it takes time for change to happen and to develop new habits. Let's embrace, learn and get ready for the new year.

CHEERS TO 2021 !!

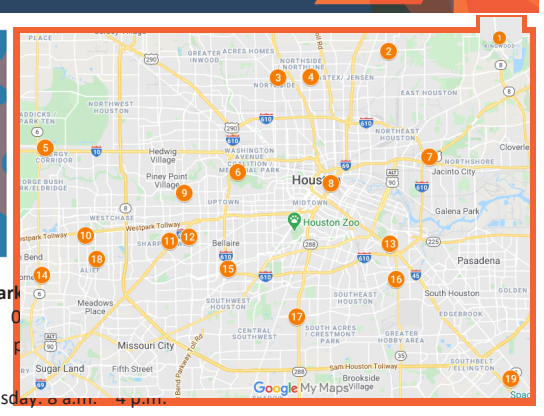
Do You Have A Question? Connect with me! : [redacted]

"Good Mental Health Equals Mental Wealth"

HOUSTON HEALTH DEPARTMENT

FREE FAST SAFE COVID-19 Testing Sites

Week of January 11, 2021



1.
2. curative.com
3. doineedacovid19test.com
4. curative.com
5. texas.spartancovidtesting.com
6.
7. doineedacovid19test.com
8. Park
9. curative.com
10.
11. covidtest.tdem.texas.gov.
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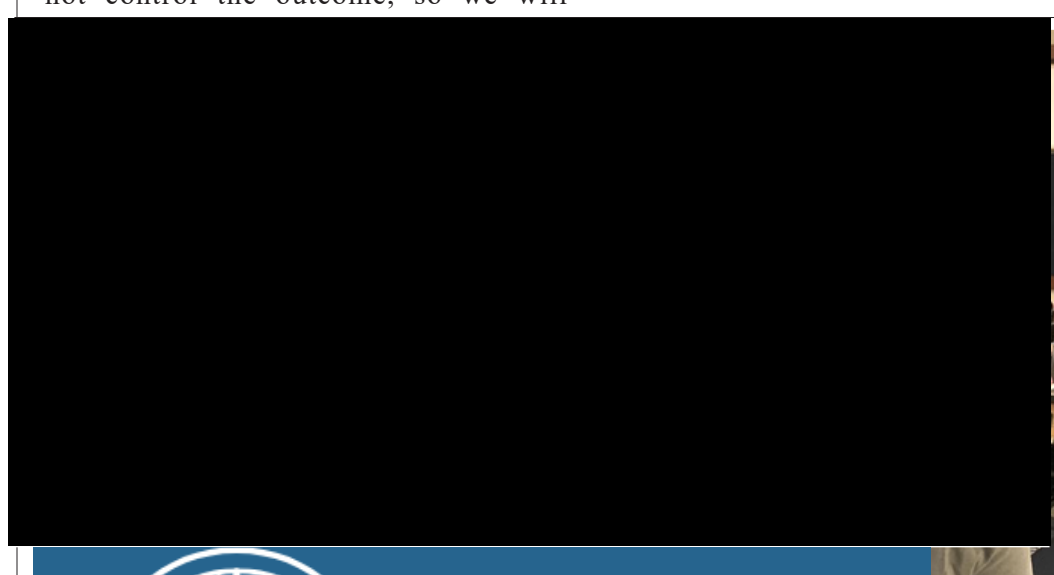
curative.com

docshealthtesting.com



curative.com

Don't stop. Don't forget.
MASK UP. SOCIAL DISTANCE. WASH HANDS. GET TESTED.
COVID-19 Call Center: 832-393-4220
houstonhealth.org



JUSTICE HUB
Restorative Classroom. Explorative Students

DATE: Thursday, January 14th
TIME: 6PM-7:30PM
PLACE: ZOOM

Please join the Justice Hub Charter school, where we will be discussing a new school model opening in your area. CEO and founder Marvin Pierre wants to talk to you about the new school model, how to best serve your students, and answer questions. **We will be raffling off $50 gas cards and Amazon gift cards!**

RSVP: http://bit.ly/J-Hub

Generation 26 Application The Justice Hub School

https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-school-applicants-notice-of-community-meetings

Success	Autism	Church Drive	Woodlands	2020	6:00 PM

Online Meeting Information

Name of Proposed School	Sponsoring Entity	Link	Date	Time
21st Century Global Leadership Academy	21st Century Global Leadership Academy, Inc.	Zoom Meeting ID 788 7952 2605 Passcode: 60rTTs	January 18, 2021	10:00 AM
1Academy	Curie Academy	Register for Google Meet	January 16, 2021	11:00 AM
Instant Impact Global Prep	Instant Impact Educational Services	Zoom Meeting ID 601 811 1423	January 16, 2021	9:00 AM
Friendship Aspire Academy	Friendship Aspire Academy	Held Live on Families Empowered Facebook Page	January 15, 2021	11:30 AM
Academy of Visual and Performing Arts	Illumination Education, Inc.	Facebook LIVE	January 14, 2021	7:00 PM
Essence Preparatory Public Charter School	Essence Prep Inc	Register on Sponsor's Website	January 14, 2021	6:30 PM
The Justice Hub Charter School	The Justice Hub	Zoom Meeting ID 813 8460 7153	January 14, 2021	6:00 PM
Rocketship Public Schools	Rocketship Texas	Zoom Meeting ID 858 6779 5944 Join by Phone: 346-248-7799	January 14, 2021	6:00 PM
ONE Collegiate	ONE Collegiate, Inc.	Register on Zoom	January 14, 2021	5:00 PM
New Hope Resiliency Academy Charter	Sunny Glen Children's Home	Zoom Meeting ID 992 2617 6607 Passcode: 284560	January 14, 2021	4:30 PM

Generation 26 Application The Justice Hub School

JUSTICE HUB

Restorative Classroom. Explorative Students

Attachment 7:

Sample Course Scope and Sequence

Provide a sample scope and sequence for one course in a state-assessed core content area that will be taught within the first three years of operation (as required).



Unit 1 Linear Expressions, Equations, and Inequalities -15 days
A.1(A) apply mathematics to problems arising in everyday life, society, and the workplace
A.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
A.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
A.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate
A.1(E) create and use representations to organize, record, and communicate mathematical ideas
A.1(F) analyze mathematical relationships to connect and communicate mathematical ideas
A.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communicationA.10(A) add and subtract polynomials of degree one and degree two
A.10(A) add and subtract polynomials of degree one and degree two
A.10(C) determine the quotient of a polynomial of degree one and polynomial of degree two when divided by a polynomial of degree one and polynomial of degree two when the degree of the divisor does not exceed the degree of the dividend
A.10(D) rewrite polynomial expressions of degree one and degree two in equivalent forms using the distributive property
ELPS: 1A, 1E, 2D, 4H, 4K, 5G
SAMPLE ASSESSMENT QUESTION:
Chocolate Bliss sells their box of chocolate candy for $2.00 per candy plus a $12 packaging fee. Expressions in Sweets sells their box of chocolate candy for $3.00 per candy plus a $10 packaging fee. If five boxes of Chocolate Bliss chocolate candy cost the same as four boxes of Expressions in Sweets chocolate candy, how many candies are in each box?
Unit 2 Introductions to Functions- 10 days
A.1(A) apply mathematics to problems arising in everyday life, society, and the workplace
A.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
A.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
A.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate
A.1(E) create and use representations to organize, record, and communicate mathematical ideas
A.1(F) analyze mathematical relationships to connect and communicate mathematical ideas
A.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

A.2(A) determine the domain and range of a linear function in mathematical problems; determinereasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities
A.6(A) determine the domain and range of quadratic functions and represent the domain and range using inequalities
A.9(A) determine the domain and range of exponential functions of the form f(x) = abx and represent the domain and range using inequalities
A.12(A) decide whether relations represented verbally, tabularly, graphically, and symbolically define a function
A.12(B) evaluate functions, expressed in function notation, given one or more elements in their domains
ELPS: 2D, 3H, 4H, 4K, 5G
SAMPLE ASSESSMENT QUESTION:
The amount of a certain medication left in the blood stream decreases after each successive hour. Allen receives an initial dosage of 10 mg. He wants to track the amount of medication in his bloodstream over time. He uses the following formula, where *M*(*t*) is the amount of medication in the blood stream, and *t* is the elapsed time in hours since the first dosage. M(t) = 10 (0.75)t a. Approximately how many mg of medication were left in Allen's bloodstream at M(4)? b. Approximately how much time would elapse for M(t) = 5.5 mg?
Unit 3 Investigation of linear equations and inequalities (2 variables)- 10 days
A.1(A) apply mathematics to problems arising in everyday life, society, and the workplace
A.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
A.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
A.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate
A.1(E) create and use representations to organize, record, and communicate mathematical ideas
A.1(F) analyze mathematical relationships to connect and communicate mathematical ideas
A.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication
A.2(A) determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities divided by a polynomial of degree one and polynomial of degree two when the degree ofthe divisor does not exceed the degree of the dividend
A.2(C) write linear equations in two variables given a table of values, a graph, and a verbal description
A.3(B) calculate the rate of change of a linear function represented tabularly, graphically, oralgebraically in context of mathematical and real-world problems
A.3(C) graph linear functions on the coordinate plane and identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems
A.3(E) determine the effects on the graph of the parent function f(x) = x when f(x) is replaced by af(x), f(x) + d, f(x – c), f(bx) for specific values of a, b, c, and d

ELPS: 2D, 3H, 4D, 4E, 4H, 4K, 5G
SAMPLE ASSESSMENT QUESTION:
Solve the inequality and graph its solution in a number line. X-2>4
Unit 4 Application of linear functions- 10 days
A.1(A) apply mathematics to problems arising in everyday life, society, and the workplace
A.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
A.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
A.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate
A.1(E) create and use representations to organize, record, and communicate mathematical ideas
A.1(F) analyze mathematical relationships to connect and communicate mathematical ideas
A.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication
A.2(A) determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities divided by a polynomial of degree one and polynomial of degree two when the degree ofthe divisor does not exceed the degree of the dividend
A.2(C) write linear equations in two variables given a table of values, a graph, and a verbal description
A.2(E) write the equation of a line that contains a given point and is parallel to a given line
A.2(F) write the equation of a line that contains a given point and is perpendicular to a given line
A.2(G) write an equation of a line that is parallel or perpendicular to the x- or y-axis and determine whether the slope of the line is zero or undefined
A.3(A) determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including y = mx + b, Ax + By = C, and y – y1 = m(x – x1)
A.3(B) calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of mathematical and real-world problems
A.3(C) graph linear functions on the coordinate plane and identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems
A.4(A) calculate, using technology, the correlation coefficient between two quantitative variables and interpret this quantity as a measure of the strength of the linear association
A.4(B) compare and contrast association and causation in real-world problems
A.4(C) write, with and without technology, linear functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems
ELPS: 2D, 3H, 4D, 4E, 4H, 4K, 5G

SAMPLE ASSESSMENT QUESTION:

Gregory used a calculator to find the equation h = 1.32t + 1.56, where t is the number of days after the grass was trimmed and h is its height measured in centimeters. Predict the height of the grass after 4 days.

A. 1.85 cm
B. 6.11 cm
C. 6.35 cm
D. 6.84 cm

Unit 5 Systems of linear equations and inequalities- 10 days

A.1(A) apply mathematics to problems arising in everyday life, society, and the workplace

A.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution

A.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

A.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate

A.1(E) create and use representations to organize, record, and communicate mathematical ideas

A.1(F) analyze mathematical relationships to connect and communicate mathematical ideas

A.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

A.2(I) write systems of two linear equations given a table of values, a graph, and a verbal description

A.3(F) graph systems of two linear equations in two variables on the coordinate plane and determine the solutions if they exist

A.3(G) estimate graphically the solutions to systems of two linear equations with two variables in real-world problems

A.3(G) estimate graphically the solutions to systems of two linear equations with two variables in real-world problems

A.5(C) solve systems of two linear equations with two variables for mathematical and real-world problems

ELPS: 2D, 3H, 4D, 4E, 4H, 44K, 5G

SAMPLE ASSESSMENT QUESTION:

Which of the following is the least helpful step in solving the system of linear equations?

. $x+y=16$

$4x + y = 6$

A. $4x = 16 - y$
B. $y = 6 - 4x$
C. $y = 16 - x$
D. $x = 16 - y$

Unit 6 Laws of expressions, exponents, and factoring- 10 days
A.1(A) apply mathematics to problems arising in everyday life, society, and the workplace
A.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
A.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
A.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate
A.1(E) create and use representations to organize, record, and communicate mathematical ideas
A.1(F) analyze mathematical relationships to connect and communicate mathematical ideas
A.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication
A.10(A) add and subtract polynomials of degree one and degree two
A.10(B) multiply polynomials of degree one and degree two
A.10(C) determine the quotient of a polynomial of degree one and polynomial of degree two when divided by a polynomial of degree one and polynomial of degree two when the degree of the divisor does not exceed the degree of the dividend
A.10(D) rewrite polynomial expressions of degree one and degree two in equivalent forms using the distributive property
A.10(E) factor, if possible, trinomials with real factors in the form ax2 + bx + c, including perfect square trinomials of degree two
A.10(F) decide if a binomial can be written as the difference of two squares and, if possible, use the structure of a difference of two squares to rewrite the binomial
A.11(B) simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents
ELPS:1C, 1H, 2D, 3H, 4D, 4E, 4H, 44K, 5G
Which expression is equivalent to $9q^2 - \frac{2}{3}(3q - 7) + 5q^2$? **A** $9q^2 - \frac{5}{3}q - 3$ **B** $9q^2 - 2q - 3$ **C** $14q^2 - 2q + \frac{14}{3}$ **D** $14q^2 - \frac{5}{3}q - \frac{14}{3}$
Unit 7 Quadratic equations including simplificationsof numerical radical expressions- 10 days
A.1(A) apply mathematics to problems arising in everyday life, society, and the workplace
A.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution

A.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
A.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate
A.1(E) create and use representations to organize, record, and communicate mathematical ideas
A.1(F) analyze mathematical relationships to connect and communicate mathematical ideas
A.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication
A.8(A) solve quadratic equations having real solutions by factoring, taking square roots, completing the square, and applying the quadratic formula
A.11(A) simplify numerical radical expressions involving square roots
A.12(E) solve mathematic and scientific formulas, and other literal equations, for a specified variable
ELPS:1C, 1H, 2D, 3H, 4D, 4E, 4H, 44K, 5G
What are the solutions to the equation $3x^2 + 15x = 18$? **A** $x = -3$ and $x = -2$ **B** $x = -6$ and $x = 1$ **C** $x = 6$ and $x = 13$ **D** $x = 0$ and $x = 1$
Unit 8 Investigation and application of quadratic functions- 15 days
A.1(A) apply mathematics to problems arising in everyday life, society, and the workplace
A.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
A.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
A.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate
A.1(E) create and use representations to organize, record, and communicate mathematical ideas
A.1(F) analyze mathematical relationships to connect and communicate mathematical ideas
A.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication
A.6(A) determine the domain and range of quadratic functions and represent the domain and range using inequalities
A.6(B) write equations of quadratic functions given the vertex and another point on the graph, write the equation in vertex form (f(x) = a(x – h)2 + k), and rewrite the equation from vertex form to standard form (f(x) = ax2 + bx + c)
A.6(C) write quadratic functions when given real solutions and graphs of their related equations

A.7(A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry
A.7(B) describe the relationship between the linear factors of quadratic expressions and the zeros of their associated quadratic functions
A.7(C) determine the effects on the graph of the parent function f(x) = x2 when f(x) is replaced by af(x), f(x) + d, f(x – c), f(bx) for specific values of a, b, c, and d
A.8(B) write, using technology, quadratic functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems
ELPS: 1H, 2D, 3E, 3H, 4D, 4E, 4H, 44K, 5G
Which statement about $k(x) = -x^2 - 2x + 15$ is true? **F** The zeros are –3 and 5, because $k(x) = -(x + 3)(x - 5)$. **G** The zeros are –5 and 3, because $k(x) = -(x + 5)(x - 3)$. **H** The zeros are –5 and –3, because $k(x) = -(x + 5)(x + 3)$ **J** The zeros are 3 and 5, because $k(x) = -(x - 3)(x - 5)$.
Unit 9 Investigation and application of exponential functions- 10 days
A.1(A) apply mathematics to problems arising in everyday life, society, and the workplace
A.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
A.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
A.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate
A.1(E) create and use representations to organize, record, and communicate mathematical ideas
A.1(F) analyze mathematical relationships to connect and communicate mathematical ideas
A.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication
A.9(A) determine the domain and range of exponential functions of the form f(x) = abx and represent the domain and range using inequalities
A.9(B) interpret the meaning of the values of a and b in exponential functions of the form f(x) = abx in real-world problems
A.9(C) write exponential functions in the form f(x) = abx (where b is a rational number) to describe problems arising from mathematical and real-world situations, including growth and decay
A.9(D) graph exponential functions that model growth and decay and identify key features, including y-intercept and asymptote, in mathematical and real-world problems
A.9(E) write, using technology, exponential functions that provide a reasonable fit to data and make predictions for real-world problems
ELPS: 1H, 2D, 3E, 3H, 4D, 4E, 4H, 44K, 5G

SAMPLE ASSESSMENT QUESTION:

The amount of fertilizer in a landscaping company's warehouse decreases at a rate of 3% per week. The amount of fertilizer in the warehouse was originally 78,000 cubic yards.

Which function models the amount of fertilizer in cubic yards left after w weeks?

A $f(w) = 0.97(78{,}000)^w$

B $f(w) = 1.03(78{,}000)^w$

C $f(w) = 78{,}000(0.97)^w$

D $f(w) = 78{,}000(1.03)^w$

Unit 10 Arithimetic and geometric sequences - 15 days

A.1(A) apply mathematics to problems arising in everyday life, society, and the workplace

A.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution

A.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

A.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate

A.1(E) create and use representations to organize, record, and communicate mathematical ideas

A.1(F) analyze mathematical relationships to connect and communicate mathematical ideas

A.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

A.3(C) graph linear functions on the coordinate plane and identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems

A.9(D) graph exponential functions that model growth and decay and identify key features, including y-intercept and asymptote, in mathematical and real-world problems

A.12(C) identify terms of arithmetic and geometric sequences when the sequences are given in function form using recursive processes

A.12(D) write a formula for the nth term of arithmetic and geometric sequences, given the value of several of their terms

ELPS: 1H, 2D, 3E, 3H, 4D, 4E, 4H, 44K, 5G

SAMPLE ASSESSMENT QUESTION:

Which statement about the graph of $y = \frac{1}{3}\left|\frac{x}{3}\right|$ is true?

A The graph has a vertical asymptote.

B The graph crosses the y-axis at $(0, \frac{2}{9})$.

C The graph has an asymptote at $y = \frac{1}{3}$.

D The graph decreases from left to right.

Unit 11 Making connections - 10 days
A.1(A) apply mathematics to problems arising in everyday life, society, and the workplace
A.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
A.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
A.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate
A.1(E) create and use representations to organize, record, and communicate mathematical ideas
A.1(F) analyze mathematical relationships to connect and communicate mathematical ideas
A.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication
A.2(A) determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities divided by a polynomial of degree one and polynomial of degree two when the degree ofthe divisor does not exceed the degree of the dividend
A.2(C) write linear equations in two variables given a table of values, a graph, and a verbal description
A.2(E) write the equation of a line that contains a given point and is parallel to a given line
A.2(F) write the equation of a line that contains a given point and is perpendicular to a given line
A.2(G) write an equation of a line that is parallel or perpendicular to the x- or y-axis and determine whether the slope of the line is zero or undefined
A.3(B) calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of mathematical and real-world problems
A.3(C) graph linear functions on the coordinate plane and identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems
A.4(C) write, with and without technology, linear functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems
A.6(A) determine the domain and range of quadratic functions and represent the domain and range using inequalities
A.6(B) write equations of quadratic functions given the vertex and another point on the graph, write the equation in vertex form (f(x) = a(x – h)2 + k), and rewrite the equation from vertex form to standard form (f(x) = ax2 + bx + c)
A.6(C) write quadratic functions when given real solutions and graphs of their related equations
A.7(A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry
A.7(B) describe the relationship between the linear factors of quadratic expressions and the zeros of their associated quadratic functions
A.7(C) determine the effects on the graph of the parent function f(x) = x2 when f(x) is replaced by af(x), f(x) + d, f(x – c), f(bx) for specific values of a, b, c, and d

A.8(B) write, using technology, quadratic functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems

A.9(C) write exponential functions in the form f(x) = abx (where b is a rational number) to describe problems arising from mathematical and real-world situations, including growth and decay

A.9(D) graph exponential functions that model growth and decay and identify key features, including y-intercept and asymptote, in mathematical and real-world problems

A.9(E) write, using technology, exponential functions that provide a reasonable fit to data and make predictions for real-world problems

A.10(E) factor, if possible, trinomials with real factors in the form ax2 + bx + c, including perfect square trinomials of degree two

A.10(F) decide if a binomial can be written as the difference of two squares and, if possible, use the structure of a difference of two squares to rewrite the binomial

A.11(B) simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents

ELPS: 1H, 2D, 3E, 3H, 4D, 4E, 4H, 44K, 5G

SAMPLE ASSESSMENT QUESTION:

Write a system

x	y_1	y_2
–4	13	–19
–3	11	–15
1	3	1
2	1	5
4	–3	13

variables to represent the data in the table.

Unit 12 Cost comparison analysis - 10 days

A.1(A) apply mathematics to problems arising in everyday life, society, and the workplace

A.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution

A.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

A.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate

A.1(E) create and use representations to organize, record, and communicate mathematical ideas

A.1(F) analyze mathematical relationships to connect and communicate mathematical ideas

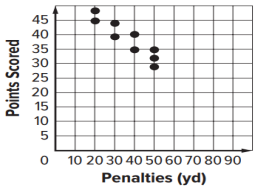
A.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

A.2(A) determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities divided by a polynomial of degree one and polynomial of degree two when the degree ofthe divisor does not exceed the degree of the dividend

A.2(C) write linear equations in two variables given a table of values, a graph, and a verbal description

A.3(B) calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of mathematical and real-world problems
A.3(C) graph linear functions on the coordinate plane and identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems
A.4(C) write, with and without technology, linear functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems
A.5(A) solve linear equations in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides
A.5(C) solve systems of two linear equations with two variables for mathematical and real-world problems
ELPS: 1H, 2D, 3E, 3H, 4D, 4E, 4H, 44K, 5G
SAMPLE ASSESSMENT QUESTION

A football coach tracks the number of yards in penalties that his team gets each game and the total number of points scored. The graph shows the result of his tracking.



Based on these results, if the team keeps the penalties down to 35 yards per game, which is the best estimate for the number of points the team will score?

A 18

B 28

C 38

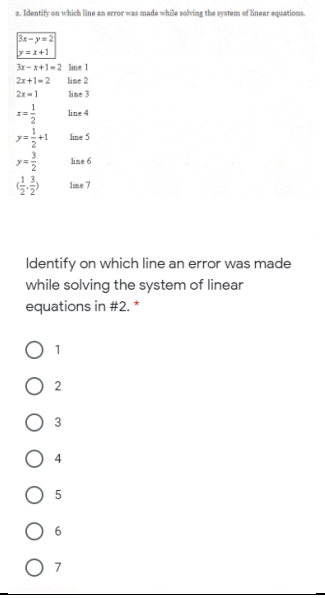
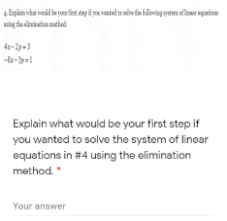
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JHUB Sample Lesson Plan

Teacher Name/ Subject: Algebra I	Week of:
Essential Question: What kinds of algebraic and graphical relationships exist between equations in a system with: • one solution? • no solutions? • infinitely many solutions?	

	Monday	Tuesday	Wednesday	Thursday	Friday
Objective (s) **TEKS** • *Obj. = SWBAT + Skill + Knowledge* • *What do I want students to KNOW and be able to DO at the end of the lesson?* Example: Students will be able to infer character traits by connecting their prior knowledge to character's words, actions, feelings, and thoughts.	TEKS: A.5C A.3F Objective: SWBAT define variables, and create equations to understand systems of equations.	TEKS: A.5C A.3F Objective: SWBAT solve systems of two linear equations with two variables by the substitution method.	TEKS: A.5C A.3F Objective: SWBAT apply the substitution method to solve systems of equations.	TEKS: A.5C A.3H Objective: SWBAT find systems of two linear equations with two variables by the elimination method.	TEKS: A.5C A.3H Objective: SWBAT practice solving systems of two linear equations with two variables by the elimination method.
ELPS:	☐ Reading ✓ Writing ☐ Speaking ✓ Listening ELPS.c.2C ELPS.c.2I ELPS.c.3D	☐ Reading ✓ Writing ✓ Speaking ✓ Listening ELPS.c.2C ELPS.c.2I ELPS.c.3D	✓ Reading ✓ Writing ✓ Speaking ✓ Listening ELPS.c.2C ELPS.c.2I ELPS.c.3D	☐ Reading ✓ Writing ✓ Speaking ✓ Listening ELPS.c.2C ELPS.c.2I ELPS.c.3D	✓ Reading ✓ Writing ✓ Speaking ✓ Listening ELPS.c.2C ELPS.c.2I ELPS.c.3D

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	Monday	Tuesday	Wednesday	Thursday	Friday
Formative Assessment: How will students be assessed? **At least two forms of formative assessment that align directly to the essential question or the learning outcome for the week with feedback** *Example: Exit Ticket, Padlet, Group Discussion, etc.*	The students will be assessed informally as the teacher interacts with them after the explanation of each of the methods in the lesson.	The students will be assessed informally as the teacher interacts with them after the explanation of each of the methods in the lesson. The students will do an exit ticket in google form:  2. Identify on which line an error was made while solving the system of linear equations. $\begin{cases} 3x-y=2 \\ y=x+1 \end{cases}$ $3x-x+1=2$ line 1 $2x+1=2$ line 2 $2x=1$ line 3 $x=\frac{1}{2}$ line 4 $y=\frac{1}{2}+1$ line 5 $y=\frac{3}{2}$ line 6 $(\frac{1}{2},\frac{3}{2})$ line 7 Identify on which line an error was made while solving the system of linear equations in #2. * 1 2 3 4 5 6 7	The students will be assessed informally as the teacher interacts with them after the explanation of each of the methods in the lesson.	The students will be assessed informally as the teacher interacts with them after the explanation of each of the methods in the lesson.  4. Explain what would be your first step if you wanted to solve the following system of linear equation using the elimination method. $4x-2y=3$ $-8x-3y=1$ Explain what would be your first step if you wanted to solve the system of linear equations in #4 using the elimination method. * Your answer	The students will be assessed informally as the teacher interacts with them after the explanation of each of the methods in the lesson.

JHUB Sample Lesson Plan

Learning Experiences (I Do, We Do) What learning experiences will you design to help students learn concepts, connect concepts, and transfer concepts? What strategy or strategies will be modeled for students during this lesson? How will you model this strategy? Be sure to script out or paraphrase your thinking. Real World Connections: How will students transfer their understanding from an academic to a real-world context?	Teacher will have a Do Now: Graph the following graphs in desmos: $y = 3x - 1$ and $y = 3x + 3$ Question: What do you notice about the slope? The Do now allow students to demonstrate what they know about previous lessons, and at what level they are. Teacher ask the students to write their answer in the Schoology chat, while the teacher ask a student face to face the answer of the Do now. After that, the teacher tells/ask a student to read what objective they are going to master at the end of the lesson. Then, the teacher gives definition, and rules for system of equations. Telling the students how to identify if the system has one solution, no solution or infinitely many solutions. While students write the rules in their notebook.	The teacher tells the student a quick review about yesterday's lesson. After that, the teacher tells/ask a student to read what objective they are going to master at the end of the lesson. Then, the teacher models the first problem while the students take/write the notes. Then, the teacher and the students do a problem together. If there is time, the teacher will call students randomly asking for the first, second and third steps.	The teacher explains to the students the assignment that the students need to complete in Schoology before class ends. The students will be working in an activity in Schoology. The teacher walks in the classroom checking that the students are working in the assignment, and helping the students who need help.	The teacher tells the student a quick review about the substitution method. After that, the teacher tells/ask a student to read what objective they are going to master at the end of the lesson. Then, the teacher models the first problem while the students take/write the notes. Then, the teacher and the students do a problem together. If there is time, the teacher will call students randomly asking for the first,	The teacher explains to the students the assignment that the students need to complete in Schoology before class ends. The students will be working in an activity in Schoology. The teacher walks in the classroom checking that the students are working in the assignment, and helping the students who need help.

	After that, the teacher models the first problem of identifying if the system has one solution, no solution or infinitely many solutions. Before moving to other problem, the teacher uses different strategies to check for understanding. Then, the teacher and the students do a problem together. If there is time, the teacher will call students randomly asking for the first, second and third steps.			second and third steps.	

JUSTICE HUB

Restorative Classroom. Explorative Students

Attachment 8:

Proposed Discipline Policy

Provide the school's proposed discipline policy.



The Justice Hub
Our Approach to Student Discipline

The Justice Hub's approach to student discipline is grounded in our mission and vision. As we work to empower students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success, it is imperative that the school is vested in policies and practices that build up student's capcity to learn from their choices and repair any harm done to the school community. This approach is aligned to our vision of our students being prepared to confront adversity and be agents of change.

The Justice Hub's disciplinary approach prioritizes restorative practices because evidence demonstrates commonly implemented punitive disciplinary practices are not only ineffective in reducing behavioral incidents but are proving detrimental to young people: students miss lessons, fall behind, and are more likely to drop out, struggle to find jobs, or become involved with the Juvenile Justice System.

Restorative justice is not a program. It is a framework, a set of values and principles, used to guide responses to crime, misbehavior, conflict or harm. The premise of restorative justice is that crime or misbehavior is a violation of people and relationships rather than violation of a law or a rule. The three main goals of restorative justice are:

(1) Accountability: Restorative justice strategies provide opportunities for wrong doers to be accountable to those they have harmed, and enable them to repair the harm they caused to the extent possible.

(2) Community Safety: Restorative Justice recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well-being of its members.

(3) (3) Competency Development: Restorative Justice Strategies increase the pro-social skills of those who have harned others, address the underlying factors that lead to youth engaged in delinquent behavior and build on strengths in each young person. (http://www.jefferson.kyschools.us/sites/default/files/RestorJusticPract2011_JV.pdf)

While we are progressive in our approach to behavior management, there are responses to specific behavior offenses that are mandatory based on the Texas Education Code and/or stated in The Justice Hub Student and Caregiver Handbook. In developing our approach to student discipline management, we reached out to several local (Northbrook HS) and national high schools (Broome Street Academy (New York, NY), South Bronx Community Charter School (Bronx, NY) and DaVinci Rise HS (Los Angeles, CA) who serve a similar population to our desired target student population to assess their approach to student discipline.

Our Commitment

As a school, our first priority is to ensure that we provide all of our students and staff a safe and structured learning environment that positions them to not only succeed in but thrive in the school. Our approach to managing student discipline is a reflection of how we envision our school to be a place that fosters personal development, a healthy environment for learning, and protecting the well-being of our students and staff.

Commitment 1: Affirming Positive Behavior

At The J-Hub, we commit to affirming and recognizing positive behavior to encourage continued behaviors that are essential to students' long-term success. We acknowledge effective application of our core values. As with any potential classroom reinforcer, we know that praise has the ability to improve student academic or behavioral

performance—but only if the student finds it reinforcing.[1] Therefore, in accordance with student preference, positive recognition for individual behaviors are delivered privately and/or publicly. Our affirmations are purposefully expressed to recognize specific behaviors and steer future actions. J-Hub teachers include observable accomplishments to reinforce desired behavior. Further, research has found that program activities that can also be used as incentives—such as special leadership opportunities, career-development field trips, and service projects—can instill in participants a sense of belonging to a program as a way to promote positive behavior and choices.[2] Therefore, The J-Hub has designed several school and community-wide events and celebrations that give students the opportunity to be celebrated and further their personal development. For example, events and activities that students are given the opportunity to engage in as a way to incentivize good and mature behavior choices, include the following:

- **"The Get Up"** – is a community gathering for 60 minutes one time per month where the students, staff, families and community partners come together to celebrate culture, discuss important issues (local and national, vote on key decisions, and share knowledge. The agenda is student and staff developed and the meeting is co-led by a student representative and staff.

- **Field Trips and College and Career Site Visits** - Students may attend off campus field trips that enrich and complement their educational experience, including visits to college campuses and the sites of some of our corporate partners.

- **Reflection and Reset Retreats** – Two annual retreats (at the beginning and end of school year) provide our students and staff opportunities to come together as a community and to reinvigorate our sense of purpose, reaffirm our goals and to see that the skills we are learning are required in the world beyond our school. Students who have been identified as "high risk" (current affiliation to drugs, self-harm, fighting etc.) may only attend with a stakeholder or counselor present to partner with the student and ensure they remain safe. Otherwise, they engage in an on campus enrichment activity to build culture and help them to address the challenges they are facing that served as the reason for their exemption from the trip. On-campus and local retreats are also offered to ensure students with extenuating circumstances are able to participate.

- **The JusticeX Showcase** – Students and community members are given the opportunity twice a year to showcase their talents through a "Justice" theme that can entail any of the following: performances, presentations, art exhibits, etc. The showcase is designed to uplift student voice and further build community engagement. It is also a way to showcase how partnerships between school and community can further enhance the student educational experience and promote a village of support that many students desperately seek.

Commitment 2: Transparency, Equity and Fairness

First, we make a commitment to ensuring that our teachers, staff, and community partners are trained and/or educated on our approach to student discipline at The Justice Hub. Secondly, we adopt a transparent discipline policy that sets high expectations for all students' behavior and provides a clear and consistent set of guidelines because a progressive discipline management system that prioritizes maximizing all options to keeping our students in school. Lastly, as a school community we will revisit our school discipline policy at

[1] Akin-Little et al., 2004

[2] https://www.childtrends.org/wp-content/uploads/2013/05/child_trends-2008_06_18_pi_ostincentives.pdf

the end of each school year by inviting staff, student leaders, community partners and parents to provide feedback to ensure that our approach to discipline remains supportive to the needs of our student population and our vision as a school.

The J-Hub's student discipline policy is designed to ensure that equity and fairness is at the core of our response to student behavior infractions. When incidents occur, students have the opportunity to communicate in writing or verbally their involvement in the incident to the discipline committee or administration. To honor student's processing, their writing or verbal statements are conducted in separate settings that aim to ensure a safe space for transparency to exist. The administrator will review and have a discussion with the student(s) before a final decision is made.Having students learn to communicate and speak for themselves directly aligns to our vision of increasing student voice while also increasing their self-accountability and teaching valuable life skills around communication and advocacy.

Below is our school-wide tiered approach to discipline management at The Justice Hub. The tiered system follows a progression of our response to community violations that range in intensity from daily discipline management to in and out of school suspensions to expulsion. We prefer to use the word community instead of student violations because we believe that when student commits an offense, their actions impact not only them but the entire school community.
Please note that, in all discipline consequence decisions there are numerous elements that will be reviewed. Including, but not limited to: intent, disciplinary history, potential effect, homelessness status (under HB 692, homeless students will not be given out of school suspension), any student disabilities, etc. Additionally, "discretionary discipline" refers to all disciplinary actions taken by the school leader for actions that breach the student code of conduct. All Level I and Level II violations are considered as "Discretionary". Level II and IV violations that are considered "Mandatory" are as listed below:

1. Conduct Punishable as a felony – on campus or at a school sponsored activity TEC § 37.006(a)(2)(A)
2. Abuse of a volatile chemical TEC § 37.006(a)(2)(E)
3. Retaliation against school employee TEC § 37.006(b) and 37.007 (d) when combined with TEC § 37.007(a) or (d)
4. Use or possession of an firearm, knife, or other illegal weapon – on campus or campus sponsored event TEC § 37.007(e);(a)(1)(B);(a)(1)(C)
5. Arson TEC § 37.007(a)(2)(B)
6. Murder, capital murder, criminal attempt to commit murder, or capital murder TEC § 37.007(a)(2)(C)
7. Indecency with a child TEC § 37.007(a)(2)(D)
8. Aggrevated Kidnapping TEC § 37.007(a)(2)(E)
9. Felony controlled substance
10. Terroristic threat , or assault on campus, at a campus sponsored event or towards any staff member or student TEC § 37.006(a)(1) or § 37.007(b)(1) or § 37.007(b)(2)(c) or § 37.006(a)(2)(B) or § 37.007(d) or § 37.007(a)(2)(A)
11. Flase Report TEC § 37.006(a)(1) or TEC § 37.007(b)
12. Continuos sexual abuse of a Young Child or Children TEC § 37.007(a)(2)(I)
13. Manslaughter TEC § 37.006(a)(2)(G)
14. Criminally Negligent Homicide TEC § 37.006(a)(2)(H)

Discipline Management Plan[3]
Level I – Community Offenses

The Justice Hub classifies Level 1 community offenses as being able to be managed by the classroom teacher. Parents and caregivers (i.e. guardians, etc.) may be requested to come in for a conference with the teacher to discuss this misbehavior and the disciplinary action taken. The Justice Hub will provide positive supports and incentives to manage many of these behaviors.

Community Violation	Restorative Intervention/Support	Proposed Disciplinary Response
• Violations of classroom rules or procedures • Intentional disrespect (yelling, use of inappropriate language or gestures, etc.) towards a community member • Unexcused/Excessive tardiness to class • Failure to participate in classroom activities • Skipping a Class Period • Throwing Objects (Non Bodily Injury/Damage) • Failure to bring required classroom materials or assigned work to class • Dishonesty • Obscene Gestures (not towards anyone or in threatening manner) • Exhibit Inappropriate Familiarity (w/ adult or peer) • Dress code violation	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator. • Restorative Conversation with those involved in the incident • Behavior and/or Attendance Support Plan (revise if needed) • Mediation/Conflict Resolution • Community Service • Conference with Caregiver and Administration • Individual/Group Counseling (J-Hub HS Counselor)	**The following discipline management techniques may be used alone or in combination for Student Code of Conduct and non-Student Code of Conduct violations:** • Detention (before or after school) • Removal from class • Loss of privileges (short-term) • Verbal Correction • Redirection • Temporary confiscation of items that disrupt the educational process ***Serious and/or repeated violations may result in a more severe consequence or referral to the next level (Level II Offense).**

[3] These polivies are rooted in the HISD discipline code (https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/7905/2020-2021CodeOfConduct_Eng.pdf) and adapted to fit the mission and vision of the Justice Hub.

Level II – Community Offenses

The Justice Hub classifies Level 1I community offenses as second tier offenses that may warrant an in-school suspension, out of school suspension or afterschool detention. Parents and caregivers (i.e. guardians, etc.) may be requested to come in for a conference with the teacher to discuss this misbehavior and the disciplinary action taken. The Justice Hub will provide positive supports and incentives to manage many of these behaviors.

Community Violation	Restorative Intervention/Support	Proposed Disciplinary Response	Duration
Academic Dishonesty	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator. • Restorative Conversation with those involved in the incident	• After School Detention	1-3 Days
Leaving the classroom or school grounds, without the permission of school administration/ staff.	• Communication with caregiver about incident • Conference with Caregiver and Administration • Restorative Conversation with those involved in the incident	• After School Detention • In-School Suspension	1-3 Days
Skipping School	• Communication with caregiver about incident	• In-School Suspension	1-3 Days

	• Conference with Caregiver and Administration • Restorative Conversation with those involved in the incident		
Inappropriate display of affection, which should be enforced equitably without regard to sexual orientation, gender identity, or gender expression.	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator.	• Warning – Student Conference • After School Detention	1-3 Days
Failure to adhere to rules and regulations for extra-curricular activities or co-curricular activities.	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator. • Restorative Conversation with those involved in the incident	• Removal of extracurricular/co-curricular privileges for a determined amount of time	1-3 Days
Cafeteria Disturbance (excessive yelling, throwing of food, etc.)	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator.	• Community Service – After School	1-3 Days

	• Restorative Conversation with those involved in the incident • Community Service		
Selling or soliciting legal items for sale any merchandise on school campus without the authorization of the building principal (i.e. selling candy)	• Communication with caregiver about incident	• Confiscation of Items	
Profanity, vulgar language, or obscene gestures directed towards a member of the community.	• Communication with caregiver about incident • Restorative Conversation with those involved in the incident	• After School Detention • In-School Suspension	1-3 Days
Unapproved - Repeated violation of a schools mandatory school uniform policy	• Communication with caregiver about incident	• After School Detention • In-School Suspension	1-3 Days
Disruptive behavior on a school bus or at a school bus stop	• Communication with caregiver about incident • Behavior Support Plan • Restorative Conversation with those involved in the incident	• After School Detention • Removal from bus	1-3 Days

Viewing and Accessing materials and sites on the internet that are deemed to be inappropriate on personal devices or school devices (The school will have software protections to mitigate the possibility of this happening).	• Communication with caregiver about incident	• Loss of Privileges • Detention • In-School Suspension	1-3 Days
Possession of pepper spray or mace	• Communication with caregiver about incident	• Confiscation of items • In-School Suspension	1-3 Days

LEVEL III – Community Offenses

The Justice Hub classifies Level 1II community offenses as third tier offenses that warrant suspension or possible expulsion. Parents and caregivers (i.e. guardians, etc.) may be requested to come in for a conference with the teacher to discuss this misbehavior and the disciplinary action taken. The Justice Hub will provide positive supports and incentives to manage many of these behaviors.

Community Violation	**Restorative Intervention/Support**	**Proposed Disciplinary Response**	**Duration**
Persistent Level II Offenses	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator. • Restorative Conversation with those involved in the incident • Behavior Support Plan and Parent Conference	• Suspension	Max - 2 Days
Mutual Combat (Fighting)	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator. • Restorative Conversation with those involved in the incident	• Family Conferences • Out of School Suspension • In- School Suspension	Max- 2 Days

Gambling	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator.	• After School Detention	Max - 1 Day
Misdemeanor – Stealing/Theft of property. This can include use of another student's identification or identification number access services such as the school – lunch program	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator. • Restorative Conversation with those involved in the incident.	• Reimbursement for items stolen • Out of School Suspension • In- School Suspension • Possible Expulsion	Max - 3 Days
Persistent disruptive behavior on a school bus	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator. • Behavior Support Plan	• Loss of Privileges	Max - 2 Weeks
Display of disrespect (yelling, use of inappropriate language or gestures, etc.) towards school personnel or campus visitor	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator.	• Out of School Suspension • In- School Suspension	Max- 2 Days

	• Restorative Conversation with those involved in the incident.		
Failure to comply with reasonable requests of school personnel and/or defiance of the authority of school personnel	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator. • Restorative Conversation with those involved in the incident.	• Out of School Suspension • In- School Suspension	Max- 1 Day
Falsifying or tampering school records, documents or signing a parent, teacher, or administrators name on school documents	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator. • Restorative Conversation with those involved in the incident.	• Out of School Suspension	Max - 2 Day
Engaging in threats or other acts of intimidation that interfere with another students desire, ability or willingness to participate in the educational process	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator.	• Out of School Suspension • In- School Suspension	Max - 2 Days

	• Restorative Conversation with those involved in the incident.		
Any verbal abuse of others, including slurs, name-calling, or derogatory statements to another person because of that person's race, color, religion, national origin, disability, physical/personal appearance, sexual orientation, and gender identity and/or gender expression	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator. • Restorative Conversation with those involved in the incident.	• Parent Conference • Out of School Suspension • In- School Suspension	Max- 2 Days
Bullying (Physical, Verbal and Cyberbullying)	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator. • Restorative Conversation with those involved in the incident. • Behavior Support Plan	• Out of School Suspension • In- School Suspension	Max - 2 Days

Smoking, using, or possessing tobacco, tobacco products, smokeless cigarettes, e-cigarettes, any other nicotine delivery device, or any substance for consumption containing nicotine.	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator. • Restorative Conversation with those involved in the incident. • Referral to counseling/substance use/support service agency	• Out of School Suspension • In- School Suspension • Possible Expulsion	Max - 3 Days
Possession or use of any prescription or non-prescription drug, medicine, vitamins, or other chemical in violation of school policy on disposition of medication at school	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator. • Restorative Conversation with those involved in the incident. • Referral to counseling/substance use/support service agency	• Out of School Suspension • In- School Suspension • Possible Expulsion[ms1]	Max - 3 Days
Possession of live ammunition	• Communication with caregiver about incident	• Out of School Suspension • Possible Expulsion	Max - 5 Days Expulsion

	• One-on-One Restorative Conversation with staff or administrator.		
Possession of a knife or gun	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator.	• Out of School Suspension • Possible Expulsion	Max - 5 Days Expulsion
Misdemeanor criminal mischief (i.e. vandalism) resulting in destruction or defacing of any property including computers and related equipment, in amount greater than $20 but less than $1500	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator. • Restorative Conversation with those involved in the incident.	• Community Service • Afterschool Detention • Restitution	Determined by Administration
Possession of laser pens or laser pointers	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator. • Restorative Conversation with those involved in the incident.	• In- School Suspension	Max - 1 Day
Engaging in Sexual Assault	• Communication with caregiver about incident	• Out of School Suspension • Possible Expulsion	Max - 3 Day

	• One-on-One Restorative Conversation with staff or administrator. • Restorative Conversation with those involved in the incident.		
Engaging in Physical Assault	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator. • Restorative Conversation with those involved in the incident.	• Out of School Suspension • Possible Expulsion	Max - 3 Day
Participation in activities by groups such as gangs and cults	• Communication with caregiver about incident • One-on-One Restorative Conversation with staff or administrator.	• Out of School Suspension • In- School Suspension • Pending Possible Expulsion	3 Days

Student Rights

All disciplinary actions regarding a J-Hub student identified as an individual with disabilities under IDEA or who is eligible for services under Section 504 comply with state and federal law.

Due Process Procedures

While The J-Hub strives to maximize students' time in school, there are occasions in which a student may be suspended or expelled for a serious offense. In accordance with Section 37.009[4], The J-Hub board provides the student a hearing at which the student is afforded appropriate due process as required by the federal constitution and which the student's parent or guardian is invited, in writing, to attend. Due process procedures are implemented consistent with federal case law pursuant to Goss v. Lopez (419 U.S. 565). They are put in place to sustain fair practices and avoid mistaken exclusion. A complete due process procedure is provided in Attachment 8. Further, if a student with disabilities is pending expulsion or has excessive suspensions that results in a change of placement (more than 10 days), J-Hub notifies the family in writing of the change and provides the procedural safeguards. A Manifestation of Disability Review (MDR) is held to determine if the student will be removed from the instructional setting. Anytime a student with a disability is removed from the instructional setting, alternative instruction will be provided. Alternative instruction is defined as individualized instruction that exceeds self-study or homework; it may entail tutoring and is sufficient to allow the student to keep pace with peers and advance in the curriculum. For an expelled student, the alternative instruction ceases once a student enrolls at another accredited school, or otherwise participates in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is required by law.

Disciplinary Alternative Education Program

• _TEC §12.131: Removal of students to disciplinary alternative education programs; expulsion of students.
TEC §37.008: Disciplinary alternative education programs (DAEP) Each school district shall

provide a disciplinary alternative education program that:
(1) is provided in a setting other than a student's regular classroom;
(2) is located on or off of a regular school campus;
(3) provides for the students who are assigned to the disciplinary alternative education program to be separated from students who are not assigned to the program;
(4) focuses on English language arts, mathematics, science, history, and self-discipline;
(5) provides for students' educational and behavioral needs;
(6) provides supervision and counseling; and
(7) employs only teachers who meet all certification requirements established under Subchapter B, Chapter 21.
TEC §37.011(a-4)(a-5): Juvenile justice alternative education program

[4] https://statutes.capitol.texas.gov/Docs/ED/htm/ED.37.htm

○ (a-4) A school district located in a county considered to be a county with a population of 125,000 or less under Subsection (a-3) shall provide educational services to a student who is expelled from school under this chapter. The district is entitled to count the student in the district's average daily attendance for purposes of receipt of state funds under the Foundation School Program. An educational placement.
○ (a-5) For purposes of Subsection (a-4), an educational placement other than a school district's disciplinary alternative education program is subject to the educational and certification requirements applicable to an open-enrollment charter school under Subchapter D, Chapter 12.

Expulsion

• _TEC §12.131: Removal of students to disciplinary alternative education programs; expulsion of students.
• _ TEC §37.007: Expulsion for serious offences: student shall (or may) be expelled from a school if the student, on school property or while attending a school-sponsored or school-related activity on or off of school property [commits certain very serious crimes]. An open- enrollment charter school may not elect to expel a student for a reason that is not authorized by Section 37.007 (Expulsion for Serious Offenses) or specified in the school's _code of conduct as conduct that may result in expulsion.

Confinement, Restraint, Seclusion and Time-Out

• _TEC §12.104(b)(2)(J): TEC §37.0021 applies to charters, related to the use of confinement, restraint, seclusion, and time-out.

Bullying Prevention and Response to Bullying

TEC §12.104(b)(2)(P): TEC §37.0832 applies to charters, related to bullying prevention policies and procedures. Bullying defined, requirements (e.g. bullying policy included in students and employee handbook, procedures, reporting, etc.): https://codes.findlaw.com/tx/education- code/educ-sect-37-0832.html.
_TEC §12.104(b)(2)(Q): TEC §37.0052 applies to charters, related to the placement or expulsion of students who have engaged in certain bullying behavior. (Q) the right of a school under Section 37.0052 to place a student who has engaged in certain bullying behavior in a disciplinary alternative education program or to expel the student.

Reports to Local Law Enforcement

T_E_C_ _§3_7_._0_1_5_:_ _Reports to local law enforcement

Notice of Disciplinary Action

• _T_E_C_ _§3_7_._0_2_2_:_ _N_o_t_i_c_e_ _o_f_ _d_i_s_c_i_p_l_i_n_a_r_y_ _a_c_t_i_o_n_._ _D_i_s_c_i_p_l_i_n_a_r_y_ _a_c_t_i_o_n_ _d_e_f_i_n_e_d_ _(_e_._g_._ _"D_i_s_c_i_p_l_i_n_a_r_y_ _a_c_t_i_o_n_" _means a suspension, expulsion, placement in an alternative education program, or other limitation in enrollment eligibility of a student by a district or school) and disciplinary action against a student that enrolls in another school before disciplinary action has expired.

The Justice Hub Uniform Policy

The J-Hub promotes a safe and empowering educational environment. Therefore, our dress code is focused on the safety, security and equitable promotion of empowerment and self- actualization. We recognize that clothing is often tied to one's personal

identity and strive to be responsive to individualized needs when establishing our uniform policy. For example, we have avoided policies that limit student's creativity, self-expression or gender expression.

J-Hub Dress Code Expectations: Our dress code policy is designed to help our students develop the professional habits needed to thrive in the workforce. Therefore, clothing with inappropriate language, pictures, weapons, drugs/alcohol/tobacco products or paraphernalia are not permitted. Likewise, clothing or accessories with identifiable gang/clique affiliation are not permitted. Upon arrival to school, the dress code attire will be checked upon arrival by designated staff. Each student must own at least one J-Hub issue uniform polo shirt. Additionally, once a month, students are required to arrive in "professional dress." Students must wear assigned school uniform polo shirt daily, if they don't have any other J-Hub swag attire. Students are encouraged to show school pride by wearing J-Hub provided "swag" attire. Regardless of school "swag" attire, the J-Hub school logo must be displayed on students' shirt/outer attire. J- Hub swag can be earned through academic achievement, clubs, teams, competitions, and events. J-Hub issued sweaters and hoodies may be worn. shirt. Pants (unripped), including jeans, may be solid khaki, gray, blue, or black. Shorts or skirts must be solid colors, no shorter than the student's hanging arms. Sweatpants/sweat shorts, cargo pants, track pants (i.e. joggers), and/or leggings are not permitted. Pants must be worn at the waist. Pants that fall below the waist will not be permitted. Closed toe shoes, including sneakers, are permitted. We do not permit slides, flip flops, or heels higher than two inches due to liability and safety concerns. Headwraps/dresses can be worn indoors only for religious or health reasons. Advanced approval and notification to school administration is required. Hats, headscarves, bandanas, bonnets/durags are not permitted. Sunglasses are not permitted inside of the school building. J-Hub "swag" simply reinforce school values. For example, they may state, We Matter; Love Us; and/or The HUB to name a few. It is designed to support students in connecting to our school community. We give students opportunities to be a part of the designing of the shirts and all school swag. Our facility also includes laundry equipment to support students in taking pride in a clean uniform. Reminders are sent to students and parents about the school dress code policy to ensure that student(s) consistently arrive at school in proper dress code. We anticipate that our students will comply and repeated enforcement will not be necessary; however the school staff will oversee implementation. J-Hub students who are not dressed in a School-Appropriate way will be required to change into a shirt/pants loaned to the student by the school for the day. Loaned clothing will be returned at the end of the school day. Each student is given two excusable passes for the year. Repeated instances will result in disciplinary consequences. A uniform violation will never cause a student to miss class.

JUSTICE HUB

Restorative Classroom. Explorative Students

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.



TEXAS HOUSE OF REPRESENTATIVES
GENE WU
STATE REPRESENTATIVE· DISTRICT 137

January 15, 2020

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

Re: Letter of Support for The Justice Hub Charter School

Commissioner Morath,

This letter is to express my support for The Justice Hub, a proposed charter high school focused on empowering students to acquire the essential skills and social capital that will position them to reach and exceed their highest aspirations for college and career success.

As an Ad-Litem Attorney representing juveniles in court, and as the State Representative for House District 137, I work hard to counter the school-to-prison pipeline. The Justice Hub will make a great contribution to the Houston community and young adults, in preparing them to confidently leverage their skills to confront adversity, be trailblazers of change, and thrive economically.

The Justice Hub's efforts and contribution to helping vulnerable students through an equitable and supportive educational experience to become thriving young adults, aligns with my own goals and hope for Houston's future.

If authorized, I will continue to support The Justice Hub and their efforts to support Houston's vulnerable youth in the Houston area through education.

I have worked alongside Marvin Pierre, the Founder and CEO of The Justice Hub, for many years on behalf of vulnerable kids. He bring a wealth of expert knowledge for improving outcomes for at-risk youth, and has dedicated his life to his passion of educating students who have fallen through the cracks of other environments.

It is because of his vision, leadership, compassion, and dedication that I fully support the Justice Hub in its mission.

If you have any questions, please reach out to me to discuss further.

Sincerely,

Gene Wu
State Representative

P.O. BOX 2910 · AUSTIN, TX 78768-2910 · (512) 463-0492 · GENE.WU@HOUSE.TEXAS.GOV

1/11/2021

To Whom it may concern:

I am writing to express my strong support for the Justice Hub, a proposed 9th through 12th Charter high school focused on student-driven projects, daily creative arts, and social and emotional development. As the Executive Business Manager of Assurance Therapeutic Outreach I believe that The Justice Hub will make a great contribution to the overall education ecosystem here in Houston, TX.

At Assurance Therapeutic Outreach, we are devoted to bringing Mental health awareness into public schools in the Houston area so that all of our students are college and career-ready upon graduation. We were struck by the mission and vision of The Justice Hub, and its focus on rigorous instruction through student driven projects, daily creative arts, and social-emotional supports for all students. Upon deeper analysis, we invited the Director Marvin Pierre, to partner with us and implement our Rey of Hope Program to support their vision.

The goal of our Rey of Hope Program matches our student with a mentor who is a behavioral health specialist. We then work together to create a personalized improvement plan depending on the needs of our student. The Justice Hub and Assurance Therapeutic Outreach have partnered in commitment to the mission "To empower students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success."

I am excited to see the impact of The Justice Hub in years to come, and strongly recommend it for authorization.

Sincerely,

Bobbie Lara

Bobbie Lara
Executive Business Manager
Assurance Therapeutic Outreach

HOUSTON INDEPENDENT SCHOOL DISTRICT
Hattie Mae White Educational Support Center
4400 West 18th Street • Houston, Texas 77092-8501

David Johnston
Executive Director

www.HoustonISD.org
www.twitter.com/HoustonISD

January 04, 2021

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

Dear Commissioner Mike Morath:

This letter is to express my support for the authorization of the Justice Hub (J-Hub) in Houston, Texas. J-Hub has a powerful mission of empowering at-risk students to acquire the essential skills and social capital to go beyond earning a high school diploma to earning a college degree and being successful in their career of choice.

With 24 years of experience with Houston ISD, I have seen firsthand the gap that exists for struggling students, who desire deeply to better themselves but have not found success in a traditional school setting. J-Hub's pillars of addressing mental health and social emotional learning, student centered academics, and wrap-around support through collective and community-based partnerships will provide such students the necessary supports to break cycles of poverty.

As the executive director for the College Readiness department for Houston ISD, I am committed to bringing my professional experience and connections with higher education partners to this project as a resource to help the school quickly build out their college and career advising components. Finally, I cannot say enough about the visionary behind the school, Marvin Pierre. His success in founding and leading Eight Million Stories as well as his experiences as a successful teacher and school administrator provide him the skill sets and track record to ensure from day one J-Hub is giving hope and a path forward to hundreds of at-risk students.

Sincerely,

David Johnston

David Johnston, Executive Director
College Readiness

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"creating a new vision for legal & social justice"

January 15, 2020

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

Re: Letter of Support for The Justice Hub Charter School

Dear Commissioner Mike Morath:

This letter is to express Earl Carl Institute for Legal & Social Policy, Inc. support for The Justice Hub, a proposed charter high school focused on empowering students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success. As the Executive Director of Earl Carl Institute and an advocate for eliminating the school-to-prison pipeline, I believe The Justice Hub will make a great contribution to the Houston community and young adults, in preparing them to confidently leverage their skills to confront adversity, be trailblazers of change, thrive economically and be the most sought after talent locally and nationally post-graduation.

The mission of the Institute is to empower underserved and disenfranchised communities by addressing systemic social issues through legal representation, research, education, and advocacy. At Earl Carl Institute we are dedicated to identifying implementable solutions to legal and social issues disproportionately impacting communities of color and other disenfranchised populations. The Institute pursues, through academic and grassroots efforts, opportunities to promote systemic changes in many areas affecting the target populations we serve in common with the proposed charter.

The Justice Hubs efforts and contribution to helping vulnerable students through an equitable and supportive educational experience to become thriving young adults, aligns with our goals and hope for the Houston community. If authorized, we will continue to

support The Justice Hub and their efforts to support Houston's vulnerable youth in the Houston area through education.

In our efforts to promote a safe and supportive school environment that uses restorative and trauma informed practices, we have had opportunities to work hand-in-hand with Marvin Pierre, the Founder and CEO of The Justice Hub. Not only does he bring a wealth of knowledge on improving outcomes for at risk youth, but he has also dedicated his life and has such a passion for educating students who have fallen through the cracks in other environments. I believe in his compassion and dedication.

We look forward to the opportunity to partner and turn Justice Hub into a reality for the Houston communities and recommend it for authorization.

Sincerely,



Sarah Guidry
Executive Director

ELEVATE COLLEGIATE CHARTER SCHOOL

January 11, 2021

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

Dear Commissioner Mike Morath:

This letter is to express our support for the authorization of The Justice Hub Charter School. This proposed school is on a mission to empower their students to acquire the essential skills and social capital that will position them to reach and exceed their highest aspirations for college and career success. As the Superintendent of Elevate Collegiate Charter School, I believe they will be a great addition to our ecosystem and I am extremely confident in Mr. Pierre's ability to actualize this vision.

The Justice Hub will offer students who currently do not have the ability, an opportunity to access a great school that will allow them the opportunity to enter college and succeed in life. Their approach to student centered academics and a focus on SEL shows their commitment to providing a school that meets the needs of all students.

As our students at Elevate Collegiate matriculate to middle and high school it is paramount that we provide our families with high quality choices. We support J-Hub and look forward to them being one of those choices for families in our community.

Sincerely,

Rebecca Francis

Rebecca Francis
Superintendent

December 30, 2020

Commissioner Mike Morath
Texas Education Agency
The Texas Education Agency
Generation Twenty-Four
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Mike Morath:

This letter is to express my support for the authorization of the Justice Hub Charter School in Houston, Texas. As a former student matriculating in the Sunnyside neighborhood of Houston, I know firsthand the needs of the students in the area. My matriculation at Bastian Elementary school, albeit brief, impacted why I continue to serve the needs of students often forgotten. I fully support the opportunity to expose students to resources through the Justice Hub similar to the opportunities that propelled my life in a positive direction.

As a technology professional and active member of the Rotary Club of Houston, I have had the pleasure of leading programming at 8 Million Stories shortly after our programs at the Burnett Bayland Rehabilitation stopped due to closure of the facility. The investments we have made as a community partner with 8 Million Stories provided immediate results and benefits to the students we serve.

With extreme confidence, I strongly urge you to grant Marvin Pierre the authorization to continue to impact students of the Houston community. We will continue to act as a community partner to help make sure we provide whole person success to students in need by exposing them to resources for their well being and career.

Sincerely,



Mercedes Harris
Director & Committee Chair, Rotary Club of Houston

GREATER HOUSTON PARTNERSHIP
Making Houston Greater.

January 6, 2020

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

Dear Commissioner Morath:

I am writing on behalf of the Greater Houston Partnership (the "Partnership") and its UpSkill Houston initiative in support of The Justice Hub (J-HUB) Charter School, a proposed 9th through 12th grade school focused on empowering students to acquire the essential and foundation career skills and social capital that position them to reach and exceed their highest aspirations for college and career success. Our understanding is that The Justice HUB will make an important contribution to the overall education ecosystem and workforce here in Houston.

J-HUB's mission and purpose align with UpSkill Houston's key objectives to improve educational and career outcomes of Houston's youth and to increase the number of Houstonians who are prepared to consider careers and occupations that require education and skills beyond high school but less than a four-year college degree. In the Houston region, almost 50% of occupations fall in this category and the demand for this talent is high. At the same time, increasingly employers are asking for individuals with essential careers skills, and who are technologically savvy and digitally skilled.

As you know, the Greater Houston Partnership works with and on behalf of the region's business community to make Houston one of the world's best places to live, work, and build a business. The Partnership is the region's largest and oldest economic development entity comprised of leaders from approximately 1,000 member companies and organizations dedicated to the economic success of the Houston region.

At UpSkill Houston, we support a collective approach to building the talent pipelines that benefit local employers and businesses while preparing individuals for good careers that provide economic mobility and prosperity. We believe in the mission and vision of J-HUB, and its focus on rigorous instruction through student driven projects, career and college readiness programming, and social-emotional supports for all students. J-HUB's initial career focus on Business Management and Entrepreneurship, Early Childhood Education, and Global Supply Chain and Logistics are key talent and skill needs in Houston's regional economy.

Your consideration of an award to The Justice HUB proposal would be greatly appreciated and would be a solid investment to the school with the benefits impacting generations to come for its intended participants.

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Given the above, Upskill Houston supports the proposed J-HUB model and approach in Houston, Texas.

Thank you for your consideration. If you have any questions, please feel free to contact me.

Kind regards,



Peter Beard
Senior Vice President
Regional Workforce Development
[redacted]

HARRIS COUNTY RESOURCES
for Children and Adults
(formerly *Harris County Protective Services for Children and Adults*)
2525 Murworth Drive, Houston, TX 77054 · 713.394.4000 ·

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EXECUTIVE DIRECTOR
Joel Levine, MA, LCSW

December 22, 2020

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

Dear Commissioner Mike Morath:

This letter is to express support for the authorization of the Justice Hub Charter High School in Southeast Houston. This proposed school will reimagine how learning best occurs for students who historically have not been successful in more traditional learning environments and disrupts the way students have been traditionally educated and prepared for post-secondary learning, careers and life. The Justice Hub will bring the most educationally underserved students in Houston with a comprehensive educational model that brings in mental health and social emotional learning, student centered academics, collective and community based partnerships, and educational innovation. As the Executive Director of Harris County Resources for Children and Adults, I believe the Justice Hub will be a needed addition to our city and county.

Harris County Resources for Children and Adults, a department of Harris County Commissioner's Court, provides services, resources and supports to children and families involved with the Texas Department of Family and Protective Services-Child Protective Services Program in Harris County and juvenile prevention and early intervention services in schools, Justice of the Peace Courts, the Harris County Youth Services Center and in the community. Our Department works with the most at-risk and homeless students in the community who will benefit from the Justice Hub model. We are especially looking at the Justice Hub model as a potential solution for our youth in foster care that present with high acuity and youth that are preparing to age out of the state foster care system. Many of these youth currently do not an opportunity to access a great school that will allow them the opportunity to enter college and succeed in life. Their willingness to be a partner in the community and serve in the areas that need it most will also set them up for success.

Harris County Resources for Children and Adults has a history of working with Marvin Pierre and Eight Million Stories through our Community Youth Services program. This Program is a partnership between our Department and fourteen school districts in Harris County as well as the Pasadena Police Department and the Juvenile Justice Education Program. We are impressed with Mr. Pierre's background and vision and will continue to offer our support with the launching of the Justice Hub.

Respectfully,

Joel Levine
Executive Director

December 20, 2020

Dear Commissioner Morath,

I hope all is well. I had the pleasure of meeting Mr. Marvin Pierre in 2014 @ KIPP Polaris School for Boys. [redacted]. While @ KIPP [redacted] was having problems with some [redacted] teachers and classmates. This is the time that things changed for [redacted] The mentorship began.

While others would not take the time out to talk with Jaylon to see what issues [redacted] was facing at home and at school, Mr. Pierre ceased the opportunity to become that positive male role model that [redacted] so desperately needed.

I remember one day [redacted] had to stay afterschool because of disciplinary reasons and Mr. Pierre had [redacted] to do things around the school that [redacted] obviously did not want to do and Mr. Pierre's reaction was "[redacted] I'm not worried about that because this is how great stories begin." [redacted] will have a great story to tell.

Forward,

[redacted] did have more issues.

[redacted] continued to make bad choices, but the care and mentorship never stops with Mr. Pierre.

Mr. Pierre showed up in juvenile court and speaks on [redacted] behalf.

Now here we are at 8Million Stories.

[redacted] comes home and enrolls in the 8Million Stories program and he's happy, because here we are with Mr. Pierre again.

I remember a conversation with Jaylon while taking him to school.

[redacted]. Pierre is going to be in our history books one

[redacted] why you say that.

[redacted] for real he is. I'm telling he's going to be in our history books.

Me – Why you say that [redacted] I believe you, but why you say it

[redacted] that man cares about us. He really cares about people and he wants us to do good so we can be successful in life. He really does [redacted] It doesn't matter what you have done and he still cares about what happens to you. He is a good person, for real.

Mr. Pierre is a person that wants to make sure that these kids have everything they to be successful. He has been there for Jaylon [redacted]

Sincerely,

[redacted]

[redacted]

[redacted]

[redacted]

January 7, 2021

To Whom It May Concern,

A few years ago, I was at a point of desperation. [redacted]n was hanging with the wrong crowd, skipping school, and who knows what else. [redacted]. [redacted]was not failing school due to an inability to learn/understand, but because of attendance and behavior.

Looking for alternatives means of [redacted], I was introduced to Marvin Pierre and Eight Million Stories. Beginning with the application and orientation phase, until the completion of the coursework required for [redacted]G.E.D. certificate, Mr. Pierre and 8MS was there every step of the way, with encouragement, motivation and care.

This is not your ordinary school, or even alternative school. They care. The students know they care. Most of all, the parents know they care. The interest in [redacted] growth was not just education. They showed concerned for his personal/home life, to ensure he had no other issues that would deter[redacted] from accomplishing[redacted] goals. They taught[redacted] life skills and job development. They exposed him to things and places outside of his normal environment. Mr. Pierre is showed[redacted] that it was "cool" to be educated and productive. He taught[redacted] that having a job and being a law-abiding citizen was a good thing.

As I watch [redacted] to work daily and see [redacted] he has become, I am proud and thankful.

Marvin Pierre and Eight Million Stories saved [redacted] life, in so many ways.

This exactly The Justice Hub will do. They will care for the "whole" student. The level of support and guidance the students will received will be unmatched.

Respectfully submitted,

[redacted]

FOSTERING FAMILY

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

Dear Commissioner Mike Morath:

This letter is to express my support for the authorization of The Justice Hub (J-Hub) in Houston, Texas. This proposed school is an open-enrollment public charter high school that specifically seeks to improve the educational experience and outcomes for at-risk students.

At Fostering Family, our mission is to strengthen foster/kinship families and the communities that surround them through training and collaboration. Our collaborative work within Houston's child welfare system has highlighted the significant need for education models such as The Justice Hub. J-Hub will empower students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success. These skills will be taught through trauma-informed practices and a social-emotional learning (SEL) framework. Children who grow up in difficult environments with multiple Adverse Childhood Experiences require and deserve to have their education prioritized. J-HUB's model uniquely prepares students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success.

We look forward to working alongside The Justice Hub team as we both work to support Houston's most vulnerable children.

Sincerely,

Megan Mark

Megan Mark
Director of Development and Communications
Fostering Family

December 28, 2020

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

Dear Commissioner Mike Morath,

The Harris County Department of Education (HCDE) Adult Education Division would like to offer strong support for the opening of The Justice Hub (J-Hub) charter school. The J-Hub charter school will offer a revolutionary approach to educating low performing high school age learners from the Houston, Sunnyside community. At the deepest level, The J-Hub charter school will provide a holistic educational experience grounded in three elements: Mental health and social emotional learning, student centered academics, and collective and community- based partnerships. As the Senior Director of HCDE Adult Education Division it is my belief that the J-Hub will improve the achievement gap for students that are economically disadvantaged in the community.

HCDE Adult Education provides access to free or low- cost adult literacy and workforce programs which enable participants to learn skills that influence their health and well-being. Without access to affordable adult education programming many individuals and families are subject to becoming a statistic. I am excited to partner with J-Hub to offer parents of the student learners an opportunity to continue their education at one of our facilities or online. I am equally encouraged by Mr. Pierre's passion and promise of creating a culturally unique learning environment that positions students to aspire to reach for excellence beyond high school, leading to college or career success.

I look forward to working with Mr. Pierre, seeing the J-Hub realized and strongly recommend their charter.

Sincerely,

Stephanie M. Ross

Stephanie M. Ross
Senior Director

TEXAS ASSOCIATION OF AFRICAN AMERICAN CHAMBERS OF COMMERCE

TAAACC

January 05, 2021

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

Dear Commissioner Mike Morath:

I am writing to express my strong support for The Justice Hub (J-HUB) Charter School, a proposed 9th through 12th grade school focused on empowering students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success. I believe that The Justice HUB will make a tremendous contribution to the overall education ecosystem and workforce here in Houston.

My background as a business leader in the City of Houston as past chair of the Greater Houston Black Chamber, current chair of Texas Association of African American Chambers and part of several business associations and committees has given me a unique perspective on the needs of our high school students. Business, entrepreneurship, college and career readiness are all key development areas to our students. The opportunity to expose students to these areas could be a turning point in helping to ensure their future success.

I fully believe in the mission and vision of The Justice Hub, and its focus on rigorous instruction through student driven projects, career and college readiness programming, and social-emotional supports for all students. After assessing the strength of the school model, I support this endeavor and will work to help ensure its success.

Sincerely,

Courtney J. Rose

Courtney Johnson Rose
Chair of the Board
Texas Association of African American Chambers of Commerce

TNTP reimagine teaching

December 23, 2020

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

Dear Commissioner Morath,

This letter is to express my support for the authorization of Justice Hub (J-Hub) charter high school in Southeast Houston. J-Hub will bring an impressive holistic approach to serving at-risk students from persistently low performing schools in Houston, Alief and Fort Bend Independent School Districts.

As Chief Executive Officer of TNTP, an education non-profit that works with schools in the Houston area and throughout the state, I recognize the need for a high school focused on serving students who haven't thrived in traditional settings. J-Hub is poised to help those young people to succeed. Its program will provide social-emotional learning (SEL) programming and mental health support, including through partnerships with local youth development agencies; at the same time, J-Hub will have high expectations for academic development, providing rigorous, standards-driven instruction.

J-Hub is well-positioned to execute on their ambitious design and goals. Marvin Pierre, J-Hub's Superintendent/Chief Executive Officer, is a former Bridge Fellow with TNTP and, as such, I was able to observe his strong leadership closely; he is an experienced, thoughtful and innovative leader unafraid to take smart risks in the interests of students not well-served in traditional schools. Mr. Pierre will benefit greatly from his experience as founder and leader of 8 Million Stories, the non-profit Mr. Pierre designed as a Bridge Fellow. 8MS has done outstanding work supporting disconnected youth in Houston, helping numerous overage, undercredited students to reengage with school and achieve high school degrees and college enrollment. The community partnerships developed by 8MS will be a great asset to J-Hub as it rolls out its holistic strategy which will include community partnerships as a key component. J-Hub has also assembled an outstanding board with leaders from a number of disciplines relevant to J-Hub's mission, e.g., career technical education, corporate partnerships, arts and fundraising.

Please let me know if I can provide any additional information in support of this very promising new high school.

Respectfully,

Daniel Weisberg

Chief Executive Officer

500 7th Avenue, 8th Floor · New York, NY 10018 · T (718) 233-2800 · F (718) 643-9202 · tntp.org

January 7, 2021
Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Dear Commissioner Morath:

Happy New Year!
On behalf of TRIO Education and the TRIO Pre-Apprenticeship Program, I offer my full support of The Justice Hub – an open enrollment charter applicant. I am also a former Houston ISD Trustee and President. During my 9 years on the school board, I was a part of the team that supported over two dozen in-district charter schools, many of whom became open enrollment charters.

TRIO Electric is an industry leader who recognizes the critical need to train the future workforce. TRIO Education was created to implement, sustain and expand unique pre-apprenticeship programs in high schools across Texas. Currently, among the fourteen schools with whom TRIO partners, two charter schools provide cohorts of students in several cities as part of the program.
The Justice Hub, with its focus on mental health and social emotional learning, a student-centered holistic approach to instruction, collective and community-based partnerships and other innovative ideas encouraged by the opportunities that charter schools provide, will become an effective potential partner with industries like TRIO to engage and encourage their students to prepare to successfully enter the workforce.

Effective governance is the strongest component of a successful school. Justice Hub has engaged strong leadership to work collaboratively with the school's leaders and community members to ensure the integrity and success of the school.
We encourage you to support the application of Justice Hub's charter to become an approved open enrollment school.

Sincerely,

Laurie Bricker

Laurie Bricker, M.Ed.
Consultant to TRIO Education

TRIO Education, LLC
PO Box 925473
Houston, TX 77292-5473
P: (713) 957-3336 | F: (713) 957-3325

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2 January, 2021

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

Re: Justice Hub Charter School

Dear Commissioner Mike Morath,

As you know, learning is a deeply personal journey. We learn our own way, using the lens of our observations and experiences. For underprivileged students who must contend with systemic bias, incarceration, or traumatic events, this realization is even more profound. In my years teaching and supporting youth, I have rarely encountered a man who integrates this concept into his programs as well as Marvin Pierre. 8 Million Stories, the program Marvin created, meets every student where they are, sets a high standard for their development, and holds each student to that high standard. Students know they are heard, trust they are safe and supported, and thrive from that solid foundation; the disconnected are truly reconnected at 8 Million Stories.

It is because of the execution of this profound vision at 8 Million Stories that I emphatically support the authorization of the Justice Hub Charter School (J-Hub) in Houston, Texas. The J-Hub will champion student-centered learning for those most in need of this personalized approach. It will integrate social emotional development and mental health into the curriculum and instruction of all students, not simply provide those opportunities for select, "troubled" students. And the J-Hub will continue to provide innovative learning opportunities by forming partnerships with industry leaders and unique educational entities like Transmit Receive Labs, the technology and manufacturing-centered non-profit for whom I am honored to work.

A restorative-justice-centered charter school that provides Houston's vulnerable students with creative, industry-relevant training is sorely needed, and Marvin Pierre is the ideal champion to lead the charge. Marvin knows how to assemble a talented staff to manifest his vision, and the J-Hub has an accomplished board to navigate any challenges they will encounter. I am excited for the Justice Hub Charter School to fill a desperate need in the otherwise rich Houston educational ecosystem.

Sincerely,

Joseph B. Miller
Education Director
Transmit Receive Labs

Workforce Solutions

Gulf Coast Workforce Board
3555 Timmons Ln, Suite 120, Houston, Texas 77027
MAIN: 713.627.3200.
www.wrksolutions.com

December 23, 2020

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

Dear Mr. Morath:

I am writing to support The Justice Hub's proposal to the Texas Education Agency to open a charter high school in Southeast Houston.

The Gulf Coast Workforce Board and its operating affiliate, Workforce Solutions, together are the public workforce system in the 13-county Houston-Gulf Coast region. We keep our region the best place to do business, work, and live by fulfilling the diverse needs of the more than 25,000 businesses and 400,000 people we serve every year.

The Justice Hub plans to open a charter high school in the Sunnyside community of Houston, Texas. The school will focus in part on providing students access to career readiness training, career pathways, and internships. Students from persistently low performing schools within a 20-mile radius of the school will be recruited and enrolled.

Workforce Solutions will support The Justice Hub's efforts with integrated connections to the region's public workforce system and the full range of service offered in our offices.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Mike Temple
Director

Attachment 10:

Bylaws

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



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BYLAWS

OF

THE JUSTICE HUB PUBLIC SCHOOLS NETWORK

A Texas Non-Profit Corporation

Date of Adoption

November 24, 2020

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TABLE OF CONTENTS

Page

ARTICLE 1 NAME AND PURPOSE 1

Name and Purpose 1
Section 1.1 Certain Activities 1

ARTICLE 2 OFFICES 1

Section 2.1 Principal Office 1
Section 2.2 Other Offices 1
Section 2.3 Registered Office and Agent 1

ARTICLE 3 BOARD OF DIRECTORS 2

Section 3.1 Power 2
Section 3.2 Number; Designated Seats 2
Section 3.3 Appointment/Election; Term of Office; Term Limits; Qualification 3
Section 3.4 Attendance 4
Section 3.5 Removal 4
Section 3.6 Resignations; Vacancies; Increases in the Number of Directors 4
Section 3.7 Minutes and Records 4
Section 3.8 Compensation 4
Section 3.9 Conflicts of Interest and Interested Directors and Officers 4

ARTICLE 4 MEETINGS & RECORDS 4

Section 4.1 Regular Meetings, Frequency and Place 5
Section 4.2 Annual Meeting 5
Section 4.3 Special Meetings 5
Section 4.4 Charter School Meetings 5
Section 4.5 Notice for Charter School Meetings 6
Section 4.6 Charter School Meeting Order of Business 6
Section 4.7 Non-Charter Meetings 6
Section 4.8 Board Action By Written Consent 7
Section 4.9 Corporate Records 7
Section 4.10 Quorum 7
Section 4.11 Order of Business 7
Section 4.12 Record of Board Action 8
Section 4.13 Voting 8
Section 4.14 Parliamentary Procedure 8

DocuSign Envelope ID: 817E30DD-1C9F-408D-BB48-5121AE12BD6B

TABLE OF CONTENTS
(continued)

Page

ARTICLE 5 MEMBERS 8
Section 5.1 Members 8

ARTICLE 6 COMMITTEES 8
Section 6.1 Designation; Powers 8
Section 6.2 Procedure; Meetings; Quorum 8
Section 6.3 Substitution and Removal of Members; Vacancies 8

ARTICLE 7 OFFICERS 9
Section 7.1 Number, Titles and Term of Office 9
Section 7.2 Duties 9
Section 7.3 Powers and Duties of the President 9
Section 7.4 Powers and Duties of the Treasurer 9
Section 7.5 Powers and Duties of the Secretary 9
Section 7.6 Resignations; Vacancies; Removal 10
Section 7.7 Delegation 10

ARTICLE 8 MISCELLANEOUS PROVISIONS 10
Section 8.1 Fiscal Year 10
Section 8.2 Contracts 10
Section 8.3 Role of the Executive Director 10
Section 8.4 Voting 11
Section 8.5 Checks 11
Section 8.6 Facsimile Signatures 11
Section 8.7 Corporate Books, Reports and Records; Immunity 11
Section 8.8 Indemnification 11
Section 8.9 Notice 12
Section 8.10 Application of Bylaws 12
Section 8.11 Insurance 12
Section 8.12 Amendments 12
Section 8.13 Periodic Review 12
Section 8.14 Nondiscrimination Policy 12

DocuSign Envelope ID: 817E30DD-1C9F-408D-BB48-5121AE12BD6B

BYLAWS
OF
THE JUSTICE HUB PUBLIC SCHOOLS NETWORK

ARTICLE 1
NAME AND PURPOSE

Name and Purpose. The Justice Hub Public Schools Network, a Texas non-profit corporation ("Corporation"), is an organization that is exempt from taxation, or seeking to become exempt from taxation, under § 501(c)(3) of the Internal Revenue Code. The Corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Subject to and included in this purpose, the Corporation will seek to oversee and operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of Texas students. The vision of the Corporation is to operate high-quality schools in Texas, improve educational outcomes of students attending these public schools, and develop and implement practices that seek to improve the state of public education in Texas. Insofar as is applicable, the Corporation and the charter school(s) will comply with the Texas Open Meetings Act ("TOMA") and will appropriately respond to Texas Public Information Act requests.

Section 1.1 Certain Activities. No substantial part of the activities of the Corporation shall be carrying on propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in any political campaign (including the publishing or distributing of statements) on behalf of or in opposition to any candidate for public office.

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

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

ARTICLE 2
OFFICES

Section 2.1 Principal Office. The principal office and place of business of the Corporation shall be located in Texas at 3933 Tulane St., Houston, TX 77018.

Section 2.2 Other Offices. The Corporation may also have offices at such other places as the Board of Directors may from time to time determine or the business of the Corporation may require.

Section 2.3 Registered Office and Agent. The registered office and the registered agent of the Corporation shall be the registered office and registered agent named in the Certificate of Formation and may be changed from time to time by the Board of Directors in the manner provided by law.

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ARTICLE 3
BOARD OF DIRECTORS

Section 3.1 Power. The business and affairs of the Corporation shall be managed by or under the direction of the Board of Directors ("Board of Directors" or "Board") (individually, each Director shall be referred to herein as "Director"), and, subject to any restrictions imposed by law or the Certificate of Formation; the Board of Directors may exercise all the powers of the Corporation. The Board may delegate powers and duties consistent with state law and shall retain those powers and duties exclusively assigned to the governing body by state law or agreement. Unless the Board of Directors has delegated specific powers and duties to an individual Director of the Board at a duly called and constituted meeting of the Board of Directors, an individual Director of the Board of Directors, acting in his or her individual capacity, shall have no authority over the operation of The Justice Hub Public Schools Network. Subject to any delegation of power by the Board, Directors of the Board of Directors have authority only when acting as a body corporate in meetings duly called.

Without limiting the Board's authority, if granted a charter, the following powers and duties must generally be exercised by the Board, acting as a body corporate in meetings posted in compliance with Texas Government Code, Chapter 551:

(a) Final authority to hear or decide employee grievances, citizen complaints, or parental concerns;

(b) Final authority to adopt or amend the budget of the charter holder or the charter school;

(c) Final authority to authorize the expenditure or obligation of state funds or the use of public property;

(d) Final authority to direct the disposition or safekeeping of public records;

(e) Final authority to adopt policies governing charter school operations;

(f) Final authority to approve audit reports; and

(g) Initial or final authority to select, employ, direct, evaluate, renew, nonrenew, terminate, or set compensation for the Chief Executive Officer.

Section 3.2 Number; Designated Seats.

(a) The Board shall consist of at least three (3) Directors with voting powers and no more than thirteen (13) Directors. Increases or decreases to the number of Directors, other than the filling of Designated Seats as described in Section 3.2(b), must be by affirmative action of not less than a majority of the whole Board. A decrease of the number of Directors shall have no effect on the term or status of any current Director. The Corporation may increase or decrease the number of Directors in accordance with state law. If the Board has fewer than three (3) Directors, the Director(s) may act with all the power of the Board but shall prioritize expansion of the Board.

(b) The Board will launch with five (5) initial Directors, as described in Section 3.3. In addition to the five initial Directors described in Section 3.3, the Board shall have four (4) Designated Seats that the Board shall fill as described below:

(i) The Corporation's Executive Director shall serve as an *ex officio* voting Director with no term or term limits

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(ii) There shall be one (1) designated seat filled by the board of Eight Million Stories, a Texas nonprofit organization. The board of Eight Million Stories shall, in writing, appoint one (1) Director to serve a two-year term. At the expiration of a term or the removal of the Director nominated by Eight Million Stories, the board of Eight Million Stories shall, in writing, appoint a new Director. Any Director appointed by the Eight Million Stories board shall be subject to term limits as described in Section 3.3(c). Should Eight Million Stories end its operations and dissolve, or merge with another organization, such event would not affect the status of any current Director nominated by that organization but would end the Corporation's practice of accepting Director appointments from Eight Million Stories.

(iii) There shall be a designated Young Adult Director. This Director shall be a young adult (between 14 and 20 years of age) representing the target population of students to be served by this Corporation. The initial Young Adult Director shall be nominated by the Corporation's Executive Director and ratified by a majority vote of the Board. After the conclusion of the two-year term of the first Young Adult Director, the Corporation may by affirmative vote approve a new process for selecting the Young Adult Director or may allow the Executive Director to nominate a Young Adult Director for potential ratification by a majority of the Board.

(iv) There shall be a designated Family Director. This Director shall be a parent or other family member of a student in a school operated by the Corporation. If and when the Corporation obtains a charter and enrolls students, the Executive Director shall nominate a proposed Family Director for ratification by a majority of the Board. After the conclusion of the two-year term of the first Family Director, the Corporation may by affirmative vote approve a new process for selecting the Family Director or may allow the Executive Director to nominate a Family Director for potential ratification by a majority of the Board.

Section 3.3 Appointment/Election; Term of Office; Term Limits; Qualification.

(a) The Corporation shall initially have five (5) Directors. These Directors are appointed for terms of three (3) years effective November 10, 2020:

(i) Anastasia Anderson

(ii) Michael Love

(iii) Robin Reagler

(iv) Jamie Garrett

(v) Russell Ramsey

(b) All subsequent Director appointments excepting that of the voting *ex officio* Executive Director Director, including any reappointments of the five (5) Directors listed in Section (a), shall be for terms of two (2) years. All terms shall end on November 10 of the second year of the term. If someone is appointed for a 2-year term on June 1 of 2021, for example, the term would expire on November 10, 2023.

(c) Directors may serve no more than three (3) terms.

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(d) A Director must meet the requirements of the laws of the State of Texas to serve as a member of the governing body of a charter school and any applicable federal laws.

Section 3.4 Attendance. It shall be the responsibility of each Director to attend all regular and special meetings of the Board of Directors. Directors must attend personally and may not send representatives, proxies, or substitutes. Any Director with excessive absences from regular Board meetings during any fiscal year may be removed by the Board of Directors by an affirmative vote of a majority of the remaining Directors, and a vacancy shall be declared.

Section 3.5 Removal. Any Director may be removed in accordance with state law, with or without cause, at a regular or special meeting by an affirmative vote of a majority of Directors. For purposes of these Bylaws, "cause" shall exist in the event that a Director (a) is restricted from serving under the laws and regulations applicable to Texas charter schools; (b) engages in conduct that the Board determines, in its reasonable discretion, to be adverse to the well-being of or not in the best interest of the Corporation or any school or students it manages; (c) commits an act or omission that is prohibited by relevant Texas laws and regulations and/or otherwise jeopardizes the Corporation's current activities; (d) acts in a manner inconsistent with the Board's governance policies and/or the Board of Director's rights and responsibilities; (e) fails to perform his or her duties as prescribed for a Director by the Texas Corporations laws; (f) commits any act or omission prohibited of an employee of the School as set forth in the Board policies and/or the Employee Handbook, if any; or (g) engages in immoral or unethical conduct either in connection with serving as a Director of the Board or otherwise when such conduct affects the School community and/or the Director serving as a role model for students.

Section 3.6 Resignations; Vacancies; Increases in the Number of Directors. Any Director may resign by giving written notice to the President or to all Directors. Any such resignation shall take effect at the next regular or special meeting of the Board. Vacancies existing on the Board of Directors for any reason, unless they are vacancies for positions as described in Section 3.1(b), including vacancies to be filled by reason of an increase in the number of Directors, may be filled by the affirmative vote of a majority of the Directors regardless of the number of remaining Directors or by a sole remaining Director; and any Director so chosen shall hold office for a term of two (2) years or until such Director's earlier death, resignation or removal. New Directors are eligible to vote upon approval or election, including authority to vote on all business to be conducted at the meeting at which he or she is approved or elected. In the event that vacancies exist for all Director positions, vacancies shall be filled in accordance with applicable law.

Section 3.7 Minutes and Records. The Corporation shall keep minutes of any action taken at any regular or special meeting and maintain minutes and records as required by law. The Corporation's minutes and records may be bound by and subject to the Texas Public Information Act (TPIA) and Texas Open Meetings Act (TOMA) insofar as such meetings and records concern any charter-related matters.

Section 3.8 Compensation. Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

Section 3.9 Conflicts of Interest and Interested Directors and Officers. The Board shall adopt (and periodically review) an Ethics and Conflicts of Interest Policy satisfying the requirements of federal

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and state law governing conflicts of interest and interested transactions among charter school and charter holder board members and officers, as described in Texas Education Code chapter 12 and 19 T.A.C. §§ 100.1131, 100.1132, 100.1133, 100.1134, and as required by Local Government Code chapter 171 and 176 and Government Code chapter 573. Additionally, in regular Corporation business not related to charter schools, 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.

ARTICLE 4
MEETINGS & RECORDS

Section 4.1 Regular Meetings, Frequency and Place. Regular meetings of the Board of Directors shall be held on at least a quarterly basis at such places and at such times as the Board may determine.

Section 4.2 Annual Meeting. The Annual Meeting of the Board of Directors shall be held on the occasion of its First (1st) Quarterly meeting each and every fiscal year, or as otherwise determined by the Board.

Section 4.3 Special Meetings. Special meetings of the Board of Directors may be called by the Chairman, Secretary, or by any one or more Board members with the consent of the Chairman or Secretary, which consent will not be unreasonably withheld, for any purpose not otherwise proscribed by law, grant or loan condition, or the Certificate of Formation, to transact any business described in the call for the special meetings.

MEETINGS RELATING TO CHARTER SCHOOLS

Section 4.4 Charter School Meetings. When conducting business relating in any way to the operations or affairs of any of the Corporation's open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.

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

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

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(c) Video Conferencing: Meetings may also be conducted by videoconference call if the presiding officer is present at one location open to the public and he notice of the meeting states the intent to have the presiding officer present. Audio and video must be simultaneously available to the public and the meeting shall be audio recorded. Each participant shall be clearly visible and audible to other participants and to members of the public in attendance. The meeting must meet all other prerequisites and requirements of the Texas Open Meetings Act.

Section 4.5 Notice for Charter School Meetings. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

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

(b) Emergency Notice: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to one hour before such meeting. At such an emergency meeting, the Board may only address the matter requiring the emergency action. The notice must identify the nature of the emergency and the urgent public necessity requiring emergency action.

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

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

Section 4.6 Charter School Meeting Order of Business. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

CORPORATE BOARD MEETINGS NOT RELATING TO CHARTER SCHOOLS

Section 4.7 Non-Charter Meetings. When conducting any other Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Certificate of Formation and these bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance or sent by electronic means at least twenty-four (24) hours in advance

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to every director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

Section 4.8 Board Action By Written Consent. When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools the Board may take any action required or permitted to be taken at a meeting of the Board of Directors or committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by a majority of directors or committee members entitled to vote (written consent) subject to all requirements of applicable law. The written consent for any such action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth (10^{th}) day after the earliest date of consent and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested. Where required by law, including fundamental transactions as applicable, such action shall be by unanimous written consent.

MEETINGS & RECORDS GENERALLY

Section 4.9 Corporate Records. The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by Texas law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the Texas Public Information Act where applicable for public inspection and copying as promptly as possible as required by such act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

Section 4.10 Quorum. The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as otherwise provided in Article 2.14 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

Section 4.11 Order of Business. Board meetings shall generally proceed with the following order of business:

Roll Call and Establishment of a Quorum
Public Comments
Reading and Approval of Minutes of Preceding Meeting(s)
Reports of Committees
Reports of Officers
Old and Unfinished Business
New Business
Adjournments

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

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Section 4.12 Record of Board Action. All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.09 herein.

Section 4.13 Voting. All matters at any meeting of the Board of Directors or any of its designated committees, except as otherwise provided in these Bylaws, the Certificate of Formation, or as permitted by law, will be decided by a vote of a majority of the Directors present at or lawfully participating in the meeting as permitted by the Texas Open Meetings Act. If a quorum of the Board is present or lawfully participating in the meeting, the affirmative vote of a majority of the Board of Directors will be the act of the body corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these Bylaws. Any Director may request a roll call vote on any motion or resolution. Directors may not vote by proxy or secret ballot.

Section 4.14 Parliamentary Procedure. For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by *Robert's Rules of Order Newly Revised*, 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

ARTICLE 5
MEMBERS

Section 5.1 Members. The Corporation shall have no members.

ARTICLE 6
COMMITTEES

Section 6.1 Designation; Powers. The Board may designate one or more committees consisting of one or more Directors, faculty members, family members, or community members. No Board-appointed committees shall have final authority in decision making. All committee recommendations must be brought before the Board of Directors for approval. Additionally, no such committee shall have the power or authority of the Board of Directors in reference to amending any applicable charter documents; amending or repealing the Certificate of Incorporation; adopting an agreement of merger or consolidation; leasing or exchanging of all or substantially all of the Corporation's property and assets; dissolving the Corporation or revoking a dissolution of the Corporation; or amending, altering or repealing these Bylaws or adopting new Bylaws for the Corporation. In addition to and subject to the foregoing, such committee or committees shall have such other powers and limitations of authority as may be determined from time to time by the Board of Directors and applicable law. Meetings of Board committees are subject to the Texas Open Meetings Act, as may be applicable, if a quorum of the Board is present. Initial committees to be formed are: Finance/Budget; Development; and Academic/Community Excellence.

Section 6.2 Procedure; Meetings; Quorum. Any committee designated pursuant to this Article 6 shall keep minutes of its actions and report same to the Board of Directors at the next Board meeting following such action, and shall meet at such times and at such place or places as the committee may decide. At every meeting of any such committee, the presence of a majority of all the members thereof shall constitute a quorum, and the affirmative vote of a majority of the committee members present shall constitute an act by the committee.

Section 6.3 Substitution and Removal of Members; Vacancies. The Board of Directors may designate one or more Director as alternate members of any committee, who may replace any absent or

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disqualified member at any meeting of such committee. In the absence or disqualification of a member of a committee, the member or members present at any meeting and not disqualified from voting, whether or not constituting a quorum, may unanimously appoint another member of the Board of Directors to act at the meeting in the place of the absence of a disqualified member. The Board shall have the power at any time to remove any member(s) of a committee and to appoint other Directors in lieu of the person(s) so removed and shall also have the power to fill vacancies in a committee.

ARTICLE 7
OFFICERS

Section 7.1 Number, Titles and Term of Office. The officers of the Corporation shall be a President, Vice President, Treasurer, and Secretary, and such other officers as the Board of Directors may from time to time elect or appoint. Election of officers shall be held during the annual board meeting or a meeting called for election purposes. The term of office is two (2) years with no limit on how many terms the officer may serve. Any number of offices may be held by the same person, unless the Certificate of Incorporation or any applicable law provides otherwise. The office of President and the office of Secretary may not be held by the same person.

Section 7.2 Duties. The officers of the Corporation shall have such powers and duties, except as modified by the Board of Directors, as generally pertain to their offices, respectively, as well as such powers and duties as from time to time shall be conferred by the Board of Directors and by these Bylaws.

Section 7.3 Powers and Duties of the President. Subject to the control of the Board of Directors and any duties and responsibilities designated by the Board in a delegation amendment to the charter application and agreement documents, the President shall have the powers and duties as generally pertain to the office of President and any other duties assigned by the Corporation. The President shall preside at all meetings of the Board of Directors or may assign another Director to preside in his or her absence. If the President is absent from a meeting without having assigned another Director to perform her/his duties, the Vice President shall preside over the meeting. The President may also call special meetings of the Board, appoint Directors to committees, and prescribe duties of officers as necessary. Upon prior adoption and delegation by the Board of Directors, the President may execute all diplomas, contracts, proposals, grants, leases, evidences of indebtedness, and other obligations in the name of the Corporation or the School. The President shall have such other powers and duties as designated in accordance with any charter agreement(s), as amended, applicable law, these Bylaws, and as from time to time may be assigned to the President by the Board of Directors.

Section 7.4 Powers and Duties of the Treasurer. The Treasurer shall have the powers and duties as generally pertain to the office of Treasurer and any other duties assigned by the Corporation. The Treasurer shall assure that the Executive Director, or Business Manager, if any, and all others responsible for the custody and handling of funds and, or, securities of the Corporation are properly bonded for amounts customary for persons in similar circumstances and that the Executive Director or Business Manager maintains adequate hazard and liability insurance with respect to the operations of the School. The Treasurer shall perform such other duties as the Board of Directors shall direct from time to time with respect to the financial affairs of the Corporation.

Section 7.5 Powers and Duties of the Secretary. The Secretary shall have the powers and duties as generally pertain to the office of Secretary and any other duties assigned by the Corporation. The Secretary shall ensure recordation and shall maintain the minutes of all meetings of the Board of Directors and committees of the Board in accordance with applicable law; shall attend to the giving and serving of all notices; may sign with the other appointed officers all resolutions; shall have charge of such books

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and papers as the Board may direct, all of which shall at all reasonable times be open to inspection of any Director upon application at the office of the Corporation during business hours; and shall make such records available to the public to the extent and in the manner prescribed in the Texas Public Information Act (TPIA) and any other applicable law; shall have such other powers and duties as designated in all charter documents, as amended; and these Bylaws and as from time to time may be assigned to the Secretary by the Board of Directors or the President; and shall in general perform all acts incident to the office of Secretary, subject to the control of the Board of Directors or the President. The Secretary shall maintain the Corporation's records in accordance with the Texas Public Information Act, the Texas Open Meetings Act, Chapter 11 and Chapter 12, if applicable, of the Texas Education Code, Chapter 100 of the Texas Administrative Code, the Texas Record Retention laws, the Texas Business Organizations Code, and all other applicable laws and implementing regulations.

Section 7.6 Resignations; Vacancies; Removal. Any officer may resign by giving written notice to the President or to all Directors. Any such resignation shall take effect at the next regular or special meeting. Vacancies occurring in any officer position for any reason shall be filled by an affirmative vote of a majority of the Directors present at a meeting at which a quorum exists. The then newly elected officer shall serve until the next election of officers. Any officer may be removed with or without cause by a majority vote of the whole Board of Directors at any regular or special meeting.

Section 7.7 Delegation. For any reason that the Board of Directors may deem sufficient, except where prohibited by law or regulations or otherwise provided by these Bylaws, charter documents, as amended, applicable law or the Bylaws, the Board may delegate the powers or duties pertaining to the Schools to any person, may delegate the powers and duties of any officer to any other person, and may authorize any officer to delegate specified duties of such office to any other person. Any such delegation or authorization by the Board shall be effected from time to time by resolution of the Board of Directors and if required, by delegation amendment filed with the Texas Education Agency or Schools, as may be required. Only the Board of Directors has the authority to amend any charter agreement(s), application(s), and related documents and may not delegate such authority. In addition, the Board must affirmatively vote to approve any contract (other than a contract of employment) of $100,000 or more.

ARTICLE 8
MISCELLANEOUS PROVISIONS

Section 8.1 Fiscal Year. The Corporation and the School's fiscal year shall commence on July 1st and end on June 30th.

Section 8.2 Contracts. Notwithstanding Section 7.3 and subject to any restrictions or limitations under applicable law, the Board of Directors may designate any Director or agent of the Board, including, but not limited to the Executive Principal or other title designated for the chief administrative officer of the Corporation), to execute a contract or other documents on behalf of the Board. Such delegation of signatory authority shall occur after the Board of Directors has approved the contract or authorized the document at a meeting duly called and constituted under the Texas Open Meetings Act or in accordance with any delegation of duties approved by the Board.

Section 8.3 Role of the Executive Director. The Executive Director is the chief executive officer of the Corporation and shall manage day-to-day operations of the Corporation. The Executive Director will put together an annual report that captures successes and areas of growth for the Corporation. At the first board meeting of each school years, the Executive Director will present a vision for success/excellence for the Board to review and provide feedback on before sharing with the Corporation’s staff.

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Section 8.4 Voting. Each elected Board Director shall have one vote. Each Director may enter a vote of "Yes" or "No" or "Abstain."

(a) Except when a supermajority of the current Directors is required pursuant to Section 8.3(b) or 8.3(c), when a quorum is present at any meeting, a majority of the Directors present and voting shall decide any question unless otherwise provided by law or the Certificate of Formation.

(b) The following matters may not be approved with fewer than two-thirds (2/3) of all the votes of current Directors:

i. Application for a charter for any school;

ii. Relinquishment of the charter for any school;

iii. Approval or modification of a charter for any school;

iv. Merger, consolidation, or affiliation of the Organization with another entity;

v. Liquidation, dissolution, or termination of the Organization;

vi. Approval of amendments to the Organization's mission, including the creation, discontinuation, or significant changes in the scope, character, or nature of the Organization's programs, services, and activities; and

(c) In addition, the Bylaws or Certificate of Formation shall not be amended without the affirmative vote of at least sixty (60) percent of all current Directors.

Section 8.5 Checks. All checks, drafts, and orders for the payment of money may be signed by the President or Treasurer of the Board of Directors, or such other person that the Board of Directors designates in such a manner as may from time to time be determined by the Board.

Section 8.6 Facsimile Signatures. Facsimile or electronic signatures of any officer, Director, or agent of the Corporation may be used whenever and as authorized by the Board of Directors and the Texas Uniform Electronic Transactions Act.

Section 8.7 Corporate Books, Reports and Records; Immunity. Any Director shall have the right to examine the books and records of the Corporation in a reasonable time, manner and place unless otherwise precluded by law. All Directors in the performance of such Director's duties shall be protected to the fullest extent permitted by law and these Bylaws in relying upon the records of the Corporation or School and upon information, opinion, reports or statements presented to the Corporation or to the Board. The Board of Directors shall be immune from liability and suit to the extent provided by the Texas Business Organizations Code and other state and federal laws subject to these Bylaws.

Section 8.8 Indemnification. The Corporation shall indemnify (which indemnification shall include, without limitation, advancing reasonable expenses) any person who is or was a Director or officer of the Corporation and may indemnify (which indemnification may include without limitation, advancing reasonable expenses) any person who is or was an employee, or agent of the Corporation (or any person who is or was serving at the request of the Corporation as a Director, director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise) to the fullest extent required or permitted by applicable law. In addition, the Corporation shall have the power to indemnify (which indemnification shall include, without limitation, advancing reasonable expenses) to the fullest extent

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permitted by law such other persons as the Board may determine from time to time. As provided in Section 8.11, the Corporation shall have the power to purchase and maintain at its expense insurance on behalf of such persons to the fullest extent permitted by applicable law, whether or not the Corporation would have the power to indemnify such person under the foregoing provisions. Any amendment to this Section shall be prospective and shall not reduce or eliminate the right of any person who is or was a Director or officer of the Corporation to indemnification hereunder with respect to any act or failure to act occurring on or prior to the date of any such amendment.

INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

Section 8.9 Notice. Unless otherwise provided in these Bylaws, notice of any meeting required by these Bylaws shall be given as follows: (1) notice of any meeting at which the Board of Directors discuss, consider or transact business related to or affecting the School or take any formal action relating to or affecting the School must be in conformity with the requirements of the Texas Open Meetings Act; (2) notice of any meeting at which business not related to or not affecting the School is conducted must be given not less than 24 hours before the time scheduled for the meeting except in cases of emergency.

Section 8.10 Application of Bylaws. In the event that any provisions of these Bylaws is or may be in conflict with any law of the United States, of the state of Texas, or of any other governmental body or power having jurisdiction over this Corporation or the School, or over the subject matter to which such provision of these Bylaws applies, or may apply, such provision of these Bylaws shall be inoperative only to the extent that the operation thereof unavoidably conflicts with such law, and shall in all other respects be in full force and effect.

Section 8.11 Insurance. Subject to the other provisions of these Bylaws, the Corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was a Director, officer, or agent of the Corporation or School or who is or was serving at the request of the Corporation as a Director, officer, agent or similar functionary of another business or non-profit corporation, against any liability asserted against such person and incurred by such person in his or her capacity as a Director, officer, or agent of the Corporation, or arising out of such person's status as such a person, whether or not the Corporation would have the power to indemnify such person against that liability under the provisions of this Article; the Certificate of Formation, as amended; or the Texas Business Organizations Code.

Section 8.12 Amendments. The Board of Directors shall have the power to adopt, amend, renew, and repeal from time to time these Bylaws of the Corporation. Updated Bylaws shall supersede any and all board policies that conflict with any provisions contained in the Bylaws.

Section 8.13 Periodic Review. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

Section 8.14 Nondiscrimination Policy. The Corporation (“The Justice Hub Public Schools Network”) is a nonprofit 501(c)(3) corporation organized exclusively for charitable and educational purposes. The Justice Hub Public Schools Network admits students of any sex, race, color, national origin, ethnic origin, and religion to all the rights, privileges, programs, and activities generally accorded or made available to students at its schools. It does not discriminate on the basis of sex, race, color, national origin, ethnic origin, disability, or religion in the administration of its educational policies, admissions policies, scholarship programs, athletic and other school-administered programs. It is also the

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policy and practice of The Justice Hub Public Schools Network to comply with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act, and state and local requirements regarding students and applicants with qualified disabilities. Insofar as the Corporation conducts non-School business, the Corporation shall not discriminate in regards to sex, race, color, national origin, ethnic origin, and religion.

PASSED, APPROVED, AND ADOPTED BY THE INITIAL DIRECTORS OF THE CORPORATION ON NOVEMBER 24, 2020.

ATTEST:

DocuSigned by:
Robin Reagler
ED8381816C7F4B3...

Secretary of The Justice Hub Public Schools Network Board of Directors

12/17/2020 | 1:03:29 PM CST

Date of Signature

JUSTICE HUB

Restorative Classroom. Explorative Students

Attachment 11:

Code of Ethics and Conflict of Interest Policy



The Justice Hub Public Charter High School Board Policy Conflicts of Interest (*inclusive of nepotism*)
2020

I. General Principles

The Justice Hub Public Charter High School is a non-profit organization that operates high-quality schools in Texas. The Justice Hub is committed to maintaining the highest legal and ethical standards in the conduct of its business, and to protecting the integrity and reputation of The Justice Hub's Board and all Justice Hub employees, volunteers, and programs. The Directors and Officers (as defined below) shall exercise their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers shall ensure that they (1) do not compromise their independence of judgment, (2)preserve confidence and trust in the organization and the Board, and(3)protect and fulfill the mission of The Justice Hub. As such, this Policy will assist Directors and Officers as they identify actual or potential conflicts of interest, and with a procedure to address conflicts which may arise.

Above all else, Directors and Officers shall conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

The Justice Hub and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code, and 19 TAC §§ 100.1131–100.1135.

In addition, The Justice Hub 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 contemplating entering into a transaction or arrangement that may benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A "disqualified person" includes Directors and Officers, and any person who is in a position to exercise substantial influence over the affairs of the corporation. A "disqualified person" includes Family (as defined below) of the disqualified person.

II. Conflict of Interest Obligations

A. Conflict of Interest Defined. A conflict of interest arises when a person in a position of authority over an organization, such as a director, officer or manager, may benefit personally from a decision he or she could make. No member of Justice Hub's Board of Directors or leadership team shall knowingly take any action or make any statement intended to influence the conduct of The Justice Hub in such a way as to confer any direct or indirect financial, personal or other benefit on such member or his/her family, or on any organization in which he/she is an employee or has an interest as an owner, director, employee, officer or other capacity, whether such other organization is for-profit or nonprofit. Any such benefit shall be deemed to create a conflict of interest with respect to such member of the Board of Directors or management. The term "family" includes a spouse, parents, children, grandchildren, siblings and the spouses of children, grandchildren and siblings.

B. Specific Examples of Conflicts of Interest. Examples of conflicts of interests include, but are not limited to:

- an ownership or investment interest in, or compensation arrangement with, an entity or individual with which The Justice Hub has a contract, transaction, or arrangement;
- a compensation arrangement with The Justice Hub or with any entity or individual with which The Justice Hub has a contract, transaction or arrangement; or
- a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which The Justice Hub is negotiating a contract, transaction or arrangement.

The term "compensation" includes direct and indirect remuneration as well as gifts, gratuities and entertainment as defined in II.C below.

C. Gifts, Gratuities and Entertainment. Accepting gifts, entertainment or other favors from individuals or entities interested in transacting business with The Justice Hub can result in a conflict of interest when the party providing the gift/entertainment/favor does so under circumstances where it might be inferred that such action was intended to influence or possibly influence the director or member of management in the performance of his or her duties. For this reason, the term "conflict of interest" shall also apply to gifts, entertainment or other favors greater than $100 in value given during the preceding 12 months to directors or members of management from individuals or entities the director or member of management knows or has reason to know, has, is interested in, or is likely to become interested in, any contract, payment, claim, or transaction with The Justice Hub. This Policy shall not apply to the acceptance of items or entertainment of nominal value which are not related to any particular transaction or activity of The Justice Hub.

D. Duty to Disclose. In the event that there comes before the Board of Directors or any committee thereof, or before management, a matter for consideration or decision that raises a conflict of interest for any member of the Board of Directors or management, the person with such conflict of interest shall fully disclose in writing to the Board of Directors the conflict of interest as soon as he/she becomes aware of it, and the disclosure shall be recorded in the minutes of the meeting.

E. Confidentiality.

1. **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 Justice Hub maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally, and any information that the Board or the School otherwise determines or deems as Confidential Information.
2. **No Use of Information for Personal Benefit.** A Director shall not use The Justice Hub 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.

F. Duty to Abstain. Any member of the Board of Directors who has a conflict of interest with respect to any matter coming before the Board of Directors or any committee thereof shall recuse himself or herself from discussion of the matter and additionally shall not vote in connection with the matter (although, if he/she is a member of the Board of Directors or such committee, his/her presence at the meeting may be counted in determining whether or not a quorum exists, so long as the same is permitted under the laws of the State of Texas). Members of management are not voting members of the Board of Directors or of board committees; however, if they find that they have a conflict of interest with respect to any matter coming before the Board of Directors, they must disclose it (as referred to in Section II.D above) prior

In summary, if a Director or Officer has a substantial interest in a business entity or in real property, the Director or Officer shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest, and shall abstain from further participation in the matter if:

(A) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or

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

The affidavit described above must be filed with the Secretary of the Board of Directors.

The Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit. A Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit unless a majority of the Board is composed of persons who are likewise required to file, and who do file affidavits of similar interests on the same official action.

G. Separate Vote on Budget Item. The Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a Director has a substantial interest. Abstention is required, except as provided above and in 19 TAC § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (1) the affected Director has complied with the above-stated requirements; and (2) the matter in which the affected Director is concerned has been resolved.

H. Violations of the Conflicts of Interest Guidelines. If the Board has reasonable cause to believe a director or member of management has failed to disclose conflicts of interest, it shall inform the director or member of management of the basis for such belief and afford the director or member an opportunity to explain the alleged failure to disclose. If Board, after hearing the response and after making further investigation as warranted by the circumstances, determines the director or member of management has intentionally failed to disclose a conflict of interest, it shall decide the appropriate disciplinary and corrective action, which may include termination of the director's or member's responsibilities.

III. Nepotism

A. **Nepotism Generally Prohibited.** A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

i. The person is related to the Director or Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or

ii. The Director or Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the Board by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.

iii. Refer to attached diagram, Exhibit B.

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.

or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. Government Code § 573.083; 19 TAC § 100.1116.

D. **Relation by Consanguinity.** Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. Government Code § 573.022.

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

i. Parent or child (first degree);

ii. Brother, sister, grandparent, or grandchild (second degree); and

iii. Great-grandparent, great-grandchild, aunt or uncle (who is a sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). Government Code 573.023.

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

F. Relation by Affinity. Two persons are related to each other by affinity (marriage) if they are married to each other, or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce, or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. Government Code § 573.024.

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

H. Second Degree of Affinity. If two individuals are related each other in the second degree by consanguinity, the spouse of one of the individuals is related to the other individual in the second degree by affinity.

I. Third Degree of Affinity. An individual's relatives within the third degree of affinity are:

i. Anyone related by consanguinity to the person's spouse within the first or second degree; and

ii. The spouse of anyone related to the person by consanguinity within the first or second degree. Government Code § 573.025.

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

i. Thirty days, if the Director or Officer is appointed; or

ii. Six months, if the Director or Officer is elected. Government Code § 573.062(a).

K. **Continuous Employment Exception.** For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a Justice Hub employee with final authority to select personnel is an appointed director or officer. *Atty. Gen. Op. GA-177 (2004).* If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a *bona fide* class or category of employees. Government Code § 573.062(b). A "change in status" includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-193 (2000).* For an action to be "taken with respect to a *bona fide* category of employees," the officeholder's action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991).* The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. Government Code § 573.061.

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

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

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

ii. The appointment would be carried out, in whole or in partial consideration for the other Director or Officer's hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. Government Code § 573.044.

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

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

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

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

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

Q. **Delegation of Hiring Authority.** The Board may delegate final authority to select School

If such authority is designated to the Executive Director, Human Resources Director, or other designated officer, such person is a "public official" for purposes of Chapter 573, Government Code, with respect to a decision made under that delegation of authority. Education Code § 11.1513(f). As such, if the Executive Director has been delegated final authority to select School personnel, this person may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

i. The person is related to the designated officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree; or

ii. The person is related to a Board member by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.

An individual who is related to the designated officer within the relevant level or consanguinity (blood) or by affinity (marriage) and was employed by the School before September 1, 2013 is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with the School.

Notwithstanding the above, each Director remains subject to Chapter 573, Government Code with respect to all School employees. Education Code §§ 11.1513(f), 12.1055.

IV. Annual Statements. Each director, officer, and member of a committee or management shall annually sign a statement which affirms such person: (a) has received a copy of this Policy; (b) has read and understands this Policy; (c) has agreed to comply with this Policy; and (d) understands that the duty to disclose conflicts of interest continues for so long as he or she remains a director, officer, or member of management or a committee. The annual statement shall additionally require each director, officer and member of management to identify any relationships, positions, or circumstances in which he/she is involved that he or she believes could contribute to a conflict of interest. Such relationships, positions or circumstances might include service as a director of or consultant to another nonprofit organization, or ownership of a business that might provide goods or services to The Justice Hub. Any such information regarding the business interests of a director, officer, or member of management shall be treated as confidential and shall generally be made available only to the Board and management, except to the extent additional disclosure is necessary in connection with the implementation of this Policy. If at any time during the year, the information in the annual statement changes materially, the director, officer, or member of management or a committee shall disclose such changes and update the annual disclosure form. The Board shall regularly and consistently monitor and enforce compliance with this Policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

ACKNOWLEDGMENT

As a member of the Board of Directors or management of the Justice Hub Public Charter High School, I,_____, (a) confirm that I have read the Justice Hub's Policy Related to Conflicts of Interest, (b) confirm that I have no existing conflict of interest that has not been fully disclosed in writing to the Board of Directors of the Justice Hub (or an appropriate committee thereof) and recorded in the minutes of the Board (or such committee), (c) agree to comply with such Policy and (d) understand that, so long as I am a member of the Board of Directors or management, I have a continuing obligation of disclosure should I ever have a conflict of interest with respect to the Justice Hub Public Charter High School.

Date:

Name:

Signature:

Please describe below any relationships, transactions, or positions you hold (volunteer or otherwise) which could contribute to a conflict of interest between the and your personal interests, financial or otherwise:

_____

_____

_____

_____

_____

JUSTICE HUB

Restorative Classroom. Explorative Students

Attachment 12:

Board Member Résumés and Biographical Affidavits

For each member of the proposed school's governing board, provide a résumé AND a notarized Board Member Biographical Affidavit.



CURED DURING REMEDY PERIOD

Robin Reagler, PhD
945 W 24th St | Houston, TX 77008 | 713.562.2327 | [redacted]
https://www.linkedin.com/in/robinreagler/

Expertise

Fundraising | Entrepreneurship | Arts Leadership | Literary Management | Education Strategy | Public Speaking | Innovation | Mentorship |Trained in EDI | Published Author

Profile

A dynamic Executive Director who transformed a small grass roots organization into a national literary movement, Writers in the Schools (WITS), with 40 sister programs across the US.

Achievements

Strategic Leadership

- Scaled the number of students served from 2,000 to 65,000 annually
- Engaged nearly 600,000 students in long-term educational experiences of power and joy
- Grew budget ten-fold, from $300K to $3M, accumulating a cash reserve of over $1.25M
- Designed dozens of innovative new projects by revitalizing creative writing pedagogy by combining it with interdisciplinary art, technology, and diverse voices and slam poetry
- Introduced Equity, Diversity, Inclusion, and Access training to use as a lens for re-evaluating every aspect of the organization's work

Fundraising

- Overhauled revenue model, shifting from primarily grant-based to fee-based, increasing self-sufficiency, so that 60% revenues came from earned income
- Introduced feedback loops to increase school and partner satisfaction, and increased school return rate by 28%
- Stabilized the organization by securing multi-year grants, diversifying funding sources, establishing committee systems, and strategic planning cycles
- Started an annual fundraising event and increased individual giving by 500%

External Relationships

- Launched the WITS Alliance, a national partnership with 40 member organizations, providing technical assistance, consulting, and capacity building (funded by NEA, Hearst, Amazon, and National Book Foundation)
- Forged strong partnerships with M.D. Anderson Cancer Center, Asia Society of Texas, Houston Grand Opera, Harris County Department of Education, Houston Independent School District, The Menil Collection, Texas Children's Hospital, Rice University, United Way, University of Houston, Association of Writers and Writing Programs, and LitNet (The National Network for Literary Advocacy)

- Facilitated successful merger with Meta-Four Houston in 2014
- Performed hundreds of public speaking engagements on local and national media, including keynote speeches, panel discussions, radio and television interviews, magazine articles, and events

Internal Stewardship

- Championed faculty, staff, and board through innovative training and one-on-one mentorship
- Introduced best practices consistently, using the wisdom of the community to constantly improve the efficiency and harmony of the organization
- Increased visibility through high-quality marketing and communications
    - Produced 13 segments of "I Wish I'd Written That," a television campaign starring famous writers such as Sandra Cisneros, Katherine Center, Chitra Divakaruni, Edward Hirsch, Jonathon Lethem, and Charles Simic
    - Cultivated Poet-trees along Buffalo Bayou trails with artist Nicola Parente – interactive exhibit for National Poetry Month, yielding media attention from dozens of sources

Experience

Executive Director | Writers in the Schools (WITS) 1997 – 2020
Program Director | WITS 1995-1997
Instructor | University of Houston 1989 – 1996
High School English Teacher | Montclair Kimberley Academy 1987-89

Education

PhD in English | University of Houston Creative Writing Program 1989-1994
MFA in Creative Writing | Iowa Writers' Workshop 1984-1986
BA in English | Tulane University, Newcomb College 1980-84

Publications

Night Is This Anyway | Lily Poetry Books (forthcoming March 2022)
Into The The | Winner of the Best Book Award from Backlash Press (forthcoming March 2021)
Teeth & Teeth | Winner of the Charlotte Mew Prize selected by Natalie Diaz (Headmistress Press, 2018)
Dear Red Airplane | Winner of the Rebound Prize (Seven Kitchens Press, 2011, 2018) with an introduction by Laura Mullen

Over 100 essays and poems published in American Letters & Commentary, Copper Nickel, Ploughshares, North American Review, Poet Lore, and many more.

Awards & Acknowledgements

- Commendation for Best Practices in Literacy ($5k prize) by the Library of Congress, nominated by Jericho Brown (2020)
- Finalist, Educator of the Year Award, Children at Risk (2019)

- Winner, Charlotte Mew Prize in Poetry (2018)
- Senior Fellow, American Leadership Forum (2017)
- Winner, Literary Fellowship, Houston Arts Alliance (2016)
- Winner, Best Parenting Blog in Houston for *The Other Mother: Letters from the Outposts of Lesbian Parenting* selected by Nickelodeon (2009)

Community Service

- Vice President, LitNet (The National Network for Literary Advocacy)
- Board Secretary, The HUB Justice School, an equity-based charter school (to open 2022)
- Former Board Chair, Board of Trustees, Association of Writers and Writing Programs (AWP) 2012-2019 (membership of over 40K)
- Founding Member of City of Houston Poet Laureate, City of Houston Youth Poet Laureate, Meta-Four Houston, Public Poetry
- Grant Panel Chair, Houston Arts Alliance, and Texas Commission on the Arts
- Advisory Board Member, Public Poetry, Underground Writing
- Literary Fellow, Arts Council of Houston/Harris County
- Judge for Martin Luther King Oratory Competition, HISD Electronic Book Fair, PBS Writing Contest, Houston Chronicle Writing Awards, Public Poetry Ekphrastic Writing Contest

CURED DURING REMEDY PERIOD

JAMIE G GARRETT

Houston, Texas | http://www.linkedin.com/in/jamie-g-garrett | 832.296.6717 | [redacted]

GLOBAL FINANCE / CORPORATE DEVELOPMENT EXECUTIVE

Global finance executive with commodity experience spanning energy, agribusiness / food and industrial gas. Exceptional leadership and people / project management skills. Demonstrated excellence in planning, executing and integrating Mergers & Acquisitions, JVs, Strategic Alliances and Divestitures. Strong reputation for developing business processes to meet financial targets and increase productivity. Fluent Spanish, conversational Portuguese.

People Leadership & Development • Strategic Planning • Risk Management • M&A
Deal Structuring • Negotiation • Integration • Business Process Improvement • Transformation • KPI Design

PROFESSIONAL EXPERIENCE

CENTRICA plc / DIRECT ENERGY, Houston, TX **2016 – 2020**
Led deregulated energy and services company – North American revenue $15Bn

Vice President, M&A – North America and Interim Global Head, Integration
Managed team of professionals in all areas of transaction work including identifying, evaluating, structuring, negotiating, closing and integrating transactions, partnering with internal stakeholders and external advisors.

- Led and developed a team recognized for maintaining strong, collaborative, internal relationships with both NA and UK leadership + global functions, consistently strong engagement scores - top 10% of all Centrica leaders.
- Closed 12 transactions since 3Q 2016 with an aggregate deal value exceeding $740 MM, contributing $50MM in operating profit and $325MM in disposal proceeds.
- Constructed a solid pipeline of M&A opportunities by developing and maintaining relationships with industry and professional groups (including bankers, PE and potential targets) to ensure opportunities are current and pro-actively engaged. 40+ opportunities evaluated annually.
- Managed end-to-end transaction execution including building business cases; driving internal process; performing valuations; managing diligence; structuring; negotiating terms and integrating.
- Spearhead **Lead5**, the in-house development program for high potential finance team directors and managers.

JOYCAP ADVISORY LLC, Houston, TX **2015 – 2016**
Independent transaction advisory consultancy

External Advisor / Divestiture Program Manager, HALLIBURTON
Hired by international oilfield services firm ($24 billion revenue) to lead Business Continuity and transition team in Divestiture Management Office for Halliburton-Baker Hughes combination.

- Scoped, built and costed Transition Services Agreement across 9 globally-matrixed, functional teams and a global TSA delivery organization of 1400, including governance, issue escalation & resolution and reporting. Projected annual cost to have been $200 million.
- Guided business continuity efforts across several business disciplines, including IT, field operations, finance, supply chain, HR and real estate ensuring efficient and operationalization across 80+ countries.

RENEWABLE BIOFUELS, Houston, TX **2014 – 2015**
Leading standalone North American biodiesel producer - $300MM revenue

Executive Vice President Finance & Administration
Led team in day-to-day finance and risk management functions.

- Deployed risk management system including daily trade check out and risk exposure; inventory reporting and valuation; and logistics and back office reporting.
- Created annual business planning process – 2015 plan approved by board with no revisions.
- Implemented new initiatives: Daily cash forecasting, credit monitoring, monthly reporting.

Jamie G Garrett jamie.garrett@joycapadvisory.com
CURED DURING REMEDY PERIOD

AIR LIQUIDE USA LLC, Houston, TX **2012 – 2014**
Americas division of $21Bn global market leader in gases for industry, health and the environment.

Vice President, M&A – Americas Zone
Created and executed inorganic growth strategy. Managed new team of 4 to drive transactions to completion.

- Closed 9 deals, $400MM in notional value, contributing $30MM in Operating Profit and $40MM in one-time gains in first 18 months.
- Owned and managed all aspects of transaction pipeline, including prospecting (>20 deals annually), internal valuation and sign off, deal negotiation, closing and post-deal reporting.
- Led M&A-related process improvements, strengthening stakeholder collaboration and transparency, including integration design.

HIGHQUEST PARTNERS, Danvers, MA **2011 – 2012**
Managing Director of an $8MM specialized agribusiness consulting, advisory, conference and media firm.

- Led client development for inorganic growth, generating significant bookings in first 3 months of employment.

BUNGE LIMITED, White Plains, NY **2003 – 2011**
$60Bn global agribusiness and food company operating in the farm-to-consumer food chain.

Director, Corporate Development and M&A – Food & Ingredients (F&I) Division (2008 – 2011)
Manager, Strategic Planning & Analysis – F&I (2007 – 2008)

Guided strategy and investment activities (M&A, equity investments, strategic partnerships & Capex) for $8Bn unit. Managed a global team; produced the division's reporting and communications materials; co-sponsored and tracked operational efficiency initiatives and led special projects.

- Instituted an end-to-end, company-wide M&A process, contributing 15% incremental OP from 10 transactions.
- Managed $3.5Bn proposed acquisition of major international ingredients supplier. Identified $200MM of annual synergies; presented deal specifics to executives and ran Bunge's IMO.

Manager, Strategic Planning & Analysis - Bunge Global Markets (2005 – 2007)

- Led strategy team for 13-site, global $250MM trading division; created process to consolidate and report annual budget, CAPEX and funding programs.
- Completed efficiency plan for 10 oilseed plants in India, Italy and Spain, generating $2MM run rate reductions.

Manager, Marketing & Structuring - Bunge Financial Risk Management (2003 – 2005)
Member of team hired from LD Commodities to establish Bunge's Financial Risk Management group.

- Negotiated $250M notional in derivatives contracts representing $3MM in profit.

LOUIS DREYFUS COMMODITIES, Wilton, CT **2001 – 2003**
THE MULLER SPORTS GROUP/PAN AMERICAN SPORTS NETWORK, New York, NY **2000 – 2001**
ENRON CORPORATION **1994 – 2000**
CITIBANK, N.A. **1989 – 1992**

EDUCATION & DEVELOPMENT

The Wharton School, University of Pennsylvania
Master of Business Administration, Majors in Finance and Operations Management

Graduate School of Arts & Sciences, University of Pennsylvania
Master of Arts in International Studies, Concentrations in Latin American Studies, Spanish & Portuguese

Tufts University
Bachelor of Arts, Dual Major in Political Science and Spanish

Institute of Culinary Education
Professional Career Pastry Arts Diploma, Highest Honors
Stagiaire to Bill Yosses, former White House Executive Pastry Chef

Jamie G Garrett jamie.garrett@joycapadvisory.com
CURED DURING REMEDY PERIOD

LEADERSHIP & DEVELOPMENT

Advisory Board – JUV Consulting (https://www.juvconsulting.com/)
Advisory Board – Centrica Innovations GBP100MM CVC
Steering Committee - KPMG / Chicago Booth Annual M&A and Economic Forum
Executive Sponsor – Cristo Rey Jesuit Job Program
Bunge Limited Leadership Development Program

COMMUNITY INVOLVEMENT

Elected Member-at-Large, Emery Weiner School Parent Organization
Tutor, 8Million Stories
Auction Chair, Emery Weiner School Joy of Education Annual Fundraiser
Class Captain, Emery Weiner School Annual Fund
Member (candidate), Executive Women's Partnership | Greater Houston Partnership
Parent Volunteer Coordinator (Elected), Bellaire Little League Board of Directors
Co-chair Beth Yeshurun Day School Auction
Vice President of Finance, Temple Shearith Israel Board of Trustees
Farmingville Elementary PTO, Parents' Night Chair

1756 WEST 23RD STREET • HOUSTON, TX 77008 • (713) 302-0441 • [redacted]DY PERIOD

RUSSELL M. RAMSEY IV

EDUCATION

August 2011 – May 2013 **Peabody College, Vanderbilt University** Nashville, TN

Master of Public Policy, K-12 Education Policy Concentration

- Cumulative GPA: 3.95; Extensive coursework in quantitative education research methodology.
- Practicum: "Turning around failing schools using the School Improvement Grant program".
- Publication: Preston, C., Goldring, E., Guthrie, J. E., Ramsey, R., & Huff, J. (2016). Conceptualizing Essential Components of Effective High Schools. *Leadership and Policy in Schools*, 1-38.

September 2002 – May 2006 **Texas A&M University** College Station, TX

Bachelor of Science in Psychology, minors in Business Administration and Music Performance

- Cumulative GPA: 3.66; Honors GPA (32 hours): 3.71
- Honors Graduate Distinctions: Cum Laude, University Honors, Foundation Honors.

PROFESSIONAL EXPERIENCE

March 2017 – Present **Houston Endowment** Houston, TX

Director of Learning and Evaluation (2018-Present); Education Program Officer (2017-2018)

- Facilitate strategy development, design data and evaluation systems to monitor progress and assess impact, and lead organizational learning across all portfolios, representing roughly $75 million in annual grantmaking.
- Managed the Foundation's grantmaking program for the $20 million education portfolio, including performing programmatic and financial due diligence of potential grantees, preparing grant summaries and strategy briefs, managing consultants, and advising external partners on strategy.

June 2015 – March 2017 **KIPP: New Orleans Schools** New Orleans, LA

Manager, School Climate Systems (2016-2017); Assistant Principal (2015-2017)

- Led professional development and individual coaching for 12 deans of students and behavior interventionists across 6 schools focused on leadership development, implementing restorative practices, and improving school climate through research and data fluency.
- Created and maintained school climate data management and analysis systems; monitored implementation and progress during weekly data meetings.
- Coached and evaluated 5 math teachers through weekly classroom observations, lesson plan feedback, model teaching, real-time coaching, and professional development sessions.
- Managed school-wide blended learning and reading intervention program serving 350 students; coached 7 interventionists to implement program and analyze data resulting in 74% of students growing 2 years or greater on Lexile reading assessment.

December 2014 – June 2015 **Minneapolis Public Schools** Minneapolis, MN

Consultant, Department of Research, Evaluation and Assessment

- Executed district-wide evaluation of school disciplinary practices in order to reduce racial disparity in accordance with Office for Civil Rights Voluntary Resolution Agreement.
- Conducted quantitative and qualitative analysis to advise district leadership on equitable and effective school discipline policy.
- Developed dynamic data visualizations and facilitated training and coaching for 75 departmental leaders, cabinet members, and school administrators to increase data fluency and improve academic and behavioral decision-making.

April 2013 – July 2014 **Tennessee Achievement School District** Memphis, TN

Founding Principal, Frayser Achievement 9th Grade Academy

- Set academic, cultural, and operational vision and mission through comprehensive campus design, centered on college access, academic growth, reading intervention, and restorative practices.
- Analyzed diagnostic and formative assessment data to adjust instructional practices and school structure, resulting in the highest possible TVAAS (value-added) school growth score and a School Success Rate score moving from the 5th percentile to the 39th percentile in the state in one year.

CURED DURING REMEDY PERIOD

PROFESSIONAL EXPERIENCE, CONTINUED

August 2011 – May 2013 **Vanderbilt University** Nashville, TN

Graduate Research Assistant, National Center on Scaling Up Effective Schools

- Analyzed programs and practices of urban public high schools through interviews, focus groups, and observations of principals, assistant principals, teachers, classrooms, and students over 3 week-long field visits.
- Conducted and synthesized comprehensive literature review of research on effective high schools, turnaround schools, high school interventions, and school culture.

April 2010 – March 2013 **Teach for America: Mississippi Delta Summer Institute** Cleveland, MS

Summer School Director (2011-2013); Curriculum Specialist (2010)

- Led summer school training program for 48 novice teachers and 250 students.
- Facilitated 35 distinct ninety-minute professional development sessions focused on lesson planning, pedagogy, classroom management, professionalism, data analysis, and diversity, equity, and inclusion.

August 2010 – May 2011 **Vanderbilt University** Nashville, TN

Research Analyst II, Educational Cognitive Neuroscience Lab and Children's Learning Lab

- Collected and analyzed data from over 500 kindergarten-through-3rd grade students at 7 schools as part of a National Science Foundation-funded study researching the cortical correlates of early math and number skills.
- Coordinated the research team's in-school testing, including communication with school administration and teachers, scheduling, database management, and creation of the teacher observation protocol.

June 2008 – June 2010 **KIPP: Gaston College Preparatory** Gaston, NC

Founding AP Psychology, Algebra I/II Teacher, and Head Baseball Coach, KIPP Pride High School

- Introduced inquiry-based Algebra II curriculum that resulted in 49 of 50 students passing state end-of-course assessment, doubling the school's prior pass rate of 46%.
- Created syllabus and curriculum for college-level psychology course by aligning state and national standards, leading 29 of 39 students to earn college credit by passing the Advanced Placement exam.

June 2006 – June 2008 **Charlotte-Mecklenburg Schools** Charlotte, NC

Fourth Grade Teacher, Devonshire Elementary

- Designed and implemented novel-based curriculum to supplement district basal reader, increasing engagement and leading over 80% of students to score at or above state standard on end-of-grade reading exam.

HONORS & AWARDS

- Received Achievement School District school performance bonus for exceeding academic proficiency and growth goals.
- Vanderbilt University: ExpERT Predoctoral Fellow (Experimental Education Research Training), Graduate Honor Scholarship, Peabody Dean's Fellowship.
- Received STAR (Successful Teacher Administrator Reward) Bonus award for teaching performance.
- Texas A&M University: Lechner Honors Scholarship, Study Abroad Fellowship. Phi Kappa Phi, Golden Key. National Club Baseball Association 1st Team All-American, 2004.

SKILLS & INTERESTS

- Fluent in STATA, Tableau, NVivo, Qualtrics, Prezi, Microsoft Office Suite and OS X applications.
- Bass Trombonist in Houston Civic Symphony, formerly Brazos Valley Symphony Orchestra, Charlotte Civic Orchestra, Nashville Philharmonic Orchestra, and New Orleans Civic Symphony.
- StrengthsFinder® Themes: Competition, Belief, Individualization, Relator, Learner.

CURED DURING REMEDY PERIOD

ANASTASIA LINDO ANDERSON, Ph.D.

https://www.linkedin.com/in/anastasia-lindo-anderson

Phone: 713-302-5981 [redacted]

11114 Wishaw Way
Richmond, TX 77407

EDUCATION

PhD	Texas A&M University, Educational Administration Dissertation: Redefining the College Persona: An Examination	May 2019
MS	University of Houston, Administration and Supervision	May 1998
BS	Washington University in St. Louis, Psychology Minored in Music, Concentration in Math	May 1993

HONORS AND AWARDS

Mayor's History Maker Award — February 2020
Recognized by Mayor Sylvester Turner and Comcast for outstanding contribution to public education

Distinguished Dissertation Award, Nominee — May 2020
Nominated by College Dean and Dissertation Chair for outstanding research in the Texas A&M Educational Administration and Human Resource Development Department

Systems Leader of Color Honor, Finalist — February 2020
Recognized by the Teach for America Collective National Advisory Board for outstanding leadership and contribution to children in Houston

Latinos for Education Study Grant — April 2019
Recipient of full-tuition and travel study grant to attend the distinguished ASU GVS Summit in San Diego, CA

BakerRipley Innovations Award — October 2015
Recipient of $250,000 to redesign the a immigrant/refugee program into an independent newcomer school with Promise Community School District

Lowes Education Foundation Grant — June 2010
Recipient of a $100,000 Lowes Foundation facilities improvement grant and a matching $125,000 grant from Grace Presbyterian Church to redesign Revere Middle School's auditorium and create a new Parent Computer Resource Lab

Houston A+ Leadership Study Grant — June 2007

Recipient of full-tuition and travel study grant to attend The Art of Leadership Institute at Harvard University

CURED DURING REMEDY PERIOD

Pinnacle Award for Educator Excellence June 2005
Recognized by the Greater Houston Black Chamber for educational excellence and volunteer work with the Houston Chapter of the National Black MBA

Houston Annenberg Challenge School Improvement Grant June 2001
Recipient of a school wide school improvement grant for Westside High School to implement the small school concept

McGowan Fellow, Houston A+ Challenge June 2000
Recipient of a two year leadership and coaching fellowship from Houston A+ (formerly known as the Houston Annenberg Challenge)

HABSE Teacher of the Year, Campus Winner/Regional Runner-Up October 1997
Recognized by the Houston Area Alliance of Black School Educators for outstanding contribution in the classroom

Teacher of the Year, Albert Thomas Middle School June 1998
Selected by peers for superior classroom performance on Texas Education Agency state accountability tests and for sponsoring the Petite Ladies (girls' club), Student Council and the Thomas Journalism Club

W.E.B. Dubois Outstanding Research Paper Award May 1993
Recipient of the Outstanding Research Paper award for "Mental Health in the African American Community

John B. Ervin Scholar August 1989
Recipient of a full-tuition academic scholarship ($100,000) and a living stipend ($18,000) to attend Washington University in St. Louis for undergraduate studies

RESEARCH EXPERIENCE

Dissertation: "Redefining the College Persona: An Examination of Noncognitive Personality Attributes That Influence College Persistence in High-Achieving African American Students" May 2019
Texas A& M University, College Station
Advisor: Gwendolyn Webb-Hasan
- Mixed Method Study

Research Presentation: Understanding Perceptions of Mental Health in the African American Community June 1992
STAR Summer Research Academy for Minority Students, University of Texas, Austin
Position: Research Student Participant

PROFESSIONAL EXPERIENCE

BakerRipley, Houston, TX 2016 – Present
CURED DURING REMEDY PERIOD

Superintendent of Schools, Promise Community School District

Headed the complete redesign of the district to establish a Community School Model with family support service structure, featuring an innovative school-within-a-school program for newcomer students and the Mark Zuckerberg Summit Personalized Learning middle school program. Developed districtwide strategic plan with new mission, vision, values and goals, and increased lottery applicants by 300% thereby growing student enrollment by 15% and adding a new campus (opening 2022). Annual budget - $17M.

Key Achievements

- Recommended a balanced budget annually that increased fund balance contribution, increased salaries for each employee, added the Teacher Incentive Allotment performance reward structure, and received Superior ratings on the FIRST report
- Implemented districtwide Literacy Initiative with required training in the ARC Curriculum and IRLA Intervention System for struggling readers, oversaw the Million Minutes Reading Campaign; established new campus libraries, and augmented classroom libraries from 50 to 250 books in each room; added ReadyRosie and Family Literacy Nights to support early childhood literacy
- Initiated the Promise Community Schools Health and Wellness Program designed to support social and emotional wellbeing among students and faculty members and supported by Texas Children's Houston's Hospital Mobile Mental Health Clinic, districtwide Social Emotional Learning Training, and weekly SEL Wellness Support Lounge for teachers
- Secured TEA charter renewal in 2015 by ensuring all campuses met accountability for the first time in the 5 years prior
- Improved performance on STAAR in every content area with significant increased gains in science by 31% and math by 20%
- Facilitated the design of a districtwide Strategic Plan including three guiding documents: Promise Teacher Guidebook, Instructional Principles, and Expansion Playbook to document district's culture, philosophy, history, mission, vision, values, 5 year goals, operational strategies and long-term growth plan
- Developed and implemented district systems to increase efficiency including: Illuminate Data Management System, E-rate, MAP, Common Assessment Program, Danielson Teacher Coaching System, and a talent management program called PACT- Promising Avenues for Careers in Teaching
- Established a plethora of district partnerships with a focus on student achievement with the UT Children's Learning Institute Reading Initiative, Teach for America, YES Prep, Houston A+, New Leader New Schools, Families Empowered, Templeton Analytics, Bellwether Education Partners, Relay Graduate School, TEA's Resilience School Support Program, Promise 54, Harris County Department of Education, and Ensemble Learning ESL Program among others
- Facilitated the Education Advisory Board to provide oversight in accountability, instruction, and fiscal management
- Spearheaded an innovative Teacher Career Pathway model by reimagining a progressive compensation structure and providing oversight to Teacher Leadership Board, Community as Text Fellowship, Data Guru Team Fellows, and Compensation Taskforce

Assistant Superintendent 2014 – 2016

Restructured central office organizational structure for the charter division of BakerRipley

Key Achievements

- Created a new Instructional Leadership Team to write district curriculum, common assessments and scope & sequence guides

- Received a $250,000 NCI Innovation Award to redesign the district newcomer program into full newcomer school named New Neighbor Elementary School for immigrants and refugee students
- Developed and monitored the Comprehensive Needs Assessment and the Campus Improvement Plan for federal funds
- Realigned budget to implement teacher pay raises moving from $46,000 to $54,000 base salary for year 1 teachers and paying the best teachers $75,000 by redirecting extraneous spending by $400,000

CURED DURING REMEDY PERIOD

Blueprint Network, Denver Public Schools Region — 2013 – 2014
Turnaround Schools Specialist
Coached emergent principals and leadership teams for seven schools, all levels, struggling to meet state standards

Key Achievements
- Utilized the Blueprint classroom observation tool and school data to present feedback to school teams, recommendations for change and build campus capacity for successful turnaround work
- Coached principals one-on-one aligning administrative behavior and schedule with leadership research and best practices of turnaround schools

Houston Independent School District (HISD), Houston, TX — 2010 – 2013
School Support Officer (akin to an Assistant Superintendent)
Supervised and coached 11 middle schools totaling 10, 345 students. Hired 9 out of 11 school principals

Key Achievements
- Collaborated with school leaders to increase instructional performance: results included 1 Blue Ribbon campus, 3 TEA Gold Star distinctions, and 95% of campuses earning TEA "met standard" ratings
- Trained 250+ school principals and leadership team members on the district Appraisal and Development system
- Served as hearing officer for file review, board terminations and grievance proceedings and parent/employee concerns

Paul Revere Middle School (HISD), Principal — 2006 – 2010
Key Achievements
- Led PRMS to obtain the 5th highest level of academic growth in HISD (2010) as measured by EVVAS while reducing discipline by 30% and increasing parent involvement by 25%
- Increase core subject accountability performance – 18% in math, 47% in science, 10% in social studies
- Secured $425,000 in grants and private donations to implement wraparound services and building upgrades not supported by budget
- Implemented innovative programing – Reasoning Minds Math, Carnegie Algebra, Bio Engineering Elective Class, and a 6th grade Banking Program in partnership with Co-America Bank

Judson Robinson Elementary School (HISD), Principal — 2003 – 2006
Key Achievements
- Created teacher leadership group, Instructional Leadership Design Team, to support curriculum implementation
- Increased science and math performance on TAKS test by over 20%

Westside High School (HISD), Founding Dean of Students — 2000 – 2003

Key Achievements

- Founding Dean of Students
- Secured grants to support small school structure, personalization and profession learning communities ($125,000)

CURED DURING REMEDY PERIOD

TEACHING EXPERIENCE

Robert E. Lee High School, English Teacher	1999 – 2000
Paul Revere Middle School, 8th Grade Pre-AP English Teacher	1998 – 1999
Albert Thomas Middle School, English Department Chair & 8th Grade English Teacher	1995 – 1998
Albert Thomas Middle School, Special Education Resource Teacher & ARD Facilitator	1993 –1995

PRESENTATIONS

Panelist, How Education Leaders are Serving Houston's Children in the Face of Crisis	June 2020
Panelist, Youth Mentoring in the Age of COVID-19	June 2020
Ignite Presentation, "Increasing College Persistence among African American College Students," University Council for Education Administration Conference, New Orleans	November 2019
Ignite Presentation, "Gaining Ground: A Principal's Push for College," University Council for Educational Administration Conference, Houston	November 2018
Paper Presentation, "Redefining the College Persona: An Examination of Noncognitive Personality Attributes That Influence College Persistence in High Achieving African American Students," Texas National Association of Multicultural Education, SFA University	March 2019
Paper Presentation, "Redefining the College Persona: Examining Noncognitive Attributes That Influence College Persistence in Black Students," University Council for Educational Administration Conference, New Orleans	November 2019
Hearing Participation, Provided testimony regarding Accountability for Harvey-Affected Districts to Senator Dan Huberty and the Texas House Public Education Committee Hearing	November 2017
Hearing Participation, Provided testimony regarding the need for increase School Funding from the principal's perspective to the Texas House Public Education Committee Hearing	October 2006
Workshop Facilitator, "Increasing Middle School Rigor", Association for Supervision and Curriculum Development (ASCD) Conference, Baltimore	April 2012

PROFESSIONAL TRAINING

The Art of Fundraising	October 2019

Rice University, Glasscock School, Houston, TX

CURED DURING REMEDY PERIOD

Education Systems Leadership and Policy Institute — July 2018
University of Colorado Denver, School of Public Affairs, CO

Professional Development, Harvard Graduate School of Education, MA

- Using Instructional Rounds to Cultivate High Quality Learning — December 2017
- Learning to Change the World — June 2016
- The Art of Leadership Institute — July 2007

Texas Education Agency Certifications

- Superintendent, Grades EC – 12 — May 2019
- Mid-Management Administrator, Grades PK – 12 — May 1999
- Secondary English, Grades 6 – 12 — July 1996
- Generic Special Education, Grades PK – 12 — July 1995

Board Appointment Cohort, Leadership for Educational Equity (LEE) — Fall 2018

PROFESSIONAL AFFILATIONS

Texas Association of School Boards (TASB) — 2019 – Present

Texas Association of Black School Educators (TASBE) — 2019 – Present

Texas Association of School Administrators (TASA) — 2018 – Present

University Council of Educational Administrators (UCEA) — 2018 – Present

PROFESSIONAL SERVICE

American Leadership Forum, Class 54	2021, May
Fellow	
Greater Houston Partnership	2016 – Present
Education Committee Member	
Center for Houston's Future	2015 – 2017
Presenter, Fundraising Co-Captain	
Houston Independent School District Mentor Principal	2009 – 2010
Principal and Assistant Principal Mentor	
Houston A+ New Vision Leadership Academy	2005 – 2010
Leadership Coach	
Teach for America Corp	1993 – Present
Active Alumnae	

CURED DURING REMEDY PERIOD

COMMUNITY SERVICE

Volunteer, BakerRipley 2016 – 2020
- Voter Engagement, Food Distribution, People and Culture Planning Team, Operations Co-Chair

Parent Teacher Organization, Madden Elementary 2017 – 2019
- Room Parent Coordinator – Upper Grades, Spring Festival

MEDIA

Article Feature	**Global Influence Magazine,** *Enhancing Abilities Through Community Education*	November 2020
Article Feature:	**Teach For America Stories,** Planning for the Unknown Future of School	June 2020
Article Feature:	**Fort Bend Star,** *Making a Difference: Resident Honored*	March 2020
Interview:	**NPR News** (Interview), Immigrant Student's Reaction to the Election Outcome	November 2016
Interview:	**Fox 26 Black Voices,** Preparing for Back to School	August 2015
Interview:	**KCOH Radio, Person to Person Show,** Happenings in Houston ISD	October 2013
Book Feature:	**Practice Perfect** by Doug Lemov, Chapter 5, page 159	Published 2012

OTHER

Soccer Mom, Amateur Photographer, United Methodist, Wife, Audiobook Enthusiast, Traveler

Michael R. Love

CURED DURING REMEDY PERIOD

Houston, TX • [redacted]
(713) 556-6715 • (763) 442- 5503

Michael Love is an experienced School Administrator who is passionate about College and Career Readiness. He excels in leading cross-functional departments with exceptional results in establishing successful partnerships with corporations, government agencies and post-secondary institutions.

EXPERIENCE

Houston Independent School District — Houston, TX
Assistant Superintendent, Career Readiness — January 2016- Current

- Lead strategic initiatives for district's career readiness programming and guide three cross-functional departments that comprise 25 percent of district's high school initiatives.
- Increased district-wide dual credit programming by 28% in three years and currently oversee district dual credit programming at 39 high schools.
- Project development and implementation, K-12 Career Readiness Initiatives
- Oversee and maintain programmatic budgets in excess of $5 million during district-wide financial shortfall.
- develop and maintain external relations with 53 executive business partnerships and 7 post-secondary institutions.
- Authored curriculum for innovative Career and Technical Education (CTE) courses for submission to the Texas Education Agency.
- Co-authored grant applications worth $40 million dollars to further enhance the development of Career and Technical Education.
- Deliver professional development and training
- Develop and implement workforce dual credit programming

Houston Independent School District — Houston, TX
Assistant Superintendent, Futures Academy — April 2014- January 2016

- Provided administrative leadership for HISD's newly created Futures Academy programs at eight campuses
- Aligned HISD and Houston Community College (HCC) course objectives to offer students dual credit options.
- Developed business partnerships and maintained external relations.
- Wrote, edited, and reviewed department presentation documents.
- Marketed and promoted the Futures Academy program across the Gulf Coast.
- Assessed Futures Academy program equipment, certification, and personnel needs

Houston Independent School District — Houston, TX
Manager, Career and Technology Education — August 2013- April 2014

- Facilitated HISD Career and Technical Education's (CTE) vision/mission to campus staff and administration
- Wrote, edited, and reviewed department presentation documents
- Managed CTE Specialist and reviews decisions made by other individuals
- Regularly explored alternative and creative solutions to meeting the needs of the students and campuses
- Executed business grant proposals to expand funding for HISD CTE programs

Houston Independent School District — Houston, TX
Senior Program Specialist — July 2012- August 2013

- Facilitated HISD CTE vision/mission to campus staff and administration
- Coordinated agenda for HISD partnership press conferences including University of Texas MD Anderson
- Aligned CTE sequences based on Texas Education Agency (TEA) recommendations for high school campuses
- Wrote, edited, and reviewed department presentation documents
- Recommended innovative solution to improve existing methods/procedures/services and generate new ideas

- Executed affiliation agreements between businesses and hospitals to expand work-based learning opportunities
- Reviewed, updated, and approved student certifications based on program and industry alignment

CURED DURING REMEDY PERIOD

Houston Independent School District — Houston, TX
Research Specialist — January 2009- July 2012

- Analyzed and reviewed research proposals for Houston Independent School District (HISD)
- Completed Ad Hoc requests inquiring about district/school data, statistics, and test information
- Wrote, edited, and reviewed district reports on state standardized tests and other student performance assessments
- Presented research results and district data at conferences, trainings, and other events
- Created files (MS Office) for Board members, Assistant Superintendents, and additional staff
- Represented HISD during the National Assessment of Educational Progress meetings
- Updated and maintained department reports, documents, and files on the district's portal website

Florida State University-Florida Center for Reading Research — Tallahassee, FL
Research Faculty — August 2005- August 2008

- Developed and monitored strategies for professional development for participating teachers.
- Trained new teachers and research partners in professional development
- Informed and recruited schools and teachers for the research project
- Created, managed, and maintained various data projects that analyzed information pertaining to the research project.
- Assisted in the development of workshops that provide essential information to teachers in the research study.

EDUCATION

University of Texas - Austin, Ed. D Candidate: Education Leadership and Administration — Austin, TX, 2021

Florida A&M University, Master of Science: School Psychology — Tallahassee, FL, December 2007

Florida A&M University, Bachelor of Arts: Psychology — Tallahassee, FL, May 2005

PROFESSIONAL CERTIFICATIONS

Superintendent - Texas — July 2020 – August 2025

LEADERSHIP

Leadership ISD - Harris County — August 2017- June 2018
CTE Leadership Academy - Texas Education Agency — September 2016- August 2017
American Leadership Forum - Houston Chapter — May 2016- May 2017
Real Men Read Houston - Mentor/Volunteer — February 2009- Current
Volunteer Recruiter - Florida A&M University Houston Alumni Chapter — November 2010- Current
Kappa Alpha Psi Fraternity Inc. — April 2005- Current

REFERENCES

Available Upon Request

DocuSign Envelope ID: 4DE85A65-992A-40EC-84ED-C4B5B8806E1E

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	The Justice Hub Charter School
Name of Sponsoring Entity:	Eight Million Stories (8MS), Marvin Pierre

BACKGROUND

Full Legal Name:	Anastasia Beverly Lindo Anderson
Home Mailing Address:	11114 Wishaw Way, Richmond, TX, 77407
Phone Number:	713-302-5981
E-mail Address:	[redacted]
Business Name:	BakerRipley
Business Mailing Address:	4450 Harrisburg, Houston, TX
Phone Number:	713-669-5252

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

○ Yes
◉ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

I am excited to serve on the board of The Justice Hub because it has the expressed purpose of serving students who have not been successful in the traditional school setting. Many public charter and traditional school districts do not know how to identify and meet the needs of students who are trickling out of school, who have dropped out completely, and who have had learning disruptions due to time in juvenile detention. The Justice Hub will meet students where they are and teach them the social capital skills needed for personal transformation. The Justice Hub is specifically designed to personalize learning through a culturally responsive approach. The Justice Hub will also work to make sure each student is supported through collective and community based partnerships. With such supports and wraparound services, students who have struggled will likely find success and a second chance at the Justice Hub.

I am particularly excited about this mission and hope that the Justice Hub will stand as a model across the state of Texas of how nontraditional students can thrive when given appropriate support.

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

I understand the role of a public charter school board member to be four fold. The board member in tandem with the rest of the board responsible for the vision, budget, major policies and the hiring of the superintendent.

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 the ability to be an effective board members through my training as a superintendent. I have taken many professional development hours, worked directly with a school board, and am a member of the Texas Association of School Boards.

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

I have a deep passion and years of experience in curriculum and instruction and educational leadership. I understand well how school systems run and can support the district with matters of assessment, compliance and vision in particular.

SCHOOL MISSION AND PROGRAM

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

My understanding of the school's mission is that The Justice Hub will support students to attain the necessary educational skills and social capital that to support their pursuit of individual aspiration for college and career.

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

The proposed educational program is targeted towards students who have not been successful in the traditional setting. The program has an emphasis on Social Emotional Learning (SEL), real world connection through community based partnership and student centered academics that is personalized, standards-driven and culturally relevant.

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

A successful school ensure that the TEKS are taught and mastered by students as evidenced on STAAR, TELPAS, and other state assessments. A successful school engages families in the learning process and allows students to develop a sense of agency and social/emotional wellbeing. Finally a successful school helps students meet a rigorous graduate profile that ensures they are prepared for college, career, or the military upon graduation.

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

Both qualitative and quantitative data will be the primary indicator of whether the school is succeeding in it's mission. Quantitative data includes STAAR performance, grade, discipline, and attendance rates among others. Qualitative performance includes family and student survey data on engagement, school climate and overall satisfaction.

GOVERNANCE

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

The board will not play a role directly in day to day school operations. Rather the board will work with the superintendent to ensure that the vision is clearly being executed, that school performance results are addressed through targeted school improvement plans, and that budget alignment with the vision is in place.

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

After the first year of operations, the school should meet year 1 target goals with regards to enrollment (100 9th graders), student performance and school climate. Students will begin to participate in school partnerships that provide exposure to industries of interest.

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

At the end of 4 years, if student performance data is strong, enrollment reaches the desired 423 students, positive indicators of SEL are embedded in school culture and practices and survey data indicates a high level of safety and satisfaction, the Justice Hub would be successful.

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

The board, along with the superintendent, will need to set goals for various categories such as achievement, attendance, student enrollment, discipline rates, teacher retention. The superintendent will review the student performance with the board and prepare a district improvement plan for areas needing support.

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

I would first attempt to address it directly with my fellow board colleague. If unsuccessful, I would work through the board president to reestablish order in accordance to TAC and board policy.

DISCLOSURES

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

◉ Yes

○ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I have meet the other board members as a result of this charter application process.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

○ Yes

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

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

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

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

○ Yes

◉ No, I/we or my family do not anticipate conducting any such business. If yes, describe the precise nature of your relationship.

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

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

If yes, describe the precise nature of your relationship.

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

N/A

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

I served briefly on the board formed to support the TEA charter application for Valeo Prep. I am also the Superintendent of Promise Community School District (101853)

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

○ Yes
◉ Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes
◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes
◉ Does not apply to me.

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

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

○ Yes
◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Anastasia Anderson

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 DocuSigned by: Anastasia Anderson 1ADDEEB099B1409

Date 1/11/2021 1/19/21

AMY LYNN REED
Notary Public, State of Texas
Comm. Expires 03-26-2022
Notary ID 4555760

Notary Public: Amy L. Reed
Commision Expires: 3-26-22
Harris County, Texas
Date: 1/19/21

Verification

STATE OF TEXAS
COUNTY OF Harris

On this day, Anastasia Linda Anderson appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of affiant's knowledge and belief.

Subscribed and sworn to me on the 19th day of January 2021.

AMY LYNN REED
Notary Public, State of Texas
Comm. Expires 03-26-2022
Notary ID 4555760

Amy L. Reed
Notary Public

My commission expires: 3-26-22

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: The Justice Hub Charter High School

Name of Sponsoring Entity:

BACKGROUND

Full Legal Name: Jamie Ginsberg Garrett

Home Mailing Address: 4012 Woodshire Village Estates, Houston, TX 77025

Phone Number: (832) 296-6717

E-mail Address: [redacted]

Business Name:

Business Mailing Address:

Business Phone Number:

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

○ Yes

○ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

I have served as a volunteer tutor for 8 Million Stories, an organization that provides opportunities for kids in disengaged communities to get a GED. I see firsthand how investing in a single child can have amazing returns, and I'd like to broaden our outreach and impact on our community.

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

The Board will manage the Executive Director of the public charter school, as well as support the mission and vision of the school through engagement with the Texas Education Authority (as necessary), community outreach and fundraising.

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

I have served in leadership roles on the Parents' Association of my children's schools and on the finance committee of other non-profit boards.

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

I am a global finance executive, and have been nominated as the treasurer of the J-HUB board. I will support all of the efforts related to J-HUB's financial activities, as well as spearhead corporate and community engagement to support significant fundraising.

SCHOOL MISSION AND PROGRAM

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

J-HUB will empower students to acquire the essential skills and social capital that will position them to reach and exceed their highest aspirations for college and career success.

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

We will address the needs of each student in a holistic way:

- Mental Health and Social-emotional Learning: supporting our youth in developing skills to manage their emotions; form positive relationships with peers and adults; feel empathy for others and make responsible decisions.

- Student-Centered Academics: Affirming that each student should have the opportunity to learn through authentic, hands-on experiences that hold relevance and meaning in their lives. We will focus on development of skills, strong learning habits and core competencies that prepare all of our students for college and meaningful career opportunities.

- Career and Technical Education: Aiming to prepare our students for reaching their aspirations

for college and career success. We will offer kids career exploration and an opportunity to select an industry pathway to pursue. We will provide a CTE program with learning tours, guest speaker visits from career/industry professionals and other opportunities to support our students.

- Collective and Community Based Partnerships - Endeavoring to take a collective community impact approach partnering with a network of entities to provide our students access to counseling, case management, tutoring, career readiness training, career pathways, internships, extracurricular opportunities and leadership development.

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

Student success through graduation rates.
High net promoter scores from parents, faculty and other stakeholders.
Meeting our community goals.
Reaching our fundraising targets.

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

We would have a wait-list for our available spaces.
We would exceed our fundraising goals.

GOVERNANCE

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

As a Board, the Executive Director will report to us. We will support the charter of the school, setting guidance and engaging with the appropriate oversight bodies. Additionally, we will serve the community's interest and that of the students. Finally, we will support the organization financially through outreach and fundraising efforts.

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

We will have sparked interest in the community, challenged our faculty and matriculated our first group of students.

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

Our first class will have graduated, with above average commitment (over benchmark rates) to higher education and job placement. We will have strong community engagement and fundraising success to expand enrollment, curriculum offerings and experiential learning.

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

Strong commitment to our target student demographic. Serving as a bridge between student and family / sponsors. Strong fundraising.

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

If it were not an egregious fault or an illegal activity, I would address the situation first with the board member directly to assess if I understand the context of my belief. If I continue to have doubts of the board member's motivations, I would address it with my fellow board members and the Executive Director. If I believe the activity is illegal, I would immediately refer it to the proper chain of command which would include, depending on which colleague it is, the President of the Board, the Executive Director and the proper authorities.

DISCLOSURES

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

○ Yes

◉ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

○ Yes

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

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

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

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

N/A

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

N/A

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

○ Yes

◉ Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes
◉ Does not apply to me.

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

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

○ Yes
◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Jamie Garrett

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

Signature Jamie Garrett (Dec 1, 2020 19:40 CST) 19 JAN 21

Date Dec 1, 2020

Sent electronically

Signature: Jamie Garrett (Dec 1, 2020 19:41 CST) 19 Jan 21

Email: jamie.garrett@joycapadvisory.com

AMY LYNN REED
Notary Public, State of Texas
Comm. Expires 03-26-2022
Notary ID 4555760

Notary Public: Amy L. Reed
Commission Expires: 3-26-22
Harris County, Texas
Date: 1/19/21

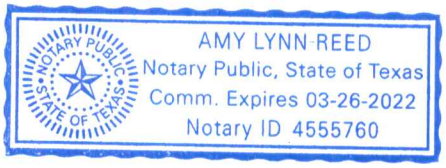
Verification

STATE OF TEXAS
COUNTY OF Harris

On this day, Jamie Ginsberg Garrett appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of affiant's knowledge and belief.

Subscribed and sworn to me on the 19th day of January 2021.

Amy L. Reed
Notary Public



My commission expires: 3-26-22

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: The Justice Hub Charter High School

Name of Sponsoring Entity:

BACKGROUND

Full Legal Name: Michael Roscoe Love

Home Mailing Address: 2913 Village Brook LN Pearland, TX 77584

Phone Number: 7634425503

E-mail Address: [redacted]

Business Name:

Business Mailing Address:

Business Phone Number:

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?

The Justice Hub Charter High School will provide students with an educational environment that aligns practicum career experiences with high rigor academics. This combination serves as a great example of what industry expects and will appropriately prepare them for the career they desire.

I also find the cultural relevancy instructional model necessary to the At-Risk student population that will be served at the school. The Justice Hub Charter HS will create learning environments that will better engage students where they are at and stimulate them to think beyond high school.

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

The appropriate role of a public charter school member is to board member your role is to set policy, maintain the school's vision and/or mission, promote educational excellence through advocacy, visionary leadership and high-quality services to your public school, as well as to ensure that the school complies with its charter and applicable laws.

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 believe my experience working with public schools on creating college & career programs and the fact that I've presented to public school boards serves as an attribute to being an effective board member. I've also received training on board members' roles during my doctoral program studies for educational leadership and policy.

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

I have extensive experience and knowledge related to grant writing, program development, college & career readiness, and education practices. My 16 years serving in different education roles should serve as great asset in the position.

SCHOOL MISSION AND PROGRAM

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

The Justice Hub Charter High School will empower students to acquire the essential skills and social capital that will position them to reach and exceed their highest aspirations for college and career success.

A Justice Hub Graduate will be prepared to confidently leverage their skills to confront adversity, be trailblazers of change, thrive economically and be the most sought after talent locally and nationally.

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

The J-Hub's proposed programmatic model reflects a research based and practice driven set of beliefs about how learning best occurs for those students who have not been successful in the more traditional learning environment. J-Hub provides our students with an equitable education and opportunities needed to transform their lives. Our key design elements are grounded in providing a holistic educational experience. They include the following:
1. Mental Health and Social Emotional Learning
2. Student Centered Academics
3. Career and Technical Education
4. Collective and Community Based Partnerships

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

I believe there are five fundamental characteristics (attributes) that guide a succesful school.
1. Leadership - The first attribute is quality leadership.

2. High Expectations - The second attribute is having high expectations of students as well as teachers.

3. Ongoing Evaluation - The third attribute of a successful school is the ongoing screening of student performance and development.

4. Goals and Direction - The fourth attribute of a successful school is the existence of goals and direction, According to research, the successful school principal actively constructs goals and then effectively communicates them to appropriate individuals (i.e., students, teachers, board, and the community at large).

5. Secure and Organized - The fifth and final attribute of a successful school is the extent to which the school is secure and organized.

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

By reviewing school culture benchmarks we will be able to gauge if the school is meeting defined expectations.

1. Student attendance rates
2. Rates of serious misconduct and violence
3. Assessments of follow-through on implementation plans by school administration and staff Infrastructure improvement (such as dollars invested and response time to maintenance problems)
4. Parent engagement and satisfaction metrics (such as participation in meetings)
5. Partnerships (such as funding raised from philanthropy and community satisfaction survey metrics)
6. Teacher attendance and retention rates of effective staff
7. Rates of participation in collaborative decision making and planning time

GOVERNANCE

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

The main role of the board will be to establish policy and metrics to measure the superintendent effectiveness in meeting expectations set by stakeholders.
Additional Roles:
- Determine school district's mission and purpose
- Establish policies to accomplish the district's stated mission and ensure that policies are being followed
- Select the Superintendent
- Support the Superintendent and assess performance
- Ensure effective organizational planning

Ensure adequate resources:
1. Financial
2. Facilities
3. Human
4. Time
5. Assure effective management of resources

- Determine, monitor, and strengthen the district's programs and services
- Enhance the school district's public standing
- Ensure legal and ethical integrity, maintaining accountability
- Provide support and orientation for new board members

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

We will know if the school is successful in meeting established goals by reviewing established metrics and reviewing pertinent data points. It will be important for us to also consider qualitative feedback as well as quantative when evaluating results.
Feeback from:

- Students
- Teachers
- Campus leadership
- Family members
- Business partners
- Other stakeholders

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

We will know if the school is successful in meeting established goals at the end of four years by reviewing established metrics and reviewing pertinent data points.
Data Points to consider:
- Graduation Rates
- Teacher retention
- Dropout Rates
- Industry Based Certification Obtainment rates
- Dual Credit College Credit Rates
- Wraparound Services Provided to Students
- State Assessment

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

The board members will need to be actively advocates for students attending the school. It essential that board members keep up to date with evolving trends, regulations, laws, and expectations in K-12 education.

Engaging the private, non-profit, government, and industry to assist in establishing strong relationships with their constituent is important.

- Continuous monitoring of established board goals is important to ensure correct resources are being allocated to meet objectives.

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 the issues/concerns to the board president in order for it to be addressed. If the concern was ignored by the board president or if the president was at the center of the concern I would report the issue to Charter school founder/Point of contact.

DISCLOSURES

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

○ Yes

◉ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

○ Yes

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

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

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

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

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

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

○ Yes

◉ Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes
◉ Does not apply to me.

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

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

○ Yes
◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Michael R Love

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 12/02/2020

01/19/2021

AMY LYNN REED
Notary Public, State of Texas
Comm. Expires 03-26-2022
Notary ID 4555760

Notary Public: Amy L. Reed
Commission Expires: 3-26-22
Harris County, Texas
Date: 1/19/21

Page 8

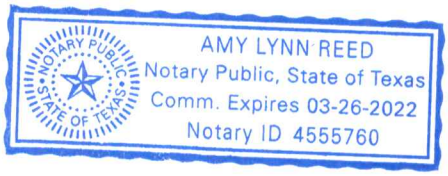
Verification

STATE OF TEXAS
COUNTY OF Harris

On this day, Michael Love appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of affiant's knowledge and belief.

Subscribed and sworn to me on the 19th day of January 2021.

Amy L. Reed
Notary Public



My commission expires: 3-26-22

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: The Justice Hub Charter School

Name of Sponsoring Entity: The Justice Hub Public Schools Network

BACKGROUND

Full Legal Name: Russell Martin Ramsey IV

Home Mailing Address: 1756 W 23rd St Houston TX 77008

Phone Number: 7133020441

E-mail Address: [redacted]

Business Name: Houston Endowment

Business Mailing Address: 600 Travis St Suite 6400 Houston TX 77002

Business Phone Number: 7132388100

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

○ Yes

◉ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

I've known Mr. Pierre through his work at 8 Million Stories over the past couple of years, and when I was asked to serve on the board of this proposed school, I jumped at the opportunity. I believe the school model will be particularly effective at supporting and challenging a group of students that are not currently receiving the educational supports they deserve.

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

A board member is responsible for holding school leadership accountable to achieving the mission and vision of the charter, supporting and advocating for the school in the community, and ensuring that our organization is a good steward of the public dollars with which we have been entrusted.

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

I have not previously served on the governing board of a non-profit organization; I feel I have the capacity to be an effective board member of this proposed school because of my professional experiences in educational practice, my strong work ethic and attention to detail, my training in education policy, and from applying the lessons I've learned through my work in philanthropy about good (and bad) governance.

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

I have a master's in K-12 education policy, where I focused my studies on turnaround schools and the components of effective high schools. I have over a decade of experience working in and with schools and districts as a teacher, teacher coach, administrator, and evaluator. I've planned for and executed the start-up year of a charter high school program. In my current job, I use data about the effectiveness of programs to improve decision making and ensure our grants are having the desired impact in our community.

SCHOOL MISSION AND PROGRAM

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

As I understand it, the school's mission is to serve students in a community that has been historically under resourced and provide them with a high-quality educational program that prepares them for college and career. The guiding beliefs are that a school should serve to help every student reach their full potential by addressing all of their needs (academic, social-emotional, mental health, etc.) in partnership with the broader community, and that the school should be an asset to that community beyond just serving the students in the school.

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

As I understand it, the educational program will blend together personalized learning experiences to address the specific academic needs and interests of our students with wraparound services to develop and support students (and their families) holistically.

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

A successful school can demonstrate that it meets the needs of students and their families such

that ALL students leave prepared for multiple post-secondary options, and have the agency to choose the path they will pursue. In practice, this looks like high-quality teaching happening in every classroom every day, a school culture that supports and challenges students to be their best selves, and effectively leveraging community resources to fill in opportunity gaps often faced by students in under-served communities. Successful schools must also have strong operations behind the scenes that allow the educational program to be delivered efficiently and effectively.

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

I will know the school is successful when every student who spends time with us demonstrates academic and personal growth that exceeds expectations and results in an altered life trajectory. This means we should have solid evidence through formal and informal assessment that our program is closing academic gaps and graduating college-and-career-ready students that persist through their chosen post-secondary pathway.

GOVERNANCE

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

The board will: work with the superintendent/CEO to approve an annual budget that efficiently and effectively administers public dollars; hold the superintendent/CEO accountable to actualizing the school's mission and vision; manage any grievance processes that extend beyond school staff authority; and, set and approve policies that ensure our students are successful.

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

The transition from year 1 to year 2 is essential for the success of a start-up charter; student attrition year over year needs to be in the single digits, and nearly 100% of effective staff need to hold steady. At the end of year one, we will not yet be financially sustainable, but should be well within our benchmarks for spending. Demand for seats should be demonstrably higher at the end of year 1 because of the success of the program so far and the "word-of-mouth" nature of school choice for 9th graders. Alg I and Eng I EOC exam scores should be higher than our "peer" schools serving similar populations. The school culture should be solid enough such that disciplinary incidents (and the consequent use of exclusionary discipline) should be notably low.

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

Every student in the graduating class should have a plan lined up for their post-secondary pathway, and the vast majority of students that started with us in year 1 should still be with us. By this point the school should be financially sustainable with limited philanthropic support, especially for core educational programming. The school should be at capacity with a waiting list, demonstrating that we are making good on our promises to the community. Formal accountability ratings should be an "A" or "B".

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

The fate of most charter schools is determined in the first year of operation; those that start successfully tend to remain successful, and those with a rough start do not overcome it very often. The board will need to focus it's time and energy in year 0 and year 1, alongside school administration, to make sure we have concrete plans and contingencies for when things shift, as they often do. The board does not and should not run the school, but we should provide good governance and oversight early and often, pressure testing our financial, operational, and academic plans. Additionally, the board will need to be in the community, talking with families, community leaders, and organizations to gather feedback on our plans and garner support for the school.

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

I'd begin by seeking more information to make sure I'm fully understanding the situation before jumping to conclusions. I would speak directly with those board members if the actions/behaviors were not in the best interest of the school to ensure they stopped immediately, then begin whatever work was needed to remedy the damage that may have been caused. If the situation warranted, I would follow board bylaws to discuss the situation with the broader board and, if necessary, seek removal of said members from the governing board. Finally, if the actions or behaviors seemed to extend beyond unethical and into illegal, I would seek legal counsel and/or report these activities to law enforcement. The trust placed in a governing board by the public to be faithful stewards of public resources is inviolable, and our students and their families would unjustly suffer the consequences of breaching this trust.

DISCLOSURES

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

○ Yes

◉ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

○ Yes

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

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

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

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

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

If yes, describe the precise nature of your relationship.

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

N/A

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

KIPP New Orleans Schools (2015-2017); multiple sites in New Orleans, LA; Assistant Principal, mathematics coach, RTI lead, Manager of School Climate Systems.
Tennessee Achievement School District (2013-2014); 3389 Dawn Drive Memphis TN 38127; Principal.
KIPP ENC Public Schools (2008-2010); 320 Pleasant Hill Rd Gaston NC 27832; Algebra I/II and AP Psychology teacher.

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

○ Yes
◉ Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes
◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes

◉ Does not apply to me.

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

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

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Russell Ramsey IV 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 01/08/21 1/19/21

AMY LYNN REED
Notary Public, State of Texas
Comm. Expires 03-26-2022
Notary ID 4555760

Notary Public: Amy L. Reed
Commission Expires: 3-26-22
Harris County, Texas
Date: 1/19/21

Verification

STATE OF TEXAS
COUNTY OF Harris

On this day, Russell Ramsey IV appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of affiant's knowledge and belief.

Subscribed and sworn to me on the 19th day of January 2021.

Amy L. Reed
Notary Public

AMY LYNN REED
Notary Public, State of Texas
Comm. Expires 03-26-2022
Notary ID 4555760

My commission expires: 3-26-22

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Justice Hub Charter School

Name of Sponsoring Entity: 8 Million Stories

BACKGROUND

Full Legal Name: Robin Reagler

Home Mailing Address: 945 W 24th Street

Phone Number: 713-562-2327

E-mail Address: [redacted]

Business Name:

Business Mailing Address:

Business Phone Number:

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

○ Yes

◉ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

My career has been dedicated to engaging young people, primarily from families of limited resources, in empowering students through literacy programs. Reading and writing prepare students for the future, regardless of their plans. To create a more equitable world, young people must be learners and leaders. I believe that the Justice Hub will provide an innovative solution for students who have struggled in conventional schools. I am excited to help support this new innovative model of teaching and learning.

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1/1

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

I understand that my role is to provide oversight and to advocate for this school in the community. I will lend my expertise and serve as needed.

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

I have served as an officer on two national Board of Trustees, the Association of Writers and Writing Programs (AWP) and LitNet (the national advocacy council for the literary sector). Also, as the Executive Director of Writers in the Schools for 22 years, I worked closely with a Board of Directors.

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

Through my career, I have thought deeply about how reading and writing can be taught. I understand that there is no one right way. I understand that education should empower students and provide them leadership opportunities. As a writer, I can help promote the school's success story through the media.

SCHOOL MISSION AND PROGRAM

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

The Justice Hub will provide empowering educational experiences for the most vulnerable students in the area.

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

The Justice Hub will go above and beyond the traditional school in providing services for students to assist them so as to guarantee their success. Success will be defined by the student.

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

A successful school has amazing teachers who expect the best of each student. A successful school thrives because students are treated with great respect and high expectations. Every single person on the campus (students, teachers, administrators, volunteers) is treated with respect and feels seen and known.

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1/1

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

We will see joy in our classrooms. We will see students finding ways to achieve their dreams.

GOVERNANCE

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

The board will take its cues from the director about our role in the school's operation.

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

The early signs of success at year one would be strong foundations established around school culture and staff culture is very strong. In addition, in Year 1 the school has implemented the right systems of support to ensure the learning and development gaps that students will arrive with will be addressed and supported. At the end of year 1 we should see strong student performance outcomes that the Justice Hub can build from.

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

In Year 4, we should see the school executing its vision at full capacity, students own the school culture and are empowered to lead not just in the school but in their community. Furthermore, student achievement should be exceeding expectations and creating pathways for post-secondary education and careers.

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

The charter school board will need to ensure that there is a strong alignment for the goals that the CEO/Superintendent, Staff, Board and Community have for the Justice Hub. It will also be important to establish checkpoints throughout the year to ensure that we are meeting the goals that we set for the year and in cases where we are falling short work to improve to get our desired outcomes.

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 review our board policy around unethical behavior from a member of the board and proceed accordingly. I think it would be important to flag this issue to our board chair.

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DISCLOSURES

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

(•) Yes

( ) No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I met with Russ Ramsey twice through his work at the Houston Endowment.

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

( ) Yes

(•) No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

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

( ) Yes

(•) No, I/we do not know any such persons

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

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

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

( ) Yes

( ) No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

( ) Yes

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

If yes, describe the precise nature of your relationship.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

n/a

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

As the Executive Director of Writers in the Schools (WITS), the organization did serve various charter schools each year. I was not the direct service provider but WITS served all kinds of schools, 200 schools a year.

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

○ Yes

◉ Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

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11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes

◉ Does not apply to me.

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

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

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

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

Signature [signature] Robin Reagler

Date Jan 18, 2021 Jan. 19, 2021

AMY LYNN REED
Notary Public, State of Texas
Comm. Expires 03-26-2022
Notary ID 4555760

Notary Public: Amy L. Reed
Commission Expires: 3-26-22
Harris County, Texas
Date: 1/19/21

https://mail.google.com/mail/u/0/#inbox/KtbxLxGvcwSMSZDcxBLPsXJQJkpQWFPlxV?projector=1&messagePartId=0.6

Verification

STATE OF TEXAS
COUNTY OF Harris

On this day, Robin Reagler appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of affiant's knowledge and belief.

Subscribed and sworn to me on the 19th day of January 2021.

Notary Public

My commission expires: 8.5.2023

RACHELLE A PAYNKEWICZ
Notary ID #132115432
My Commission Expires
August 5, 2023

Page 7

JUSTICE HUB

Restorative Classroom. Explorative Students

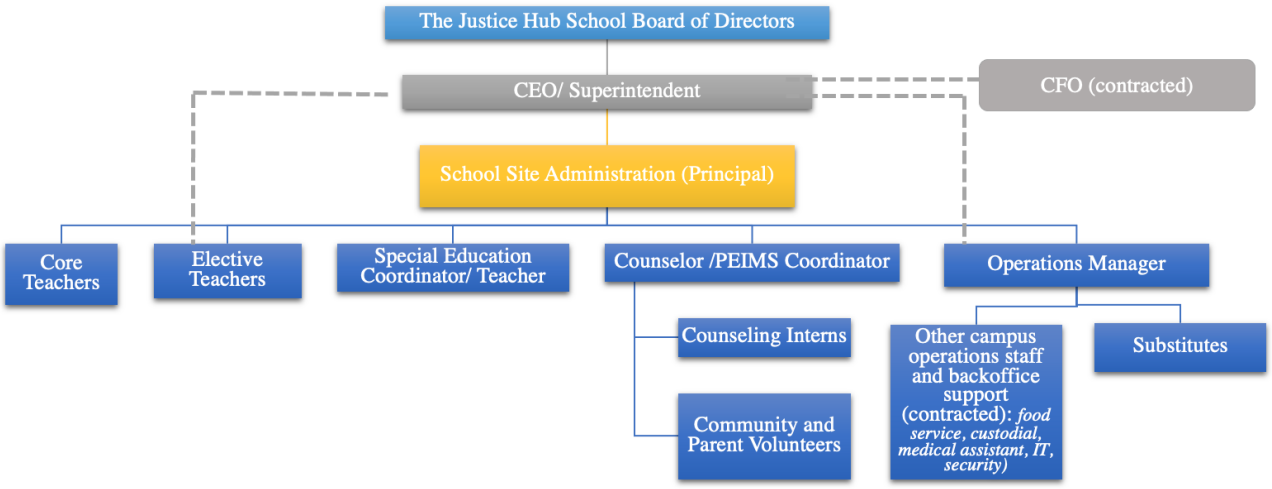
Attachment 13:

Organizational Charts for Year 1, Year 3, and Full Capacity

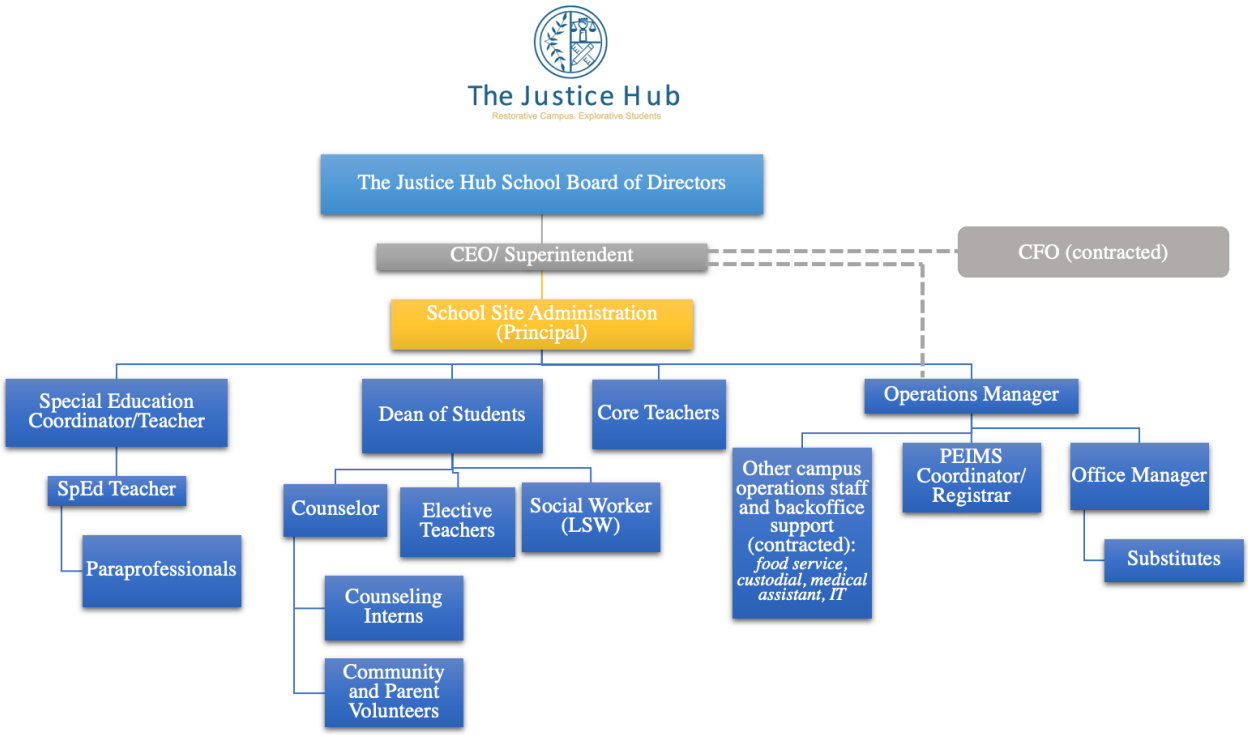
Submit three organizational charts that show the school's governance, management, and staffing structures: Year 1, 3, and 5/full capacity



The Justice Hub School
Year 1 Organizational Chart

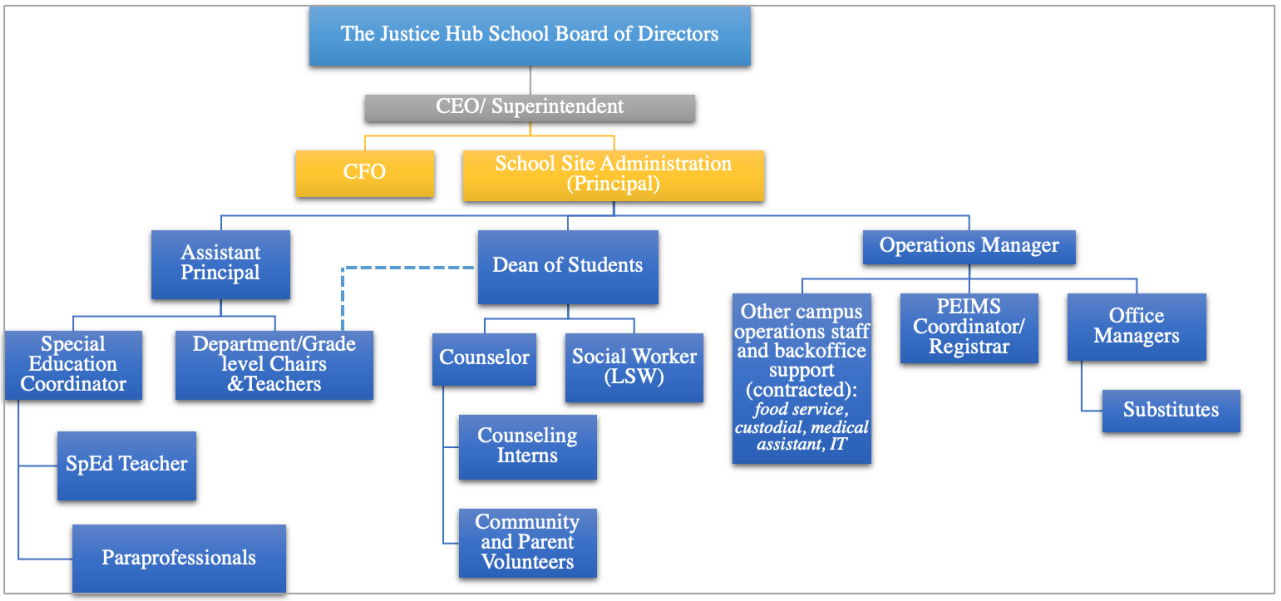


The Justice Hub School
Year 3 Organizational Chart



The Justice Hub School
Year 5 / Full Capacity Organizational Chart

The Justice Hub
Restorative Campus. Explorative Students



JUSTICE HUB

Restorative Classroom. Explorative Students

Attachment 14:

Tool(s)/Process to Evaluate Superintendent

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



Attachment 14:

N/A

Note: Texas Education Code 21.354 allows for two options for superintendent appraisals. The Justice Hub Board of Directors will be utilizing the locally developed, TEA recommended tool, "The Texas Association of School Boards' Superintendent Evaluation System". Additionally, the school's performance report card will also be used in evaluating the superintendent. More about this system can be found here: https://www.tasb.org/services/board-development-services/resources/superintendent-evaluation.aspx A copywritten sample can be downloaded from a link at the bottom of this site listed above.



JUSTICE HUB

Restorative Classroom. Explorative Students

Attachment 15:

Résumé and Qualifications for Proposed Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.



MARVIN PIERRE

3933 Tulane Street • Houston, TX 77018 • mobile: (832) 849-7570 • [redacted]

EXPERIENCE

EIGHT MILLION STORIES **HOUSTON, TX**
Executive Director ***2017-Present***

- Develop partnerships that result in specific job opportunities that match the participants' skills, work experience, related training and interests with employers who are willing to hire program participants.
- Identify and develop a strategic service plan that serves both the employer's hire and program's placement needs.
- Maintain relationships with existing employers who hire program participants.
- Oversee the job coaching process of screening and matching program participants with employment opportunities based on their skills, work experience, hobbies and interests.
- Create development strategies and plan activities to ensure the identification of opportunities.
- Conduct reviews of existing program partners on a regular basis to determine how best to improve and/or leverage relationships to meet placement objectives.
- Act as the liaison among employers, the program, and juvenile justice partners.
- Document, consistently and accurately, in real time, all participant and employer contact, activities and outcomes.
- Provide training and professional development in the subject matter or methodology of the program.
- Review and analyze research data and other literature for application to program initiatives.
- Manage the completion of monthly, quarterly, annual and narrative reports to various stakeholders.
- Manage fundraising budget and ensure that target of $300,000 annual goal is met.

THE ASPEN INSITUTE (ASPEN YOUNG LEADERS FELLOWSHIP-AYLF) **CLARKSDALE, MS**
Moderator ***2018-Present***

- Lead sessions with program participants on leadership development and civic engagement.
- Train and assist program participants in developing high impact and sustainable social venture projects.
- Assist in designing of program curriculum with Aspen Institute senior leadership team.

4.0 SCHOOLS **NEW ORLEANS, LA**
Consultant ***2018-Present***

- Design and execute a world-class onboarding and training process for future 'Investments Associates'.
- Design training and onboarding materials for Tiny Fellows program.
- Train the 4.0 leadership team, Founder Advisors, and (potentially) other alumni to screen applications and complete interviews for our graduation process.

THE NEW TEACHER PROJECT **HOUSTON, TX**
Bridge Fellow ***2016-2017***

- Twelve-month fellowship program designing new approaches to address the most urgent challenge in education today: boosting achievement for young men of color.
- Advise clients on effective strategies for leadership development of teachers and current school leaders.
- Advise clients on implementing innovative and sustainable strategies for community engagement and school design.

KIPP POLARIS ACADEMY FOR BOYS **HOUSTON, TX**
Assistant Principal (5-8) ***2013-2016***

- Guided and promoted character development of students through deliberate programming practices and by coaching teachers in developing stronger relationships with students.
- Frequently checked in with faculty to help mediate conversations between faculty members and evaluate overall staff morale.
- Observed employee performance, recorded observations and conducted evaluations.
- Conducted one on ones with teachers and grade level leaders. Science content team lead.
- Conducted classroom observations and provided feedback/coaching for first-year teachers.
- Collaborated and advised teachers on classroom management methods and interventions.
- Ensured the continuous professional development of all staff by collaborating with other Leadership Team members to design, develop, and execute individual and staff-wide professional development.
- Led staff members to set and achieve audacious individual, classroom, and grade-level goals.
- Assisted with interviewing, selecting and orienting new staff.
- Trained teachers to develop strong partnerships with parents by developing, monitoring, and enhancing communication systems
- Worked closely with faculty to develop strategic plans to monitor compliance of the Commitment to Excellence on behalf of the parents and students.
- In coordination with the Principal and School Leadership Team, evaluated school performance data to make holistic and individual recommendations for improving instructional practices.

- Assumed responsibility of school when Principal was not present.
- Intervened with support when students had challenges with attendance, academics or discipline, worked with teachers and counselor to develop innovative strategies, preventative approaches, and proactive plans for students who exhibit at-risk behaviors.
- Built relationships with corporate and community organizations to increase financial support for school.

MY BROTHER'S KEEPER (MBK) - HOUSTON **HOUSTON, TX**
Consultant ***2015-2016***

- Conducted focus groups, administered surveys, compiled results, and other duties as assigned to support a prevention Institute grant for mental health services for young men of color.
- Compiled resource guide for young men of color in the city of Houston around mental health and education.
- Worked with City of Houston officials to design a strategic action plan on improving the life outcomes for young men of color in the city of Houston.
- Reviewed and analyzed scientific articles that address issues around mental health of young men of color.
- Partnered with local Houston public schools to conduct focus groups of 100 young men.

TEACH FOR AMERICA **HOUSTON, TX**
Summer Institute School Director ***2013-2015***

- Managed and coached a team of approximately four to ten Teach For America summer staff members, including one school operations manager.
- Analyzed school-wide data and developed strategies to ensure student achievement and corps member learning were maximized.
- Collaborated with curriculum coordinator and corps member advisor coordinator to support and manage curriculum specialists, literacy specialists and corps members.
- Managed operations, logistics and culture at the summer school site.
- Collaborated with school site leadership and staff members to develop a culture of achievement at the school site.

EXCELLENCE BOYS CHARTER SCHOOL (UNCOMMON SCHOOLS) **BROOKLYN, NY**
Dean of Students (K-4) *2011 - 2013*

- Built student disciplinary systems, which allowed for effective and consistent monitoring of attendance, suspensions, homework completion and the amount of times students are removed from the classroom on a given day.
- Published a 240-page handbook for student culture and effective classroom routines and procedures for all school staff.
- Produced and led professional development workshops for staff focused on discipline, student culture, working with African American males and family communication, as well as internal networking events. 85% of staff credited these events as main factor to return to school.
- Developed and facilitated an action plan that reduced suspension numbers by 30% within one academic school year.
- Created and managed a boys group (Excellence Boys Club E.B.C) for 20 of the most socially challenged boys within the Elementary Academy.
- Implemented and managed a "Fatherhood" initiative to increase participation from fathers' in school activities.

SUMMIT ACADEMY CHARTER SCHOOL **BROOKLYN, NY**
Assistant Dean of Students (6-8) ***2010 - 2011***

- Increased approval rating from 5.1 to 7.5 of Safety and Respect inspection by NYC officials as a result of revising school discipline system.
- Implemented "Saturday Opportunity Days," providing lower achieving students additional academic tutoring, where 40% of program participants increased state exam scores from 2-3 to 3-4 in Math and English.
- Constructed Scholar Dollar system to track student performance, decreasing students being held back in same grade by 30%.
- Organized Parent/Teacher conferences which occurred three times each year and were student led. 70-75% of parents and learners attended these meetings.
- Assisted with the design/roll-out of the school's new website.

ACHIEVEMENT FIRST ENDEAVOR MIDDLE SCHOOL **BROOKLYN, NY**
Director of Student Life (5-8) ***2009 - 2010***

- Received $22,000 in funding from co-founder, Dacia Toll, to create and manage a boys program (Sons of Promise) for 150 male scholars throughout school year that focused on redefining the image of young inner-city Black and Latino boys. Program is expanding to several cities.
- Created school-wide competitions based on academic performance and number of behavior infractions (i.e. math bowl, scholar day).
- Established a 100-100-100 school culture, where 100% of teachers held 100% of students to 100% of school expectations. Within a one-month period, suspension and detention numbers decreased by 50%.
- Lead an initiative to address social issues to Achievement First concerning Black and Latino boys. Selected by CEO of Achievement First to create a mentoring and empowerment program for African-American/Latino boys for all network schools in Brooklyn, New York.

- Negotiated arrangements for school-wide guest speakers in various fields (fashion, business, medicine, etc.)
- Advisory teacher for 5th grade class.

GOLDMAN SACHS & CO. **NEW YORK, NY**
Analyst –Investment Banking Division Financing Group – Municipal Finance ***2005 - 2008***

- Critical review and reporting of P&L to trading desk and internal management reporting team.
- Performed control analysis: follow month-end procedures and prepare accounts for posting to general ledger.
- Analyzed and reported trading desk (Short-Term Municipal Finance) balance sheet of $1.9B.
- Price Verification of bond prices on positions held in specific investments.

EDUCATION

UNIVERSITY OF HOUSTON - *COMPLETION JUNE 2016* **HOUSTON, TX**
Masters of Education – Administration and Supervision

TRINITY COLLEGE, *2002 – 2006* **HARTFORD, CT**
Graduated with Bachelor of Arts in Economics GPA: 3.4
Matthew Houlihan Scholarship (2002-2006). Trinity College Football Team
Member of Alpha Phi Alpha Fraternity, Incorporated
Trinity College Long Walk Society Scholar (2003-2006).

MOREHOUSE COLLEGE 12 COLLEGE DOMESTIC EXCHANGE PROGRAM, *2005* **ATLANTA, GA**
DARTMOUTH COLLEGE TUCK SCHOOL OF BUSINESS BRIDGE PROGRAM, *2004* **HANOVER, NH**

LEADERSHIP

Sons of Promise Mentoring and Empowerment Program, Inc. – Founder/CEO, *2009 - Present*	**Houston, TX**
Tabor Academy Board of Trustees – Board Member, *2019 – Present*	**Marion, MA**
Houston Black Leadership Institute (HBLI) – (2015 Fellow)	**Houston, TX**
KIPP Summer Leadership Program (2015 Fellow)	**Chicago, IL**
Council of Urban Professionals (CUP) Fellowship Program, 2010	**New York, NY**
StartingBloc Fellowship, 2009	**Boston, MA**
Children's Defense Fund (Texas) –Advisory Board – 2017- Present	**Houston, TX**
Houston Center for Literacy – Advisory Board – 2017-2018	**Houston, TX**
American Leadership Forum – Senior Fellow (Class XLI)	**Houston, TX**
Leadership ISD – Fellow (Class 1)	**Houston, TX**

AWARDS

Who's Who in Black Houston (Recognized as one of Houston's emerging leaders (2015)
Nominated as a Rising Star in Child Advocacy by Children at Risk (2018)
The Earl Carl Institute Marcia Johnson Outstanding Public Service Award (2019)
National Black MBA Association – Outstanding Service and Dedication in Education Award (2019)
Teach for America Champion for Education (2020)
Suits for Sons Village Champion Awards (2019)
Comcast Mayor's History Maker Award (2020)

INTERESTS

Reading, Mentoring (Inner-City Youth), Motivational Speaking, Running/Cross-Fit (2008 NYC Marathon Finisher) and Philanthropy.

Chief Executive Officer (CEO)/ Superintendent
The Board of Trustees is responsible for selecting the CEO. The CEO provides general oversight of the Justice Hub and reports directly to the Board of Trustees. The CEO is responsible for all of the schools' overall performance and success in meeting set goals stated within the mission and vision of the school. The CEO focuses on the broader mission of each school, including evaluation of the schools' effectiveness, fundraising, community relations, strategic planning and implementation of the Board's expectations, and the other duties described below.

Selection of the CEO will be based on proven experience meeting the following qualifications:

- Have strong, positive interpersonalskills
- Relevant experience with school and organizational leadership and innovation; a Master's Degree or higher in an appropriate field is desired
- Relevant successful experience as a school administrator and classroom teacher
- Ability to fulfill the role of visionary leader for the organization
- Entrepreneurial mindset
- Knowledge of curriculum design, supervision, and evaluation
- Ability to communicate effectively, verbally and in writing, with diverse groups, the Board and the community
- Demonstrate knowledge of current educational research and practice
- Demonstrate ability to facilitate effective, responsible, personal, and collaborative decision- making practices
- Interest in the charter school model of public education and commitment to the charter school's success
- Relevant academic and professional preparation to be successful
- Ability to advocate effectively on behalf of the school and to spearhead fundraising efforts
- Experience with school operations including finances, fundraising, facilities, health and safety and other operational management
- Other qualifications and/or qualities deemed important by the Board

The CEO/Superintendent is responsible for:

- Overseeing charter petition development, renewals, and any necessary material revisions in partnership with the Justice Hub board of directors.
- Ensuring the execution of the school's vision and mission.
- Works with the Board to set policy, engage in strategic planning for the organization, oversee school operations and ensure proper governance.
- Develop a strategic plan (operational and development plan) in consultation with the board of directors to ensure alignment.
- Managing all fiscal and business operations including annual budgets, overseeing back-office and management systems, and providing to the Board of Directors timely reports (including annual audit);
- Engage in the hiring, supervising, coaching, and evaluating school Principal and holding them accountable for attaining ambitious student outcome goals and executing The Justice Hub mission.
- Hiring, supervising and evaluating all non-instructional staff.
- Making hiring and termination decisions regarding all school site personnel in collaboration with Principals
- Oversees student outreach and recruitment, school lotteries and admissions
- Oversees parent and community involvement in school life
- Meets regularly with school Principal regarding student and staff performance goals
- Establishing organizational and school site policies and protocols and ensuring effective implementation, including personnel policies, annual calendar, professional development for staff, health and safety, fiscal policies and more
- Ensuring organizational and school site compliance with applicable laws, regulations and

local policies and all reporting requirements
- Participates in dispute resolution procedures and complaint procedures when necessary
- Participates in suspension and expulsion decision-making process, as needed
- Presenting independent fiscal audit annually to the Board and appropriate and state agencies.
- Manages relations with school districts, counties, and other local educational agencies
- Leads and manages development and implementation of partnerships with industry, college and community service organization

JUSTICE HUB

Restorative Classroom. Explorative Students

Attachment 16:

Job Description or Qualifications for Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.



Attachment 16:

N/A *see attachment 15. Superintendent has been selected.*



JUSTICE HUB

Restorative Classroom. Explorative Students

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.



Principal

The Justice Hub Principal will be the school's academic leader. S/he will focus nearly all of his/her time on instructional leadership, overseeing all instruction and curriculum matters at the school level. Because the CEO/Superintendent will manage all non-academic activities, s/he will be able to focus on creating the conditions across the school community to support all students and quality teaching and professional development. S/he will supervise and evaluate teachers, observe teachers weekly and provide in person feedback, coordinate professional development, conduct data meetings on the basis of interim test results, and adjust the structure of the instructional program as needed.

Duties

- Establishes and promotes high standards and expectations for all students and staff for academic performance and responsible behavior.
- Ensures a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students.
- Manages, evaluates, and supervises effective and clear procedures for the operation and functioning of the school, consistent with the DPA philosophy, mission, values and goals of the school, including instructional programs, extracurricular activities, and discipline systems;
- Ensures that all school programs, policies, systems and services are in alignment.
- Supervises in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school.
- Establishes the annual master schedule for instructional programs, ensuring sequential learning experiences for students are consistent with the school's philosophy, mission statement and instructional goals.
- Supports teachers in the analysis and use of data to drive instruction.
- Implements the school's accountability plan and educational program.
- Ensures that the school is always staffed with the highest capacity classroom teachers and instructional staff for reading, writing, math, science, history, computer science, and other courses.
- Keeps the staff informed and seeking ideas for the improvement of the school.
- Refines the DPA model to meet the needs of both the school community, and the broader community of southeast DC.
- Develops DPA academic programs based on successful models and examines opportunities for continuous improvement.
- Conducts meetings, as necessary, for the proper functioning of the school, such as weekly meetings for full-time staff and monthly staff meetings.
- Oversees development and alignment of college preparatory curriculum.
- Articulates clear and compelling instructional expectations for classroom settings.
- Demonstrates the ability to distinguish among poor, mediocre, solid and outstanding teaching.
- Supports instructional improvement by observing, coaching, modeling for, and teaching staff.
- Mobilizes adults to take action toward common goals; develops clear direction and shared purpose that guides and unifies the team.
- Builds effective teams to meet the needs of the task.
- Demonstrates the ability to teach other adults and commit to adults' growth and development.

- Engages and empowers others to take responsibility to achieve results.
- Oversees the administration of multiple forms of assessments, to measure and improve teaching and learning.

Requirements:

- At least 7 years of experience in education (combined teaching and school administration).
- Preferred master's degree or higher.
- Demonstrated experience raising the achievement of urban students.
- Demonstrated success in designing and implementing a full instructional plan including curriculum and content development and teacher professional development.
- Strong communication skills with students, families, staff, and community members.
- Ability to set high expectations for student and staff behavior and create a positive school culture that is welcoming, inspirational and conducive to learning.
- Experience with CTE and/or experiential competency-based education, project-based learning, or blended learning innovations.
- Interest and/or experience in Computer Science or related technology field.

Bianca Clark
713.791.8967
[redacted]

EDUCATION

- Prairie View A&M University, Master of Education
  - Educational Leadership
- Prairie View A&M University, Bachelor of Art
  - Major: English
  - Minor: History

CERTIFICATIONS

- English (TX) 6-12
- English as Second Language (TX) 6-12
- Principal (TX) EC-12
- T-TESS (Texas Teacher and Education Support System)

PROFESSIONAL EXPERIENCE

2018-present **Principal, Southwest Schools Charter District, Houston, TX**

- Implemented systematic turnaround that resulted in "A" accountability rating
- Established community partnership with Houston Food Bank to serve 150 families
- Increased attendance 8% in 1st year by establishing Attendance Support Committee
- Re-established AP program with 88% passing rate (AP Language)
- Partnered with HCC to establish Medical Office Specialist certification program that maintained 98% retention of cohort

2016-2018 **Director of Multilingual Programs, Southwest Schools Charter District, Houston, TX**

- Provided overall leadership to 11 campuses for the district's multilingual, migrant, and homeless programs
- Conducted ongoing training and model strategies for regular, bilingual, and ESL teachers
- Managed expenditure of Title IIII funds to support 1500 students and teachers
- Streamlined the LPAC process, resulting in 23% increase in students meeting exit criteria of ESL program in grades 5-8.

2014-2017 **Adjunct English Education Instructor, Relay Graduate School of Education, Houston, TX**

- Clearly and confidently delivered content-specific instruction to graduate students with 100% satisfaction on instructor report for three consecutive years
- Modeled K-12 techniques for adult learners with 100% satisfaction on instructor survey
- Provided support in deliberate practice for 45 teachers

2013- 2016 **Assistant Principal, KIPP Polaris Academy for Boys, KIPP Houston**

- Coached 12 content teachers (grades 5-8) through the performance management cycle
- Assisted teachers in increasing Reading scores 28% on the state assessment
- Supported the use of formative assessments to monitor student achievement with 90% implementation
- Implemented an intervention program for English language learners that resulted in 31% of participants gaining English proficiency in the first year

Bianca Clark
713.791.8967
[redacted]

2011-2013 **Outside Consultant-State/Federal Accountability, Region 10 ESC**

- Provided professional development throughout the Dallas area with 91% Satisfaction rating client survey
- Directly supported schools in South Dallas identified by the state as in need of assistance by coaching teachers and providing prescriptive professional development
- Built capacity of district/campus leaders, teachers, and staff to identify and address gaps in critical success factors (CFSs)

2004-2010 **Dean of Instruction, Thurgood Marshall International Baccalaureate HS, Fort Bend ISD**

- Directly supported 128 in the implementation of the campus instruction plan
- Coached 22 teachers to improve state Reading performance 36%
- Decreased teacher attrition by 18% through implementation of a new teacher mentor program
- Evaluated data to determine and address needs of campus, teachers, and students

2002-2004 **English Teacher/Department Chair, Thurgood Marshall High School, Fort Bend ISD**
1997-2002 **English/ESL Teacher, Ruby Sue Clifton Middle School, Houston ISD**

ADDITIONAL TRAINING

Gifted and Talented (42 Hrs)	Doug Reeves Data Teams	International Baccalaureate
ESL Sheltered Instruction (SIOP)	Rice AP Institute (English)	Performance Management
Project-Based Learning	KIPP School Leadership Program	Jim Knight Teacher Coach

HIGHLIGHTED ACCOMPLISHMENTS

KIPP Houston

Presenter-Leadership Series

Region 10 Education Service Center

Presenter-Princeton ISD Teacher Summer Institute
Presenter-Dallas ISD Teacher Summer Institute
Presenter-Dallas ISD Leadership Conference
Presenter-Title I State Conference

Fort Bend Independent School District

Administrator Review Committee
District-wide new teacher orientation
District liaison for new teachers
Writer/recipient of Texas Science Initiative Grant ($40,000)
District mentor for new administrators

Bianca Clark has served as a dedicated educator for 24 years. From her time inside the classroom as an English Language Arts teacher, to an English Department Chair, and Campus Administrator, she has continually devoted herself to improving the quality of education in every role she has served. She consistently brings best practices from her career as a transformational leader in education and her experiences to the table to develop teacher leaders, specifically during her time as an English Adjunct Professor at Relay Graduate School of Education in Houston Texas. She has the gift of connecting with any audience, whether through her time as Regional Service Center Consultant or as District Director, by relating to them through personal stories, and empowering them to leverage their own strengths to impact the world around them.

Her ability to create systems and her keen understanding of curriculum and instruction were quickly recognized in 2004 where she became Dean of Instruction of Marshall High School. Throughout her career, she has played an integral role in transforming underperforming campuses by understanding that the investment in the development and growth of the teachers is critical to the performance of every school. She has facilitated structured professional learning communities and created professional development sessions that meets the needs of every educator. As an astute learner herself, she understands the critical need for an aligned curriculum that not only requires students to use their critical thinking skills, but is also relevant to the world around them. By training educators to use the curriculum with a data-driven focus to give students the tools and skills they need to succeed inside and outside of the classroom, she has been able to use the experiences from her time as a former district curriculum writer, district mentor for new administrators, and a presenter for the district's New Teacher Orientation, to change the trajectory of many student's lives and educational careers.

As the current principal of Empowerment High School in the Southwest Schools District in Houston, Texas, she brought career and college readiness programs through a partnership with Houston Community College and Genesys Works. At her core, Bianca is a servant leader so when she became aware of the economic strain many of student and their families endured, she partnered with the Houston Food Bank to create a student run mobile food pantry program which serves 150 families twice a month as well as a partnership with the Gulf Coast Blood Center to ensure that the students at Empowerment High School are committed to serving their community even after they have long graduated.

Supporting the academic and emotional growth of students is her passion. She believes that a great education is a powerful tool that can break the cycle of poverty, violence, and other social ills. As the principal of the Justice Hub, Bianca will utilize her experiences as a teacher and instructional leader to provide students and teachers the skills and confidence to carve their own path to success.

JUSTICE HUB

Restorative Classroom. Explorative Students

Attachment 18:

Job Descriptions or Qualifications for School's Instructional Leadership Team

Provide all job descriptions or qualifications of the instructional leadership team members who have not yet been selected.



Assistant Principal

The Assistant Principal at the Justice Hub will be reporting directly to the Principal. The Assistant Principal plays a critical role in developing a college-preparatory school culture focused on high levels of academic achievement and school culture. In addition, they will manage key components of our school culture.

Duties

- Manage all teachers and academic outcomes for all grade levels.
- Develop classroom teacher practice and leadership through direct observation, coaching, and training.
- Serve as “mini principal” for lower or upper high school.
- Promote collaborative problem solving and open communication between teachers, Individualized Learning staff, students, and families.
- Participate in the planning and facilitation of professional development programming.
- Create a school community that is reflective of the school mission and community needs.
- Lead and/or support the execution of community meetings “The Get Up” and events.

Requirements

- Bachelor's degree.
- Minimum of two years of teaching experience.
- Minimum of one year of experience coaching or leading teachers (e.g., grade level chair, content/department chair, assistant principal, dean of curriculum, etc.).
- Outstanding record of student achievement.
- Passionate and skilled in supporting teacher growth with ability to provide high level coaching.
- Mission and Vision alignment
- Skilled at data analysis and performance/operation metrics.
- Excellent organizational and leadership abilities.
- Passion for improving educational outcomes for all students at The Justice Hub.
- Strong interpersonal skills and high moral character.
- Excellent communication skills, both verbal and written, and strong interpersonal skills with scholars, parents, colleagues, and community members.

Dean of Students. The Dean of Students for The Justice Hub will design and lead programming to create a school community that fosters a strong sense of belonging and community engagement. The Dean of Students will also coach and develop others to lead classrooms and advisory groups that support the whole-child development of our students. They will exercise restorative practices and social emotional learning.

Duties

- Oversee the development and enactment of our advisory program and the facilitation of student-led events and initiatives such as “The Get-Up”.
- Build authentic relationships with students, families and community partners.
- Coach and support teachers to develop an inclusive classroom culture.
- Support teachers with academic instruction and classroom management.
- Ensure and oversee that school-wide systems and routines are strong and aligned to our vision for school culture.
- Analyze student culture data and create a plan of action to improve the state of student experience.
- Learn best practices for implementing a restorative justice model for high school students.

Requirements:

- Bachelor’s degree required; master’s degree preferred.
- Mission and Vision aligned.
- At least 4 years of teaching experience or comparable experience working with adolescents; some experience managing, or coaching adults preferred.
- Ability to lead classroom lessons and advisory sessions with high school students that represent exemplary culture outcomes;
- Ability to build relationships with students grounded in love and accountability.
- Knowledge of restorative justice theory and practices preferred.
- Strong oral and written communication skills.

JUSTICE HUB

Restorative Classroom. Explorative Students

Attachment 19:

Tool(s)/Process to Evaluate Members of the School's Instructional Leadership Team

Provide any leadership evaluation tool(s) that have been locally developed. If using a TEA-recommended tool such as the Texas Principal Evaluation and Support System (T-PESS), please state so and link in the narrative response. DO NOT attach.



Attachment 19:

N/A

Note: The Justice Hub will be utilizing the locally developed Texas Principal Evaluation and Support System (T-PESS) evaluation system as the foundational tool by which to evaluate and coach the instructional leadership team. More about this system can be found here: https://tpess.org The rubric for this evaluation tool can be found here: https://tpess.org/downloads/



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.



Chief Financial Officer (CFO) – *(Note: This position will be contracted out years 1-3)*
The CFO reports to the CEO and serves as an integral member of the charter management team. The CFO provides the leadership, management and vision necessary to ensure that the organization has the appropriate fiscal controls and reporting procedures, and people systems in place to oversee the financial operations of The Justice Hub. They will also have primary responsibility of managing the financal activities of The Justice Hub. This will include management and oversight of budget, accounting, forecasting, strategic planning, and federal and state reporting and compliance.

Primary Responsibilities:

- Serve as key financial advisor to CEO and Board of Directors
- Direct, plan, organize, and control charter-wide accounting operations and activities including the preparation, development and monitoring, review, of schoolwide budgets, funds and accounts
- Assure protection of assets by developing, coordinating, and overseeing administration of strong internal accounting policies, controls and procedures for accounting operations that include but are not limited to revenues and reimbursements, expense budgets, accounts receivable, contracts and accounts payable, payroll, grants and entitlements, attendance accounting and other special funds
- Direct the preparation of budgets; prepare and present monthly financial reports at Board meetings
- Direct and participate in the final year-end financial reporting process to ensure compliance
- Monitor, evaluate balances and reconcile categorical and various other accounts, funds and budgets
- Assure accurate accounting of funds including income and expenditures; initiate budget and fund transfers and adjustments as appropriate; audit accounts for errors and make appropriate corrections
- Participate in establishing fiscal timelines, objectives and priorities
- Manage school budget; prepare monthly account balance reports, and meet with school administrators regularly to review individual budgets and assist with the realization of department goals
- Oversight of state, federal and private foundation grants

- Other related duties as assigned that support the overall objective of the position

Knowledge of:

- Extensive background in accounting, finance and school finance
- Program planning and implementation skills
- Evaluation approaches, strategies, and techniques
- Collaborative, consensus-building approach to management and decision-making
- Understanding of, and deep appreciation for, the Justice Hub's school mission and culture

Ability to:

- Gather, analyze data, and disseminate information
- Understand and prepare all Federal and State financial reports
- Interpret and apply laws, rules, and standards
- Utilize skills in computers using spreadsheets, databases, and word processing
- Supervise and evaluate the performance of assigned staff
- Analyze and resolve critical financial issues with significant organizational impact
- Work tactfully and effectively with administrators, employees, and the public
- Work independently with little direction
- Demonstrate outstanding interpersonal, oral and written communication skills

Qualifications/Requirements:

- Bachelor's or Master's degree in accounting, finance, and/or business
- Expertise in school business administration and school finance; experience and understanding of the laws and practices governing
- Three or more years' experience in a responsible fiscal position in a public school setting, charter school experience preferred

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.



Operations Manager

The Operations Manager reports to the CEO and Principal and serves as an integral member of the leadership team. The Operations Manager works in to provide the leadership, management and vision necessary to ensure that the organization has the proper controls, procedures, and people management systems in place to effectively run the organization and to ensure operating efficiency of the school. The Operations Manager will have primary day-to-day responsibility for planning, implementing, managing, and controlling all program and operations-related activities of the charters.

Primary Responsibilities:

- Serve as a key program and operations advisor to CEO, Principal and Board of Directors
- Responsible for the management and compliance of organizational policies and procedures, including the creation of new policies and reviewing existing ones for possible revisions
- Implement operational best practices, maintaining a focus on risk management and cost saving measures
- Coordinate logistics of move-in to new facilities with principal, and other staff as appropriate
- Oversight, management and integration of all software systems
- Implementation and oversight of Student Information System Management (TBD)
- Oversee state testing procedures and compliance measures
- Supervises facilities and contracted vendors.
- Attend Board and other official meetings and proceedings related to The Justice Hub
- Lead and supervise ongoing logistics of facility-use
- Develop and maintain school safety and traffic plans; serve as liaison with local law enforcement agencies
- Other related duties as assigned that support the overall objective of the position

Knowledge of:

- Collaborative, consensus-building approach to management and decision-making
- Understanding of, and deep appreciation for, the Justice Hub school mission and culture
- Standard business administration principles
- Program planning and implementation skills
- Evaluation approaches, strategies, and techniques
- Organization operations, policies, and objectives
- Record-keeping techniques

Ability to:

- Gather, analyze data, and information
- Interpret and apply laws, rules, and standards
- Utilize skills in computers using spreadsheets, databases, and Microsoft Office
- Analyze and resolve critical issues with significant organizational impact
- Work tactfully and effectively with administrators, employees, and the community
- Self-starter

- Demonstrate exceptional interpersonal, oral and written communication skills

Qualifications/Requirements:

- Bachelor's or Master's degree in business or education
- Experience in overseeing operational duties of a school or nonprofit organization,
- Three or more years' experience in a responsible fiscal position in an educational setting

Attachment 22:

Staffing Chart

Using the template provided in the table below, complete the staffing chart for the proposed campus(es). The staffing chart **must** include staffing projections for each year during the initial contract period (Years 1-5) and at capacity.

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Central Office						
Superintendent/CEO	1	1	1	1	1	1
Chief Financial Officer				1	1	1
Chief Operating Officer						
Other Central Office staff						
Total central office FTEs	1	1	1	2	2	2
Elementary School Campus Staff						
School leaders						
Teachers						
Teachers (specials, e.g., art)						
Teachers, ESL/Bilingual						
Teachers, Special Education						
Student support staff						
Campus operations						
Total elementary FTEs						
Middle School Campus Staff						
School leaders						
Teachers						
Teacher (specials, e.g., art)						
Teacher, ESL/Bilingual						
Teacher, Special Education						
Student support staff						
Campus operations						
Total middle school FTEs						

High School Campus Staff						
School leaders (Principal+AP+Dean)	1 (1+0+0)	1 (1+0+0)	2 (1+0+1)	3 (1+1+1)	3 (1+1+1)	3 (1+1+1)
Math Teachers	1	2	3	3	3	3
English Teachers	1	2	3	3	3	3
Science Teachers	1	2	3	3	3	3
History Teachers	1	2	3	3	3	3
Specials / Elective Teachers	2	2	3	4	4	4
Teachers, Special Education	1	1	2	2	2	2
Student Support Staff	1	3	4	4	4	4
Campus Operations Staff	1	2.5	3	4	4	4
Total high school staff	10	17.5	26	29	29	29
Total charter school staff	11	18.5	27	30	30	30
Max. Teacher-student ratio	<1:25	<1:25	<1:25	<1:25	<1:25	<1:25

JUSTICE HUB

Restorative Classroom. Explorative Students

Attachment 23:

Supplemental Human Resources Information Forms for Each Position on the Staffing Chart

Using the template provided in the *Additional Attachments PDF Forms* document on the New Operator Application Page, complete a Supplemental Human Resources Information Form for ALL paid positions



GENERATION 26 SUPPLEMENTAL HR FORM-CEO

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: $95,000-$110,000

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.

To be determined during contract negotiation. May include cell phone, membership to the School Superintendents Association, car rental use for J-Hub related travels.

Proposed Location (City and County): Sunnyside, Harris County

Number of Students anticipated in year one: 100 In year five: 423

Minimum Qualifications Required:

Education Required: Bachelor's degree in Education required; advanced degree in Education Administration and Supervision highly preferred.

Experience Required: At least two years of teaching and three years of experience in administration with a history of success in closing the achievement gap.

Certification Required: Teacher certification preferred; Principal and/or Superintendent (or equivalent) certificate preferred.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online 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
Alief ISD	10193	Houston	45,300	$315,000
Fort Bend ISD	07997	Sugarland	77,756	$285,000
Pearland ISD	020980	Pearland	21,760	$250,000-280,000

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: CEO/Superintendent

Reports to: Charter Holder Board of Directors

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Hold responsibility for the school's daily management and operations while carrying out board approved systems and policies to achieve the school's mission and vision.

2. Serve as the primary liaison between the board and the school community. Accurately and timely submit progress reports to the Board in advance of each meeting and report to the Board at each meeting to keep them apprised of the school's academic, operational and financial progress.

3. Oversee members of the school leadership team to ensure they are meeting expectations, carrying out responsibilities, implementing the model with fidelity and supporting student achievement.

4. Establish and sustain a faculty culture defined by trust, high expectations and collaboration.

5. Develop and maintain strong partnerships with all families and community organizations through relationships that build trust and create equitable opportunities for J-Hub students.

6. Attract, develop and retain high quality talent. Support, evaluate and dismiss (if necessary) the J-Hub instructional leader/principal.

7. Prepare and/or approve data and reporting for submission to the Texas Education Agency.

8. Maximize financial and human resources in order to achieve the school mission and performance goals.

9. Ensure the school facility is well-maintained and that employees' and students' safety is protected to support all students in reaching their highest aspirations for college and career success.

10. Provide leadership and uphold J-Hub values while committing to the success and well-being of students at all times.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Assistant Principal

Reports to: Principal

Salary Range: $65,000-$75,000

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

N/A

Proposed Location (City and County): Sunnyside, Harris County

Number of Students anticipated in year one: 100 In year five: 423

Minimum Qualifications Required:

Education Required: Bachelor's required. Master's preferred.

Experience Required: ~4 years of proven experience in leadership role within a high school setting.

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online 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
Alief ISD	10193	Houston	45,300	$71,000 - 94,000
Fort Bend ISD	07997	Sugarland	77,756	$78,324 – 112,709
Pearland ISD	020980	Pearland	21,760	$77,137-117,874

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Assistant Principal

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Assist principal in carrying out instructional duties.
2. Oversee classroom instruction.
3. Assist with scheduling, selecting and purchasing instructional materials.
4. Meet weekly with teachers to identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs
5. Support delivery of instructional strategies.
6. Support planning and provision of professional development.
7. Participate in evaluation of programming.
8. Help develop student programming.
9. Articulate school mission and support achievement of J-Hub performance measures.
10. Collect data to identify trends, evaluate programming and adjust instructional methods.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Chief Financial Officer/Business Mana

Reports to: Superintendent/CEO

Salary Range: $65,000-$75,000

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

N/A

Proposed Location (City and County): Sunnyside, Harris County

Number of Students anticipated in year one: 100 In year five: 423

Minimum Qualifications Required:

Education Required: Bachelor's or Master's degree in accounting, finance, and/or business.

Experience Required: Expertise in school business administration and school finance; experience and understanding of the laws and practices governing. Three or more years' experience in a responsible fiscal position in a public school, preferably charter.

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 online 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
Alief ISD	10193	Houston	45,300	$150,000 - 185,68
Fort Bend ISD	07997	Sugarland	77,756	$158,316 – 230,18
Pearland ISD	020980	Pearland	21,760	$141,589-191,899

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: CFO/Business Manager

Reports to: Superintendent/CEO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Provide the leadership, management and vision necessary to ensure that the organization has the proper fiscal controls, administrative and reporting procedures, and people systems in place to effectively run the organization and to ensure financial strength and operating efficiency.

2. Hold primary day-to-day responsibility for planning, implementing, managing, and controlling all financial-related activities of the school.

3. Serve as key financial advisor to CEO and Board of Directors.

4. Direct, plan, organize, and control charter-wide accounting operations and activities including the preparation, development and monitoring, review, of school budgets, funds and accounts.

5. Assure protection of assets by developing, coordinating, and overseeing administration of strong internal accounting policies, controls and procedures for accounting operations that include but are not limited to revenues and reimbursements, expense budgets, accounts receivable, contracts and accounts payable, payroll, grants and entitlements, attendance accounting and other special funds.

6. Direct the preparation of budgets; prepare and present monthly financial reports at Board meetings.

7. Direct and participate in the final year-end financial reporting process to ensure compliance

8. Monitor, evaluate balances and reconcile categorical and various other accounts, funds and budgets.

9. Assure accurate accounting of funds including income and expenditures; initiate budget and fund transfers and adjustments as appropriate; audit accounts for errors and make appropriate corrections.

10. Manage school budget; prepare monthly account balance reports, and meet with school administrators regularly to review individual budgets and assist with the realization of department goals.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Counselor

Reports to: Dean of Students

Salary Range: $63,000-73,000

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

N/A

Proposed Location (City and County): Sunnyside, Harris County

Number of Students anticipated in year one: 100 In year five: 423

Minimum Qualifications Required:

Education Required: Bachelor's required. Master's preferred.

Experience Required: Bachelor's degree in counseling, psychology or other related field, a master's degree in counseling

Certification Required: TX state issued license highly preferred.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online 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
Alief ISD	10193	Houston	45,300	$55,888 - 75,290
Fort Bend ISD	07997	Sugarland	77,756	$54,002 – 98,905
Pearland ISD	020980	Pearland	21,760	61,680-105,844

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Counselor

Reports to: Dean of Students

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Provide counseling to students re: curriculum, course selection according to their requirements and pgp and personal interests.
2. Help students overcome barriers to success.
3. Assist students in developing academic social skills needed to reach long-term success.
4. Provide mental health services and/or connect students to external agencies.
5. Collaborate with staff, provide training, to support implementation of program.
6. Communicate with families to nurture partnership in student's academic and social-emotional success.
7. Help students achieve goals.
8. Meet with students and families upon enrollment to assess need(s) and connect them to services.
9. Help students develop skills to manage their emotions, form positive relationships (with peers and adults), feel empathy for others and make responsible decisions.
10. Participate in Health and Wellness team.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Dean of Students

Reports to: Principal

Salary Range: $55,000-65,000

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

N/A

Proposed Location (City and County): Sunnyside, Harris County

Number of Students anticipated in year one: 100 In year five: 423

Minimum Qualifications Required:

Education Required: Bachelor's degree is required; a Master's degree is preferred.

Experience Required: Minimum of two years teaching experience in an urban district or charter school setting.

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online 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
Alief ISD	10193	Houston	45,300	$71,000 - 94,000
Fort Bend ISD	07997	Sugarland	77,756	$57,649 – 105,581
Pearland ISD	020980	Pearland	21,760	$61,680 - 105,844

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Dean of Students

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Collaborate with Principal to implement J-Hub culture and values while overseeing the counselor and social worker.
2. Support teachers in implementing culture and discipline plan.
3. Model, lead and support delivery of culture and culturally responsive teaching.
4. Build family relationships through ongoing communication based on trust.
5. Oversee data tracking of behavioral incidents.
6. Assist with attendance collection and management.
7. Serve as a resource to staff and parents to support J-Hub programming.
8. Ensure all students feel welcome, connected and part of J-Hub community.
9. Recognize student's talents and support development and pgp goal attainment.
10. Facilitate restorative practices.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Operations Manager

Reports to: Principal

Salary Range: $60,000-70,000

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

N/A

Proposed Location (City and County): Sunnyside, Harris County

Number of Students anticipated in year one: 100 In year five: 423

Minimum Qualifications Required:

Education Required: Bachelor's or Master's degree in business or education

Experience Required: Experience in overseeing operational duties of a school or nonprofit organization.
Three or more years' experience in a responsible fiscal position in an educational

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 online 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
Alief ISD	10193	Houston	45,300	$60-75
Fort Bend ISD	07997	Sugarland	77,756	$75-85
Pearland ISD	020980	Pearland	21,760	$67,011

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Operations Manager

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Oversee PEIMS Coordinator, Office Manger and Operations staff.
2. Support operations staff and oversee to confirm responsibilities are fulfilled.
3. Serve as a key program and operations advisor to CEO, Principal and Board of Directors.
4. Responsible for the management and compliance of organizational policies and procedures, including the creation of new policies and reviewing existing ones for possible revisions.
5. Implement operational best practices, maintaining a focus on risk management and cost saving measures.
6. Coordinate logistics of move-in to new facilities with principal, and other staff as appropriate.
7. Develop and maintain school safety and traffic plans; serve as liaison with local law enforcement agencies.
8. Supervises facilities and contracted vendors.
9. Implement operational best practices, maintaining a focus on risk management and cost saving measures.
10. Organize and oversee food service, custodial and transportation operations, policies, and objectives.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: PEIMS Coordinator/Registrar

Reports to: Operations Manager

Salary Range: $35,000-$42,000

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

N/A

Proposed Location (City and County): Sunnyside, Harris County

Number of Students anticipated in year one: 100 In year five: 423

Minimum Qualifications Required:

Education Required: High school diploma required. Bachelor's degree highly preferred.

Experience Required: Two years of administrative support work in school office setting; PEIMS experience highly desired.

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 online 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
Alief ISD	10193	Houston	45,300	$41,328- 59,427
Fort Bend ISD	07997	Sugarland	77,756	$37,584 – 54,063
Pearland ISD	020980	Pearland	21,760	$29,120 – 36,612

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: PEIMS Coordinator

Reports to: Operations Manager

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Coordinate data required for PEIMS submission.
2. Support staff in gathering data required for PEIMS submission.
3. Collect and input data required for PEIMS submission and as students registrar or withdraw.
4. Integrate data required for PEIMS submission.
5. Format data required for PEIMS submission.
6. Attend required training with timely arrival.
7. Meet all reporting requirements. Verify accuracy and make corrections as required.
8. Fulfill all reporting deadlines and timelines.
9. Support transcript preparation as needed.
10. Disseminate training information.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Principal

Reports to: Superintendent/CEO

Salary Range: $90,000-$115,000

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

N/A

Proposed Location (City and County): Sunnyside, Harris County

Number of Students anticipated in year one: 100 In year five: 423

Minimum Qualifications Required:

Education Required: Preferred Master's degree or higher.

Experience Required: At least 7 years of experience in education (combined teaching and school administration).

Certification Required: Principal (TX) EC-12

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 online 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
Alief ISD	10193	Houston	45,300	111,454 - 125,379
Fort Bend ISD	07997	Sugarland	77,756	127,444- 185,304
Pearland ISD	020980	Pearland	21,760	112,926 - 152,780

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Principal

Reports to: Superintendent/CEO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Provide instructional leadership; oversee all academic related matters at the school level.
2. Supervise and evaluate teachers, observe teachers weekly and provide formative feedback.
3. Coordinate and deliver professional development.
4. Lead data meetings on the basis of interim test results, and adjust the structure of the instructional program as needed.
5. Establish and promote high standards and expectations for all students and staff for academic performance and responsible behavior.
6. Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students.
7. Manage, evaluate, and supervise effective and clear procedures for the operation and functioning of the school, consistent with the J-Hub philosophy, mission, values and goals of the school, including instructional programs, extracurricular activities, and discipline systems.
8. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school.
9. Ensure that the school is always staffed with the highest capacity classroom teachers and instructional staff for reading, writing, math, science, history, computer science, and other courses.
10. Build effective teams to meet the needs of the task; and, demonstrates the ability to teach other adults and commit to adults' growth and development.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Social Worker (LSW)

Reports to: Dean of Students

Salary Range: $50,000-60,000

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

N/A

Proposed Location (City and County): Sunnyside, Harris County

Number of Students anticipated in year one: 100 In year five: 423

Minimum Qualifications Required:

Education Required: Masters degree in Social Work (MSW), or similar degree, with some related experience providing services for high school students or equivalent.

Experience Required: Experience in high school setting in similar position desired. Bilingual highly preferred.

Certification Required: School Social Worker License

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online 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
Alief ISD	10193	Houston	45,300	$46,800-71,880
Fort Bend ISD	07997	Sugarland	77,756	$50,119 – 91,792
Pearland ISD	020980	Pearland	21,760	$54,333-81,000

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Social Worker

Reports to: Dean of Students

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop interventions for students identified as needing support and develops individualized service plans that promote student success.
2. Facilitate mental health and social groups.
3. Assist with restorative practices.
4. Implement services, monitor progress.
5. Provide evidence-based behavioral emotional, and therapeutic support for students.
6. Support teachers in embeddeding social emotional supports through school day.
7. Support continuum of training, including trauma informed practices, and engage in a deep level of work around understanding the challenges that our target population often struggle to manage so that they are confidently equipped and knowledgeable on how to incorporate SEL through academics.
8. Collaborate with staff regarding how to explicitly teach social-emotional skills, problem solve, and continuously improve climate .
9. Use data to ensure students' social development and behavior are addressed proactively.
10. Advocate for the needs of J-Hub students.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Office Manager

Reports to: Operations Manager

Salary Range: $40,000-$49,000

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

N/A

Proposed Location (City and County): Sunnyside, Harris County

Number of Students anticipated in year one: 100 In year five: 423

Minimum Qualifications Required:

Education Required: High school diploma minimum.

Experience Required: Three years of experience in school office setting preferred.

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online 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
Alief ISD	10193	Houston	45,300	$26,300-49,820
Fort Bend ISD	07997	Sugarland	77,756	$28,692 – 51,107
Pearland ISD	020980	Pearland	21,760	$29,120 – 36,612

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Office Manager

Reports to: Operations Manager.

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Coordinate and oversee substitute teachers.
2. Oversee student records.
3. Assist in student recruitment efforts.
4. Manage office tasks.
5. Assist with personnel support.
6. Oversee supplies.
7. Perform secretarial functions: answer phones, filing, etc.
8. Serve as point of contact to welcome families as they come to school.
9. Coordinate school leadership team calendars.
10. Support creation and distribution of newsletters.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Paraprofessional

Reports to: Special Education Coordinator

Salary Range: $20,000-30,000

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

N/A

Proposed Location (City and County): Sunnyside, Harris County

Number of Students anticipated in year one: 100 In year five: 423

Minimum Qualifications Required:

Education Required: High school diploma. College degree preferred.

Experience Required: Classroom teaching experience preferred.

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online 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
Alief ISD	10193	Houston	45,300	$15,264 - 33,600
Fort Bend ISD	07997	Sugarland	77,756	$18,076-53,172
Pearland ISD	020980	Pearland	21,760	$17,849 - 26,584

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Paraprofessional

Reports to: Special Ed Coordinator

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Assist classroom teacher in planning and delivering lessons.
2. Follow directions of lead teacher.
3. Assist in student supervision.
4. Model and teach J-Hub values.
5. Monitor students at breakfast, lunch and during transitions.
6. Implement small group activities.
7. Support classroom organization.
8. Provide guidance and redirection as needed.
9. Reinforce positive behaviors.
10. Prepare lessons and materials.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Special Education Coordinator

Reports to: Assistant Principal

Salary Range: $55,000-65,000

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

N/A

Proposed Location (City and County): Sunnyside, Harris County

Number of Students anticipated in year one: 100 In year five: 423

Minimum Qualifications Required:

Education Required: Bachelor's required. Master's preferred.

Experience Required: 2 years of proven classroom experience. Knowledge of identification, IEP and progress monitoring processes.

Certification Required: Special educators and ESL staff must hold certification in accordance with TEC §12.104(b)(2)(F-H) and TEC §29.061.

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 online 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
Alief ISD	10193	Houston	45,300	$58,100-74,000
Fort Bend ISD	07997	Sugarland	77,756	$55,500 – 68,689
Pearland ISD	020980	Pearland	21,760	$58,100-74,000

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Special Education Coordinator

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Reviews lesson plans and conducts classroom visits to ensure effective implementation.)
2. Collaborate with ARD to to ensure students in need of special education and related services are identified, located, and evaluated.
3. Provide with a free appropriate public education (FAPE) that meets their unique needs in the LRE.
4. Confirm J-Hub provides a continuum of alternative placements.
5. Coordinate curricular resources.
6. Oversee, manage and provide targeted intervention and services to students.
7. Communicate with parents.
8. Collaborate with general education teachers to provide services in general ed setting to max possible.
9. Ensure IEP services are delivered with fidelity.
10. Support students social-emotional, academic growth to achieve IEP goals.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Special Education Teachers

Reports to: Special Education Coordinator

Salary Range: $55,000-65,000

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

N/A

Proposed Location (City and County): Sunnyside, Harris County

Number of Students anticipated in year one: 100 In year five: 423

Minimum Qualifications Required:

Education Required: Bachelor's degree minimum requirement. Master's highly preferred.

Experience Required: Two years of classroom experience preferred.

Certification Required: Special educators and ESL staff must hold certification in accordance with TEC §12.104(b)(2)(F-H) and TEC §29.061

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 online 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
Alief ISD	10193	Houston	45,300	$57,400 – 71,644
Fort Bend ISD	07997	Sugarland	77,756	$55,500 – 68,689
Pearland ISD	020980	Pearland	21,760	$58,100-74,000

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Special Education Teacher

Reports to: Special Education Coordinator

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Identify student needs through analysis of formal and informal assessment data
2. Collaborate with general education teachers regarding students' educational, social-emotional and physical needs.
3. Plan and implement personalized learning plans.
4. Design and deliver effective and differentiated teaching strategies.
5. Prepare lessons in accordance to IEPs.
6. Meet students' needs in the LRE.
7. Monitor progress and document services.
8. Support families in understanding special education services and systems.
9. Prepare students for transition to mainstream.
10. Sustain knowledge of best practices.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Substitute

Reports to: Office Manager

Salary Range: $1,000-$1,500

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

N/A

Proposed Location (City and County): Sunnyside, Harris County

Number of Students anticipated in year one: 100 In year five: 423

Minimum Qualifications Required:

Education Required: A minimum of 60+ college credit hours, Bachelor's, or higher degree from an accredited university is required.

Experience Required: Classroom experience, knowledge in subject matter preferred.

Certification Required: Valid Texas teaching certificate is preferred.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online 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
Alief ISD	10193	Houston	45,300	$12.67 per hour
Fort Bend ISD	07997	Sugarland	77,756	$10-15 per hour
Pearland ISD	020980	Pearland	21,760	$13.12 per hour

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Substitute

Reports to: Office Manager

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Implement classrooms lesson plans left by classroom teacher.
2. Manage classroom behavior.
3. Model school values to support J-Hub school culture.
4. Monitor and report on student behavior and classwork.
5. Support students in learning classroom material.
6. Maintain safe classroom.
7. Differentiate instruction to meet student needs.
8. Articulate and support completion of assignment(s).
9. If long term: develop lesson plans.
10. Record grades.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Teachers

Reports to: Assistant Principal

Salary Range: $50,000-60,000

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

N/A

Proposed Location (City and County): Sunnyside, Harris County

Number of Students anticipated in year one: 100 In year five: 423

Minimum Qualifications Required:

Education Required: Bachelor's required. Advanced degree preferred.

Experience Required: 5 years of classroom teaching experience with proven ability to fill leadership roles.

Certification Required: TX teacher certification highly preferred. Dual certification (ESL or special education highly desired. Bilingual preferred.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online 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
Alief ISD	10193	Houston	45,300	$57,400 – 71,644
Fort Bend ISD	07997	Sugarland	77,756	$55,500 – 68,689
Pearland ISD	020980	Pearland	21,760	$58,100-74,000

Name of Proposed Charter School: The Justice Hub

Name of Sponsoring Entity: The Justice Hub, Inc.

Position Title: Teacher

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Teach core content subject, embedding SEL and literacy development.
2. Plan, prepare and deliver instructional lessons in alignment to TEKS and ELPS standards.
3. Embed social emotional learning through lessons.
4. Model and teach J-Hub school values.
5. Use data to personalize learning.
6. Participate in PLC and required PD.
7. Work with special education coordinator, principal/EL expert and wellness staff to deliver holistic programming.
8. Build relationships based on trust with families and students.
9. Support extracurricular programming in alignment with skills and interests.
10. Manage student behavior in the classroom setting, employing positive and restorative practices.

JUSTICE HUB

Restorative Classroom. Explorative Students

Attachment 24:

Teacher Evaluation Tool(s)

Provide any teacher evaluation tool(s) that have been locally developed. If using a TEA-recommended tool such as the Texas Teacher Evaluation and Support System (T-TESS) please state so and link in the narrative response. DO NOT attach.



Attachment 24:

N/A

Note: The Justice Hub will be utilizing the locally developed Texas Teacher Evaluation and Support System (T-TESS) evaluation system as the foundational tool by which to evaluate and support our teachers. about this system can be found here: https://www.teachfortexas.org The rubric for this evaluation tool can be found here: https://www.teachfortexas.org/Resource_Files/Evaluation_Process/T-TESS_Rubric-Stylized_Version.pdf



JUSTICE HUB

Restorative Classroom. Explorative Students

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.



The Justice Hub School Calendar

2022-2023

182	
12	
0	
27	
7	

R = Regular Instructional Day
ER = Early Release (Students Only)
O = Other (Non-Instructional)
H = Holiday / Break
E = Student Orientation
P= Professional Development (Staff Only)

July

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15 P	16 P	17 P	18 P	19 P
22 R	23 R	24 R	25 R	26 R
29 R	30 R	31 R		

September

M	T	W	Th	F
			1 R	2 R
5 H	6 R	7 R	8 R	9 R
12 R	13 R	14 R	15 R	16 R
19 R	20 R	21 ER	22 R	23 R
26 R	27 R	28 R	29 R	30 R

October

M	T	W	Th	F
3 R	4 R	5 ER	6 R	7 R
10 H	11 R	12 R	13 R	14 R
17 R	18 R	19 R	20 R	21 R
24 R	25 R	26 R	27 R	28 R
31 R				

November

M	T	W	Th	F
	1 R	2 ER	3 R	4 R
7 R	8 R	9 R	10 R	11 R
14 R	15 R	16 R	17 R	18 R
21 H	22 H	23 H	24 H	25 H
28 R	29 R	30 R		

December

M	T	W	Th	F
			1 R	2 R
5 R	6 R	7 R	8 R	9 R
12 R	13 R	14 R	15 R	16 R
19 H	20 H	21 H	22 H	23 H
26 H	27 H	28 H	29 H	30 H

January

M	T	W	Th	F
2 R	3 R	4 R	5 R	6 R
9 R	10 R	11 ER	12 ER	13 P
16 H	17 R	18 R	19 R	20 R
23 R	24 R	25 R	26 R	27 R
30 R	31 R			

February

M	T	W	Th	F
		1 R	2 R	3 R
6 R	7 R	8 ER	9 R	10 R
13 R	14 R	15 R	16 R	17 R
20 H	21 R	22 ER	23 R	24 R
27 R	28 R			

March

M	T	W	Th	F
		1 R	2 R	3 R
6 R	7 R	8 ER	9 R	10 R
13 H	14 H	15 H	16 H	17 H
20 R	21 R	22 R	23 R	24 R
27 R	28 R	29 R	30 R	31 R

April

M	T	W	Th	F
3 R	4 R	5 ER	6 R	7 H
10 R	11 R	12 R	13 R	14 R
17 R	18 R	19 R	20 R	21 R
24 R	25 R	26 R	27 R	28 R

May

M	T	W	Th	F
1 R	2 R	3 R	4 R	5 R
8 R	9 R	10 R	11 R	12 R
15 R	16 R	17 ER	18 R	19 R
22 R	23 R	24 R	25 R	26 R
29 H	30 R	31 R		

June

M	T	W	Th	F
			1 R	2 R
5 R	6 R	7 ER	8 ER	9 PD
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

July

M	T	W	Th	F
3	4 H	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	28	29	30

Holiday	Date
Labor Day	9/5/2022
Columbus Day	10/10/2022
Thanksgiving	11/24/2022
Christmas	12/25/2022
New Year's	1/1/2023
MLK Day	1/16/2023
Good Friday	4/7/2023
Memorial Day	5/29/2023
Fourth of July	7/4/2023

Traditional Break	Start	End	Length
Thanksgiving	11/21/2022	11/25/2022	5 days
Winter	12/19/2022	1/2/20223	10 days
Spring	3/6/2023	3/10/2023	5 days

First Day of School	8/22/2022
Last Day of School	6/8/2023

JUSTICE HUB

Restorative Classroom. Explorative Students

Attachment 26:

Proposed School Schedule for Day and Week: Teacher and Student Versions

Provide a proposed school schedule for a sample day and a sample week.



JHUB SAMPLE SCHEDULE

ENGLISH								
	TEACHER	1st Per	2nd Per	3rd Per	4th Per	5th Per	6th Per	7th Per
1		English 1	Conference	English 1	English 1	English 3	English 1	English 1
2		English 2	Conference	English 2	English 2	English 2	English 2	English 2
3		English 4	Conference	English 3	English 4	English 4	English 3	English 3
MATH								
	TEACHER	1st Per	2nd Per	3rd Per	4th Per	5th Per	6th Per	7th Per
4		Algebra I	Algebra I	Conference	Algebra I	Algebra I	Algebra I	Alg. Reasoning
5		Algebra 2	Pre-Cal	Conference	Pre-Cal	Algebra 2	Algebra 2	Algebra 2
6		Geometry	Geometry	Conference	Alg. Reasoning	Geometry	Geometry	Geometry
SOCIAL STUDIES								
	TEACHER	1st Per	2nd Per	3rd Per	4th Per	5th Per	6th Per	7th Per
7		W. History	Govt/Eco	W. History	Conference	W. History	W. History	W. History
8		AA Studies	APUSH	AA Studies	Conference	AA Studies	AA Studies	AA Studies
9		US History	US History	Govt/Eco	Conference	US History	Govt/Eco	US History
SCIENCE								
	TEACHER	1st Per	2nd Per	3rd Per	4th Per	5th Per	6th Per	7th Per
10		Env. Syst	Env. Syst	Aquatic Science	Env. Syst	Env. Syst	Conference	Aquatic Science
11		Chemistry	Biology	Biology	Biology	Biology	Conference	Biology

JHUB SAMPLE SCHEDULE

12		Chemistry	Physics	Chemistry	Chemistry	Physics	Conference	Physics
ELECTIVES								
	TEACHER	1st Per	2nd Per	3rd Per	4th Per	5th Per	6th Per	7th Per
13		Conference	Sp.Speaker I/II	AP Spanish 4	Spanish I	Spanish II	Spanish I	Spanish I
14		Art I	Art 2	Art 2	Art 1	Yrbk 1/2 1046/1081	Art 1	Conference
15		Lab Enrichment	PE Found	PE Foun	Indv. Team Sport	Conference	Lab Enrichment 8009	Athletics
16		Touch Data	Touch Data	BUSIM	Conference	BUSIM Lab 1	BUSIM Lab 1	BUSIM Lab 1
17	HCC			Health Informatics				

Teacher schedule: 7:30am-3:30pm
Tutorials: 3:45-4:30

Justice Hub

Bell Schedule

Breakfast	7:30am-7:50am
1st Period	8:00am-8:50am
2nd Period	8:55am-9:45am
3rd Period (ADA/Announcements)	9:50am-10:50am
4th Period	10:55am-11:45am
Lunch	11:50am-12:30pm
5th Period	12:35pm-1:25pm
6th Period	1:20pm-2:20pm
7th Period	2:15pm-3:15pm

Activity Schedule

Breakfast	7:30am-7:50am
1st Period	8:00am-8:38am
2nd Period	8:43am-9:20am
3rd Period (ADA/Announcements)	9:25am-10:03am
Community	10:08am-11:38am
4th Period	11:43am-12:21pm
Lunch	12:26pm-1:06
5th Period	12:55pm-1:30pm
6th Period	1:54pm-2:32pm
7th Period	2:37pm-3:15pm

Early Release

Breakfast	7:30am-7:50am
1st Period	8:00am-8:30am
2nd Period	8:35am-9:05am
3rd Period (ADA/Announcements)	9:10am-9:50am
4th Period	9:55am-10:25am
5th Period	10:30am-11:00am
6th Period	11:05am-11:35pm
7th Period	11:40am-12:10pm
Lunch	12:10pm-12:40pm

JUSTICE HUB

Restorative Classroom. Explorative Students

Attachment 27:

Proposed Admissions and Enrollment Policy

Provide a draft of an Admissions and Enrollment Policy



THE JUSTICE HUB CHARTER SCHOOL
ADMISSIONS AND ENROLLMENT POLICY[1]

1. Non-Discrimination in Admission

In compliance with Texas Education Code §12.111(a)(5), The J-Hub prohibits discrimination in admission on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend.

2. Eligibility for Admission

The J-Hub is open to any applicant who resides within the approved geographic boundaries of The J-Hub and who, as of September 1st of any school year, is at least five years of age and under 21 years of age, or is at least 21 years of age and under 26 years of age and is admitted by The J-Hub to complete the requirements for a high school diploma, if the applicant meets at least one of the following requirements under Texas Education Code § 25.001:

a. The applicant and either parent of the person reside in the approved boundaries of The J-Hub.
b. The applicant does not reside in the approved boundaries of The J-Hub, but a parent of the applicant resides in the approved boundaries and that parent is a joint managing conservator or the sole managing conservator or possessory conservator of the applicant.
c. The applicant and the applicant's guardian or other person having lawful control of the applicant under a court order reside within the approved boundaries of The J-Hub.
d. The applicant is under the age of 18 and has established a separate residence within the approved boundaries of The J-Hub separate and apart from the applicant's parent, guardian, or other person having lawful control of the applicant under a court order and has established that the applicant's presence

[1] Development of the admission policy was informed by TEA guidance shared with parents and students: https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-school-resources-for-parents-and-students. Portions of this policy were also taken from applicable provisions of the Texas Education Code and federal law. Student Admissions Policy excerpts cited with permission from the SLHA, LLP law firm

in The J-Hub is not for the primary purpose of participation in extracurricular activities. The J-Hub is not required to admit an applicant under this subsection if the applicant:

i. Has engaged in conduct or misbehavior within the preceding year (despite documented interventions from J-Hub staff and community) that has resulted in removal to a disciplinary alternative education program or expulsion;

e. The applicant is homeless, regardless of the residence of the applicant, of either parent of the applicant, or of the applicant's guardian or other person having lawful control of the applicant.

f. The applicant is a foreign exchange student placed with a host family that resides in the approved boundaries of The J-Hub by a nationally recognized foreign exchange program, unless The J-Hub has applied for an been granted a waiver by the Commissioner because: admission would:

i. Create a financial or staffing hardship for The J-Hub;

ii. Diminish The J-Hub's ability to provide high quality educational services for its domestic students; or

iii. Require domestic students to compete with foreign exchange students for educational resources.

g. The applicant resides at a residential facility located within the approved boundaries of The J-Hub.

h. The applicant resides within the approved boundaries of The J-Hub and is 18 years of age or older, or the applicant's disabilities of minority have been removed.

i. The applicant does not reside within the approved boundaries of The J-Hub, but the grandparent of the applicant resides in the approved boundaries and provides a substantial amount of after-school care for the applicant as determined by the Board.

i. For purposes of this subsection, a substantial amount of after-school care shall consist of after-school care on at least three days during the regular school week.

ii. An applicant admitted under this subsection may continue enrollment for as long as the grandparent resides within the approved boundaries of the J-Hub and provides this level of care.

j. The applicant and either parent of the applicant reside in a residence homestead, as defined by Texas Tax Code § 11.13(j), that is located on a parcel of property any part of which is located within the approved boundaries of The J-Hub.

3. Disqualification from Eligibility for Admission

In accordance with Texas Education Code § 12.111(a)(5)(A) and the school's open-enrollment charter, The J-Hub reserves the right to exclude (on a case-by-case basis and rarely) from enrollment those applicants or students who have a documented history of a criminal offense, or discipline problems specified in Chapter 37, Subchapter A of the Texas Education Code. However, keeping in line with the vision and mission of The J-Hub to provide at-risk students a place to thrive, the J-Hub will strive to continually make exception. The J-Hub is committed to enrolling all children, regardless of their history of misconduct. Including, but not limited to, those with a history of Criminal Mischief under Texas Penal Code §28.08 and other offenses.

4. Application Process

As required by Texas Education Code § 12.1173, The J-Hub requires all applicants to complete and submit the common application form developed by the Texas Education Agency (the "Charter Student Admission Application" or "CSAA"). The CSAA will be made available on The J-Hub's website and through the Texas Education Agency's website. The J-Hub may also distribute the CSAA at community outreach sessions or at the school and may be made available by other equitable means (e.g., mailed home upon request).

There is no fee for submitting an application. Completed applications may be uploaded via the portal on The J-Hub's website, mailed to or dropped off to the school office. J-Hub staff provide families with assistance to complete forms upon requested.

Applicants **are not** required to provide The J-Hub with academic or other records until **after** being offered admission.

If an applicant or parent intentionally falsified information provided on the CSAA, The J-Hub may deny the application or revoke the applicant's admission. The knowing falsification of information on a form required for enrollment is a criminal offense under Texas Penal Code § 37.10. Additionally, a person who knowingly falsifies information on a form required for enrollment is liable to The J-Hub under Texas Education Code § 25.001(h) if the student is not eligible for enrollment in The J-Hub but is enrolled on the basis of the false information. if the student is not eligible for enrollment in The J-Hub but is enrolled on the basis of the false information.

To qualify for admission, the applicant or qualifying occupant noted in Texas Education Code § 25.001(b) generally must reside within the approved boundaries of The J-Hub before completing enrollment and satisfy any other requirements for admission under

this policy or applicable law. *See* **Verifying Residency**, below. However, The J-Hub may admit the child of a school employee regardless of whether the child resides in the geographic area served by the school, in accordance with Texas Education Code § 12.117(d).

a. Admission and Enrollment Window

Applications for admission will be accepted during an Open Enrollment period beginning November 1 and ending at 5:00pm on March 31 of each year. This dates will be published annually on the school's website and social media platforms. As applications are received, J-Hub staff confirm completion, document time of receipt, and organize the completed applications by grade level in order to maintain a grade level count.

If the number of applications does not exceed the school's capacity in a particular class or grade level, eligible applicants for those classes or grade levels will be automatically offered admission in the order in which applications were received. However, if the number of applicants does exceed the number of seats available a lottery will be conducted, as described below.

b. Admissions Lottery and Waiting List Development

If the number of applicants for a given grade level or class exceeds the school's capacity, The J-Hub will conduct an admissions random-selection lottery to determine student admission. The lottery will be conducted within ten weekdays of the close of the Open Enrollment period. The lottery date will be posted each year on the school's website.

The lottery will be a random selection process and will be open to the public. Applicants will be informed of the time and place where the lottery will be conducted. The lottery will be conducted manually with protocols in place or via lottery selection software/application. The CEO, supervised by at least one board member, will conduct the lottery to ensure integrity and transparency of the random selection. The lottery will take place in February and a second lottery in April as needed. Students selected via the lottery will be contacted though telephone as well as email. Attempts to contact must be documented with at least five attempts over the course of two weeks.

Once all available seats are filled, the drawing will continue, and applicants will be added to a waiting list in the order in which they are drawn.

In addition, applicants who submit an application after the close of the Open Enrollment Window will be added to the waitlist in the order in which the application is received.

The waitlist expires at the close of each school year. Families with students on a waitlist who remain interested in enrolling their student at The J-Hub are required to submit a completed application for the next school year.

c. Offers of Admission

Notice of admission offers will be provided in writing to applicants no later than five weekdays following the date of the lottery, and families will be given fourteen days following the offer of admission to complete an Intent to Enroll form confirming that the family has accepted the offer of admission. If an applicant does not return an Intent to Enroll form within the fourteen-day period, the offer of admission will be forfeited, and The J-Hub will offer the applicant's seat to the next available applicant until all available seats are filled. The applicant will then be placed at the end of the waitlist.

d. Process for Admitting Returning Students

Students who are students at the J-Hub and intend to return for the upcoming school year, are not required to re-enroll. Returning students are required to notify the school of their intent to return before the end of that current school year.

e. Exemptions from the Lottery Requirement

Siblings of students currently enrolled in The J-Hub, who intend to return the following school year, are exempt from the lottery and, space permitting will be offered admission, depending on availability of seats for the requested class or grade level. The term "sibling" means a biological or adoptive brother or sister who resides within the same household as the applicant. Cousins, nephews, and any unrelated children who share an address with the applicant are not considered siblings.

Children of The J-Hub's founders, teachers, and staff are exempt from the lottery, so long as the total number of students admitted under this sector represents an inconsequential portion of the school's total enrollment. Admission is dependent on availability of seats for the requested class or grade level.

f. Reporting Enrollment and Waitlist Information

5. Verifying Residency and Records Required for Enrollment

The parent or other person with legal control of a child under a court order who enrolls a student in The J-Hub and/or the school the child most recently attended shall furnish to The J-Hub:

a. The child's birth certificate or another document suitable as proof of the child's identity;
b. A copy of the child's records from the school the child most recently attended if the child has been previously enrolled in Texas or another state; and
c. A record showing that the child has had the immunizations as required under Texas Education Code § 38.001, or proof showing that the child is not required to be immunized or is otherwise entitled to provisional admission under Texas Education Code § 38.001.
d. Proof of residency as detailed below.

This information must be provided to The J-Hub within the timeframes listed in Texas Education Code § 25.002(a-1).

At the time of initial enrollment and on an annual basis thereafter, the parent or other person with legal control of a child under a court order shall provide The J-Hub with documentation to verify residency within the school's approved geographic boundaries. Acceptable evidence of residency includes:

a. A current driver's license or identification card issued by the State of Texas.
b. Current property tax bill with the parent or other guardian's name and property address.
c. Current lease or rental agreement with the parent or other guardian's name and address.
d. Documentation showing the purchase of the residence with the parent or other guardian's name and address of the property.
e. Mail dated within 60 days prior to the student's registration from any of the following sources:
    i. A Texas State government agency;
    ii. Credit card bill;
    iii. Financial institutions; including checking or savings;
    iv. Insurance companies;
    v. Paycheck information;
    vi. Social Security Administration;
    vii. State and Federal Revenue documents;
    viii. Utility companies;
    ix. Other sources or documents demonstrating residency

The Superintendent shall develop administrative regulations confirming the process for verifying student residency.

The J-Hub may ask for additional documentation or verification at any time a student's or qualifying occupant's residency is in question. The J-Hub may also conduct home-visits to confirm residency at any time.

Falsification of residency information on an enrollment form is an offense under Texas Penal Code § 37.10.

The J-Hub is required to verify residency and current immunization status for all enrolling students.

6. Food Allergy Information

Upon enrollment, the parent or other person with legal control of the child under a court order must:

a. Disclose whether the child has a food allergy or a severe food allergy that, in the judgment of the parent or other person with legal control, should be disclosed to The J-Hub to enable the school to take any necessary precautions regarding the child's safety; and
b. Specify the food to which the child is allergic and the nature of the allergic reaction.

The J-School shall maintain the confidentiality of food allergy information, and may disclose it to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with school policy and permissible under the Family Educational Rights and Privacy Act. Except as provided by Texas Education Code § 25.0022(e) and (f), information regarding a child's food allergy, regardless of how it is received by The J-Hub, shall be retained in the child's student records but may not be placed in the health record maintained by the child by the school. If The J-Hub receives documentation of a food allergy from a physician, that documentation shall be placed in the child's health record maintained by the school.

Texas Education Code § 25.0022.

7. Discrepancies in Student Name and Missing Enrollment Documentation

In accordance with Texas Education Code § 25.002(b), if a child is enrolled under a name other than the child's name as it appears in the identifying document or records, The J-School shall notify the missing children and missing persons information clearinghouse of the child's name as shown on the identifying document or records and the name under which the child is enrolled.

If the information required for enrollment pursuant to Texas Education Code § 25.002(a) is not received within the period provided by law, The J-Hub shall notify the appropriate law enforcement authorities and request a determination of whether the child has been reported as missing.

8. Attendance Requirements for Continued Enrollment of Adult Students

A person who voluntarily enrolls in The J-Hub or voluntarily attends school after the person's 19th birthday shall attend school each school day for the entire period the program of instruction is offered. The J-Hub may revoke for the remainder of the school year the enrollment of a person who has more than five unexcused absences in a semester, except that The J-Hub may not revoke enrollment on a day on which the person is physically present at school. *See* Texas Education Code § 25.085(e). As an alternative to revoking a person's enrollment under this provision, The J-Hub may impose a behavior improvement plan as described by Texas Education Code § 25.0915(a-1)(1). *See* Texas Education Code § 25.085(h). The J-Hub will provide all warning letters concerning attendance required under Texas Education Code § 25.085(g).

A person whose enrollment is revoked under this provision may be considered an unauthorized person on school grounds for purposes of Texas Education Code § 37.107.

9. Admission of Students Who Are Homeless

a. Definitions

"Enroll" and "enrollment" include attending classes and participating fully in school activities.

"Homeless child" or "homeless children" means children or youths who lack a fixed, regular, and adequate nighttime residence and includes:

(1) Children who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks,

or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
(2) Children who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
(3) Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
(4) Migratory children living in circumstances described above. "Migratory child" means a child who made a qualifying move in the preceding 36 months (a) as a migratory agricultural worker or a migratory fisher; or (b) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

"School of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled, including a preschool. When a child completes the final grade level served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools, as applicable.

"Unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian.

b. General Requirements

As a condition of receiving federal funds under the McKinney-Vento Homeless Assistance Act, The J-Hub shall, according to a homeless child's best interest:

(1) Continue the child's education in the school of origin for the duration of homelessness;
  (A) If the child's family becomes homeless between academic years or during an academic year; and
  (B) For the remainder of the academic year, if the child becomes permanently housed during an academic year; or
(2) Enroll the child in any charter school operated by The J-Hub that non-homeless students who live in The J-Hub's geographic boundaries are eligible to attend.

42 U.S.C. 11432(g)(3)(A).

In determining the best interest of a homeless child, The J-Hub shall:

(1) Presume that keeping the child in the school of origin is in the child's best interest, except when doing so is contrary to the request of the child's parent or guardian, or in the case of an unaccompanied youth the youth;
(2) Consider student-centered factors related to the child's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children, giving priority to the request of the child's parent or guardian or the unaccompanied youth;
(3) If, after conducting the best interest determination based on consideration of the presumption in item (1) above and the student-centered factors in item (2) above, The J-Hub determines that it is not in the child's best interest to attend the school of origin or the school requested by the parent or guardian or the unaccompanied youth, provide the parent, guardian, or unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal as set forth in Sec. 7-f below; and
(4) In the case of an unaccompanied youth, ensure that the homeless liaison assists in placement and enrollment decisions under these provisions, gives priority to the views of such unaccompanied youth, and provides the notice to such youth of the right to appeal as set forth in Sec. 13-f below.

42 U.S.C. 11432(g)(3)(B).

The J-Hub shall not stigmatize or segregate a student based on their homelessness status.

c. Information from Parents

The J-Hub may require the parent or guardian of a homeless child to submit contact information. 42 U.S.C. 11432(g)(3)(H).

d. Enrollment

The J-Hub shall immediately enroll a homeless child, depending on available seats, even if the child:

(1) Is unable to produce records normally required for enrollment, such as previous academic record, records of immunization and other required health records, proof of residency, or another document; or
(2) Has missed application or enrollment deadlines during any period of homelessness.

42 U.S.C. 11432(g)(3)(C).

e. Enrollment in School of Origin

In determining the best interest of the student for the purpose of continuing the student's education in the school of origin, The J-Hub shall presume that keeping the student in his or her school of origin is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth. The J-Hub shall also consider the best interests of the student with regard to the impact of moving schools on the student's achievement, education, health, and safety, including such relevant factors as:

(1) Continuity of instruction;
(2) Age and grade placement of the student;
(3) Distance of the commute and its impact on the student's education or special needs;
(4) Personal safety of the student;
(5) The student's eligibility and need for any specialized services and supports, such as Section 504, special education and related services, or bilingual or English as a second language services;
(6) Length of anticipated stay in a temporary shelter or other temporary location, if applicable;
(7) Likely area of the family's or youth's future housing;
(8) Time remaining in the school year; and
(9) School placement of siblings.

Services, including transportation, that The J-Hub is required to provide shall not be considered in determining the student's school of attendance.

f. Disputes Concerning Enrollment

If a dispute arises over eligibility, or school selection or enrollment in a school:

(1) The child shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
(2) The parent or guardian of the child or an unaccompanied youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by The J-Hub including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions.

(3) The parent, guardian, or unaccompanied youth shall be referred to the homeless liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
(4) In the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seek enrollment pending resolution of such dispute.

42 U.S.C. 11432(g)(3)(E).

g. Comparable Services

The J-Hub shall provide a homeless child with services comparable to those offered to other student in the school in which the child is enrolled. 42 U.S.C. 11432(g)(4).

10. Withdrawals

The J-Hub is a public school of choice. A parent/guardian may withdraw their child from The J-Hub at any time. However, prior to doing so, we encourage them to meet with the counselor to discuss reasons for withdrawal, retention options and/or to complete an exit survey so that the school leadership team may attain information needed to inform programmatic improvements. A formal request to withdraw will be requested by the front office as documentation of the parent's request as well as a signed notice from the parent/guardian that the student will be enrolled elsewhere are applies.

Students are never removed or expelled from J-Hub for failure to demonstrate adequate academic progress in our program. The J-Hub may expel a student only for reasons authorized by Texas Education Code § 37.007 or specified in The J-Hub's student code of conduct that may result in expulsion and after due process has occurred.

Attachment 28:

Certificate of Occupancy for Facility

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

Attachment 28:

N/A

Note: The Justice Hub has not fully secured a location, however, we are in talks with three different potential sites. Therefore, we do not have a certificate of occupancy.

JUSTICE HUB

Restorative Classroom. Explorative Students

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.



Attachment 29:

N/A *facility has not been fully secured*



JUSTICE HUB

Restorative Classroom. Explorative Students

Attachment 30:

Detailed Start-Up Plan

Provide a detailed start-up plan for Year 0 (August 2021-August 2022).



Attachment 30
The Justice Hub Start-Up Plan
Upon approval /~August 2021- School's opening day/ August 2022

Below is a detailed start-up plan for The Justice Hub's opening year (August 2021 – July 2022). The plan identifies timelines, tasks and responsible individuals as well as materials. As shown in budget and discussed above, The J-Hub plans to hire a superintendent/chief executive officer (CEO) and principal upon charter approval. In January 2022, we plan to hire an Operations Manager. While pre-opening staff share responsibility for fulfilling tasks, the CEO holds ultimate responsibility. The Board monitors implementation of the start-up plan via bi-weekly meetings between the Chair and CEO. The CEO presents a more formal update to the full board at monthly meetings.

Please see application as well as Attachments 31 and 32 (Financial Plan Workbook and Budget Narrative) for more detail.

Contingency planning: Upon approval, the Board and CEO collaborate to review start-up plans and develop contingency plans. For example, with fidelity to our mission, we consider adjusting our staffing qualifications and, if necessary, identify candidates nearing completion of programming with a strong growth mindset. Once hired, these teachers are paired with a strong coach or mentor. The pay structure is differentiated to compensate expert teachers who take on the role of mentor. We cautiously exchange less experience and certification with more intense PD and support, so teachers are fully supported in effectively serving our students and become invested in our campus. We also tap our community partners to request contributions towards making a teaching job at J-Hub more attractive by offering or paying for childcare and housing incentives. Further, should student and/or recruitment benchmarks not be met, we bring on a marketing firm and/or hiring firm to supplement efforts.

Financial transparency and conservative budgeting: The Board and CEO have prepared a fiscally conservative budget. During the planning year, the Board may amend the budget as expenses and revenue projections change. Upon approval, the Board and CEO assess the budget by creating a list of budget priorities and/or reviewing the current budget priorities while maintain focus on the school's core mission and vision.

Timeline	Category	Tasks	Responsible Individual(s)	Materials
Upon Approval: ~August 2021–December 2021	Fiscal and Operational	• Secure initial financing and insurance. • Submit grant(s) for charter funding. • Identify other grant sources. • Plan and execute fundraising events and solicit contributions from individual donors. • Assess fundraising needs and build strategic plan. • Establish a schoolwide email system. • Develop and approve contingency planning for months ahead.	Superintendent/ Chief Executive Officer (CEO) Board (Finance committee members) IT support	• Work Computers (2) • Work Phones (2) • Marketing materials
	Governance	• Interview and approve additional Justice Hub board members (as necessary by January 2022 to have an 11-member board). • Participate in Justice Hub school board meetings (monthly). Actively govern the school (as demonstrated by meeting minutes). • Engage new members in orientation provided to new board members. • Promote vision throughout community. • Establish committee structure. • Board monitors implementation of start-up plan via bi-weekly reports to Chair and monthly full board reporting presented by CEO.	CEO, Principal and Board	
	Instructional and Educational Programming	• Review scope and sequence documents provided by commercial curricular resources. • Ensure alignment to TEKS and ELPS, make adjustments as necessary. • Purchase necessary assessments, align to TEKS and ELPS as necessary.	Principal with support from CEO	• Curriculum materials

		• CEO and principal meet daily upon charter approval; the time is used to learn, and problem solve with one another, review data, monitor progress, reflect upon the TEXAS Principal Standards.		
	Culture	• Identify training providers (DBT, trauma informed practices, etc.). • Establish training schedule. • Staff and Student Onboarding location/programming • Begin organizing and structuring the "Champions of Justice" advisory group	CEO Principal Operations Manager	
	Human Resources	• Board finalizes and votes upon final leadership job descriptions. • Recruit and hire/Finalize contract with CEO and principal. • Develop training plan and begin training and planning for Year 1. • Visit high performing high schools. • Review and finalize job descriptions for instructional and operational staff. • Begin recruitment of non-instructional and instructional staff in particular special education staff: host interest mixers, advertise position on local and national websites, attend hiring fairs, leverage partnerships/networks, form partnerships with local colleges and schools of education. • Track recruiting benchmarks and adjust efforts as necessary. • Recruit and hire Director of Operations and Office Manager. (Fingerprinting, background checks verified.) • Determine needs to implement lottery procedures, if one should become needed. Identify location and logistics.	Board CEO/Principal (i.e. J-Hub leadership team)	• Training materials • Travel accommodations, etc.
	Students, Families and Community	• Hold conversations with community members, service providers and local universities to share mission/vision; identify partners and services.	CEO, Principal, Staff, Board	

		• Identify mentors (for students most in need). • Hold open houses and information sessions. • Excite community. • Mail (USPS or electronic) flyers and social media updates to families who have shared addresses to keep abreast of developments. • Distribute information to families regarding dates of information night. • Collect applications and organize by grade level (time stamp). • Provide translation services to families • Host game night, coffee/donut Mondays. • Co-sponsor events with community organizations • Continue outreach and marketing strategies—track status by zip code, evaluate results and intensify efforts accordingly to turn interest into applications. • Review and monitor benchmarks for student recruitment. Report status to board. • Secure partnerships. • Finalize and print family/student handbook. • Creation of enrollment forms and translations of said forms.		• Student Marketing materials • Postage • Handbook • Copy machine, printers • Paper
	Facility	• Finalize facility location and lease; schedule inspections (as required). • Secure all permits and approvals. • Begin repairs, renovations/improvements, inspections. • Obtain certificate of occupancy. • Order signage, including clear numbering for emergency response vehicle(s). • Identify requirements with City of Houston officials and submit necessary paperwork. Finalize lease Sept -January 2023 (if not already done).	CEO and Board	• Signage

January 2022-March 2022	Fiscal and Operational	• Request bids from all contracted vendors (food, transportation, janitorial, etc.). Select vendors with board approval. Finalize and formalize vendor contracts by end of March. • Secure partnerships with mission-aligned organizations. • Contract with back office provider. • Seek legal review of handbooks. • Post handbooks to school website. • Prepare copies for distribution. • Share contact information with families. • School safety plan: schedule fire drills and crisis drills. Test safety plan. • Conduct needs assessment of existing furniture, technology, projectors and screens, computers, tables, desks, chairs, shelving, white boards. • Contact providers to obtain quotes. • Order all classroom furniture, technology, accessories, and safety equipment. • Establish robust internal controls and fiscal policies, request board oversight. • Purchase vans. Secure busing provider. Establish bus routes and pick up locations. • Order technology and equipment. • Evaluate and implement recommendations from the TEA. Consult with the Texas School Safety Center (TxSSC) to finalize safety protocol.	Operations Mgr with support from CEO	• Computers and Phones for Director of Ops, Office Manger
	Governance	• Interview, identify and approve new board members (as necessary by January 2022 to have 11-member board). • Participate in Justice Hub school board meetings (monthly). • Actively govern the school. CEO reports to Board. • Orient new board members.	Board	• J-Hub Board Training • J-Hub Board Book/Manual

		• Determine, develop and initiate required training. • Review and approve all policies: finance, enrollment, grievance, discipline, admissions, etc.		
	Instruction and Education Programming	• Prepare list of needed materials: sort by need and want. Prioritize spending in alignment with budget. • Obtain quotes. • Identify and order classroom resources/ equipment. • Confirm curriculum resource selection for grades 9-12 (select Spanish programming). • Order additional materials no later than May 2022. • Plan teacher orientation & training; develop summer and year-long professional development plan and schedule.	CEO, Principal and Board with support from board and CEO	
	Human Resources	• Onboard Director of Ops and office manager. • Create personnel handbook that will assist in ensuring that all staff are trained to execute mission and vision of school in advance of the school opening in August 2022. • Review role responsibilities create training material. • Hold interviews-adhere to hiring protocol. • Finalize PEIMS training plan. Register to attend.	CEO, Principal, Operations Manager	
February 2020-within 10 days of Jan 31	Students, Families and Community	• Continue to host open houses; conduct information sessions at the school facility; present to community organizations, feeder schools, faith-based organizations. • Establish, publicize and implement lottery procedures / location. • Publish enrollment forms to website and social media platforms. • Accept student applications. Provide support with applications as needed. • Update school webpage.	CEO, Operations Manager, Principal and Board	• Handbook

		• Collect intent to enroll forms. Follow up with accepted families (as necessary). • Begin student registration. If number of registered students exceeds projected enrollment/capacity, then a lottery will be conducted, and a waitlist established. • Provide offers of admission. • Administer and score EL home language survey • Distribute handbook. • Last day of application acceptance window March 31st (see admissions policy for admissions outside of window). • A second lottery will be conducted if needed at end of March.		
	Facility	• Walk through to assess upgrades to building. • Assess improvements to ensure timeline supports opening. • Install signage for inside and outside of building.	CEO Board Landlord	
April 2022-June 2022	Fiscal and Operational	• Create a detailed transportation plan, including bus stops, types of vehicles, authorized drivers, student eligibility. Purchase vans in early April. • Select and bring back office consultant in for orientation/training. • Identify eligible suppliers and vendors; order office equipment; lease/purchase copiers. • Form Safe School Advisory Team (staff, leadership, law enforcement, parents and other community members). • Determine athletics plan. • Finalize food service contract.	CEO Board, Operations Manager, Office Manager	

	Governance	• Continue oversight, training, fundraising, engagement with community. • Ensure all board members have and understand role descriptions.	Board, Board Chair	
	Instruction and Education Programming	• Identify and formalize contracts with external service providers (OT, PT, etc.). • Communicate with service providers establish working relationship and communication style. • Plan Information Night and Welcome night. • Finalize master schedule. • Review student records to create individual student and teacher schedules. • Develop unit lesson plans.	Principal, counselor, CEO, Board	
	Human Resources	• Onboard counselor. • Complete collection of enrollment information (i.e. registration). • Complete PEIMS training. Hire (if necessary) PEIMS consultant. • Contact families from wait list to fill seats (if applicable). • Recruit/interview at selected school building or remote site. • Conduct extensive outreach for candidates; interviews; fingerprinting, job offers—if shortage, contract with external agency to support national recruitment.	Principal, counselor, office manager	
			CEO, Principal, Operations Manager	
	Students, Families and Community	• Sustain active communication with families to share updates. • Meet with families to identify student needs, connect families and students to support services to support seamless transition to class. • Communicate with sending schools to gather records.	CEO, Operations Mgr, Counselor	

		• Student/Parent/Family Orientation sessions #1		
	Facility	• Prepare building for opening - paint rooms and halls, order cleaning supplies. • Team occupies building. Tours begin.	CEO, landlord, contracted workers	
July 2022-August 2022	Fiscal and Operational	• Hire and train custodians and office support staff. • Set-up technology. • Develop an arrival/dismissal plan for bus drop-off, including traffic flow. Consult with local police and adjacent schools • Final facilities, health, and safety inspections. • Secure approval of crisis plan. • Staff attend CCSS safe and secure training @ Harris County Dept of Ed. • Communicate transportation logistics with families. Test run bus routes. Disperse public transportation cards. • Set up washroom, purchase required accessories (detergent, etc.) • Set up clothing and food donation space. • Establish secure filing system for student records	CEO, Operations Mgr, Safety council	
	Governance	• Collect conflict of interest forms from staff.	Board Chair and CEO	
	Instruction and Education Programming	• Distribute classroom materials. • Hold pre-opening professional development. • Prepare classrooms.	Principal, teachers	• External PD (as required)
	Culture	• Prepare training providers (DBT, trauma informed practices, etc.). • Oversee training as delivered to staff.	CEO, Counselor	
	Human Resources	• Ensure all staff are prepared for opening day.	CEO, Principal	

	Students, Families and Community	• Conduct Camp Commit. • Distribute uniforms (J-Hub provides $ support as needed). • Student/Parent/Family Orientation sessions #2 (for those who could not attend June sessions) • Revisit waitlist and connect with families to move from waitlist to accepted (as needed)	Leadership team	
	Facility	• Prepare facility for opening with safety guidelines	Leadership team	

JUSTICE HUB

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Attachment 31:

Financial Plan Workbook

Using the template provided on the New OperatorNew application page, complete the Financial Plan Workbook. Once complete, applicants are instructed to submit this attachment as follows:

> ***Hard Copy:*** Print a hard copy of **only** the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook; and
>
> ***Electronic Submission:*** The **entire** Financial Plan Workbook will be submitted electronically as an Excel file.



1/20/21 10:59

The Justice Hub

FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026	2027
REVENUE						
Total State Revenues		$ 908,778	$ 2,068,807	$ 3,023,024	$ 3,763,412	$ 3,806,178
Federal Revenues						
Charter School Program (CSP) Start-Up Grant	$ 300,000	$ 460,000	$ 140,300	$ -	$ -	$ -
Other Federal Revenues	$ -	$ 159,380	$ 362,824	$ 530,173	$ 660,021	$ 667,521
Total Federal Revenues	$ 300,000	$ 619,380	$ 503,124	$ 530,173	$ 660,021	$ 667,521
Total Local and Other Revenue	$ 200,000	$ 125,000	$ -	$ -	$ -	$ -
TOTAL REVENUE	**$ 500,000**	**$ 1,653,158**	**$ 2,571,931**	**$ 3,553,197**	**$ 4,423,432**	**$ 4,473,699**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 194,900	$ 343,000	$ 413,610	$ 502,513	$ 634,602	$ 647,294
Total Instructional Personnel Costs	$ -	$ 395,000	$ 714,000	$ 1,108,026	$ 1,193,859	$ 1,217,736
Total Non-Instructional Personnel Costs	$ -	$ -	$ -	$ -	$ -	$ -
Total Payroll Taxes and Benefits	$ 38,785	$ 146,862	$ 224,394	$ 320,497	$ 363,864	$ 371,141
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 233,685**	**$ 884,862**	**$ 1,352,004**	**$ 1,931,037**	**$ 2,192,325**	**$ 2,236,172**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 40,000	$ 170,176	$ 357,723	$ 514,608	$ 642,236	$ 648,597
Total School Operations	$ 133,900	$ 204,900	$ 263,331	$ 269,674	$ 350,336	$ 341,847
Total Facilities Operations and Maintenance	$ 26,357	$ 339,343	$ 486,081	$ 742,338	$ 852,615	$ 858,361
Reserves / Contingencies	$ 25,000	$ 27,263	$ 62,064	$ 90,691	$ 112,902	$ 114,185
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 225,257**	**$ 741,682**	**$ 1,169,200**	**$ 1,617,310**	**$ 1,958,089**	**$ 1,962,990**
TOTAL EXPENSES	**$ 458,942**	**$ 1,626,544**	**$ 2,521,204**	**$ 3,548,347**	**$ 4,150,414**	**$ 4,199,162**
NET OPERATING INCOME (before depreciation)	**$ 41,058**	**$ 26,614**	**$ 50,727**	**$ 4,851**	**$ 273,018**	**$ 274,537**
STUDENT ENROLLMENT						
Projected Student Enrollment		100	225	325	400	400
Revenue Per Pupil		$ 16,532	$ 11,431	$ 10,933	$ 11,059	$ 11,184
Expenses Per Pupil		$ 16,265	$ 11,205	$ 10,918	$ 10,376	$ 10,498

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New Charter School Application Financial Plan Workbook Instructions

General Instructions and Notes

- **Colors for tabs and cells may be different on MAC computers and Apple products.**
- Complete all four tabs in GREEN. The BLUE tabs are informational only and do not require data entry.
- For MAC users, the BLUE tabs are **Budget**, **Financial Plan Workbook Summary**, **SOF**, and **Payment Formula Example**. All other tabs are GREEN data entry tabs.
- Formula driven cells are locked and should remain locked. Enter information into the WHITE cells ONLY.
- For MAC users, the GRAY cells may appear blue.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All **Notes** and **Notes and Descriptions of Assumptions** cells are editable. Adding as much detail as possible in these columns is encouraged. All Notes and Notes and Descriptions of Assumptions should be verifiable with support documents if requested by TEA.

School Info Tab

- Enter the Lead Applicant's name, email address, and phone number.
- In the row **Start-Up (Year 0) Fiscal Year End**, enter the fiscal year the proposed charter school will be in for it's startup year.
- In the row **Year One Fiscal Year End**, enter the fiscal year the school will be in for its first operational year.
- In the row **Fiscal Year End Date**, use the drop-down list box to select the proposed charter school fiscal year end date.
- In the row **Total School Year Minutes**, enter the number of minutes the proposed charter school will be open for operation.

Enrollment Tab

- **Enter information into the WHITE cells ONLY. All other cells are locked and should remain locked.**

ENROLLMENT Section

- Enter the anticipated enrollment for the proposed school by grade and year in the WHITE cells only. The anticipated enrollment for all five years is mandatory because those enrollment assumptions will directly impact the five year budget/operational plan.

- Enter the anticipated average daily attendance (ADA) percentage by year.
- **WARNING** - Enter conservative and realistic enrollment numbers. The state funding for your proposed charter school will be adjusted to your actual ADA, not your budgeted ADA! If you enter ambitious enrollment numbers or your estimated enrollment numbers are not realistic compared to your waiting list of students within commuting distance, then your projections may be invalid. Additionally, your enrollment numbers may change frequently during the school year. Over budgeting revenue is the most frequent cause of financial distress for charter holders.

STUDENT POPULATION Section

- Enter the anticipated number of students for each population designation by year in the WHITE cells only. The numbers entered will automatically generate the percentage of students anticipated for that designation based on the total enrollment entered.

TRANSPORATION Section

- Enter the anticipated transporation allotments for the specified programs.

Personnel Tab

- **Enter information into the WHITE cells ONLY. All other cells are locked and should remain locked.**
- Column C - Enter the position description.
- Column D - Select the category for the position entered in column C from the drop down list box. Categories listed in the drop down box align with the **Start-Up, Y1, & Assumptions** and **Budget** tabs.
  ***PLEASE NOTE** - Before selecting a category, be sure to review the **Budget** tab to see where each category falls in terms of the Personnel section.*
- Column E - Enter the starting salary for each position.
- Columns F - K - Enter the number of full-time equivalents (FTE) for each position for the given year.
- Column M - Enter any notes related to each position. **Notes must include the portion of the salary amount that will be paid from the CSP grant funds.**

- Cells P10 - S10 - Enter the anticipated percentage of salary increases for each year. Salaries for each position for each year will be automatically generated based on the yearly raise percentages entered in the worksheet.

Start-Up, Y1, & Assumptions Tab

- **Enter information into the WHITE 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 WHITE and labeled **Custom**. **Custom** cells can be edited by the applicant.
- Columns E - F - Enter budgeted amounts for the proposed charter school in column E for the start-up year (Year 0) and in column F for Year 1.
- Columns H - M - Enter the percentage increase OR decrease that is anticipated for each line item from year to year.
  ***** PLEASE NOTE** - The percentages entered in the PAYROLL TAXES AND BENEFITS section are for the percentage of total payroll for that particular year and NOT the percentage of increase from year to year.***
- Enter any notes and descriptions of assumptions that need further explanation. ****Notes must include the amounts that will be paid from CSP grant funds.**

Budget Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment**, **Personnel**, and **Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

Financial Plan Workbook Summary Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment**, **Personnel**, and **Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

SOF Tab

- Summary of Finances (**SOF**) tab displays the estimate for Total State Aid.
- No data should be entered on this tab.

Payment Formula with Example Tab

- Actual cash flows are based on average attendance for each 6 week period reported to TEA. If you experience a substantial change in enrollment during the year, your ADA will change and so will your payments.
- No data should be entered on this tab.

1/27/2021 14:47

The Justice Hub School

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	Marvin Pierre	
Contact Email:	[redacted]	
Contact Phone:	832-849-7570	
Start-Up (Year 0) Fiscal Year End:	2022	*Enter the 4-digit year (XXXX)*
Year One Fiscal Year End:	2023	*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)*

ENTER PROPOSED SCHOOL NAME



1/27/2021 14:47

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ESTIMATE OF STATE AID ENTITLEMENT INPUT

General Instructions and Notes

ENROLLMENT

	Year 1	Year 2	Year 3	Year 4	Year 5
	2023	2024	2025	2026	2027
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	100.00	125.00	125.00	125.00	125.00
10th Grade		100.00	100.00	100.00	100.00
11th Grade			100.00	100.00	100.00
12th Grade				75.00	75.00
Total Number of All Students Enrolled (Average Membership)	**100.00**	**225.00**	**325.00**	**400.00**	**400.00**
Average Daily Attendance (ADA) %	**85%**	**86%**	**87%**	**88%**	**89%**
Average Daily Attendance (ADA)	**85.00**	**193.50**	**282.75**	**352.00**	**356.00**
Percent change YOY		128%	46%	24%	1%

STUDENT POPULATION

Data for the following fiscal years must be based on reasonable estimates and projections.

Special Education Data:	2023	EYS 2023	2024	EYS 2024	2025	EYS 2025	2026	EYS 2026	2027	EYS 2027
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	10.00		20.00	-	30.00	-	40.00	-	40.00	-
Special Education Student Count (SPED)	**10.00**	-	**20.00**	-	**30.00**	-	**40.00**	-	**40.00**	-
Special Education Student Count %	**10.00%**		**8.89%**		**9.23%**		**10.00%**		**10.00%**	
Percent change YOY			100%	0%	50%	0%	33%	0%	0%	0%

Career and Technology (C&T) Data:	2023	Advanced C&T FTE, P-TECH, New Tech Network 2023	2024	Advanced C&T FTE, P-TECH, New Tech Network 2024	2025	Advanced C&T FTE, P-TECH, New Tech Network 2025	2026	Advanced C&T FTE, P-TECH, New Tech Network 2026	2027	Advanced C&T FTE, P-TECH, New Tech Network 2027
Number Enrolled in One-hour Class	100.00		200.00		300.00		300.00		300.00	
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**	-	**200.00**	-	**300.00**	-	**300.00**	-	**300.00**	-
% of Career & Technology Students	**100.00%**		**88.89%**		**92.31%**		**75.00%**		**75.00%**	
Percent change YOY			100%	0%	50%	0%	0%	0%	0%	0%

Dyslexia, Pregnancy Related, & Bilingual/ESL Data:	Data for the following fiscal years must be based on reasonable estimates and projections.				
	2023	2024	2025	2026	2027
Number Dyslexia Students Enrolled	3.00	7.00	10.00	15.00	15.00
% of Dyslexia Students Enrolled	**3.00%**	**3.11%**	**3.08%**	**3.75%**	**3.75%**
Number of Pregnancy Related Students	-	-	1.00	2.00	2.00
% of Pregnancy Related Students Enrolled			**0.31%**	**0.50%**	**0.50%**
Number of Students Enrolled in Bilingual LEP	10.00	20.00	30.00	40.00	40.00
Number of Students Enrolled in Bilingual LEP Dual Language One-way/Two-way	-	-	-	-	-
Number of Students Enrolled in Bilingual Non LEP Dual Language One-way/Two-way	-	-	-	-	-
Total Number of Students Enrolled in Bilingual LEP/Non LEP	10.00	20.00	30.00	40.00	40.00
% of Students Enrolled in Bilingual LEP	**10%**	**8.89%**	**9.23%**	**10.00%**	**10.00%**

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment	72.25	164.48	240.34	299.20	302.60

TRANSPORTATION	2023	2024	2025	2026	2027
Regular Program Transportation Allotment	30	60	100	120	120
Special Education Program Transportation Allotment		-	-	-	-
Career and Technology Program Transportation Allotment		-	-	-	-
Transportation Total	**30**	60	100	120	120
Percent change YOY		100%	67%	20%	0%

1/27/2021 14:47

The Justice Hub School

PERSONNEL

Position Description	Position Category (Categories align with the categories on the Five Year Budget)	Year Count	Number of FTEs						Notes	Total of Salaries					
			Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FYE	2022	2023	2024	2025	2026	2027		2022	2023	2024	2025	2026	2027
		Starting Salary	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs		0.0000%	0.0000%	2.0000%	2.0000%	2.0000%	2.0000%
Founder / CEO	Executive Management	$ 100,000	1.0	1.0	1.0	1.0	1.0	1.0		$ 100,000	$ 100,000	$ 102,000	$ 104,040	$ 106,121	$ 108,243
Principal	Executive Management	$ 110,000	0.5	1.0	1.0	1.0	1.0	1.0		$ 55,000	$ 110,000	$ 112,200	$ 114,444	$ 116,733	$ 119,068
Assistant Principal	Deans, Directors & Coordinators	$ 70,000	0.0	0.0	0.0	0.0	1.0	1.0		$ -	$ -	$ -	$ -	$ 74,285	$ 75,770
Operations Manager	Operation / Business Manager	$ 65,000	0.3	1.0	1.0	1.0	1.0	1.0		$ 19,500	$ 65,000	$ 66,300	$ 67,626	$ 68,979	$ 70,358
Office Manager (food nutrition /	Administrative Staff	$ 45,000	0.0	0.0	1.0	1.0	2.0	2.0		$ -	$ -	$ 45,900	$ 46,818	$ 95,509	$ 97,419
PIEMS Coordinator / Registrar	Other - Administrative	$ 35,000	0.0	0.0	0.5	1.0	1.0	1.0		$ -	$ -	$ 17,850	$ 36,414	$ 37,142	$ 37,885
HS counselor / academic	Other - Administrative	$ 68,000	0.3	1.0	1.0	1.0	1.0	1.0		$ 20,400	$ 68,000	$ 69,360	$ 70,747	$ 72,162	$ 73,605
Math	Teachers - Regular	$ 55,000	0.0	1.0	2.0	3.0	3.0	3.0		$ -	$ 55,000	$ 112,200	$ 171,666	$ 175,099	$ 178,601
English	Teachers - Regular	$ 55,000	0.0	1.0	2.0	3.0	3.0	3.0		$ -	$ 55,000	$ 112,200	$ 171,666	$ 175,099	$ 178,601
Science	Teachers - Regular	$ 55,000	0.0	1.0	2.0	3.0	3.0	3.0		$ -	$ 55,000	$ 112,200	$ 171,666	$ 175,099	$ 178,601
History	Teachers - Regular	$ 55,000	0.0	1.0	2.0	3.0	3.0	3.0		$ -	$ 55,000	$ 112,200	$ 171,666	$ 175,099	$ 178,601
Electives	Specialty Teachers	$ 55,000	0.0	2.0	2.0	3.0	4.0	4.0		$ -	$ 110,000	$ 112,200	$ 171,666	$ 233,466	$ 238,135
SPED coordinator / teacher	Teachers - SPED	$ 60,000	0.0	1.0	1.0	2.0	2.0	2.0		$ -	$ 60,000	$ 61,200	$ 124,848	$ 127,345	$ 129,892
Paraprofessional	Teaching Assistants	$ 25,000	0.0	0.0	1.0	2.0	2.0	2.0		$ -	$ -	$ 25,500	$ 52,020	$ 53,060	$ 54,122
Dean of Students / Culture	Deans, Directors & Coordinators	$ 60,000	0.0	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ -	$ 62,424	$ 63,672	$ 64,946
Social worker	Therapists & Counselors	$ 55,000	0.0	0.0	1.0	1.0	1.0	1.0		$ -	$ -	$ 56,100	$ 57,222	$ 58,366	$ 59,534
CFO / Business Manager	CFO / Director of Finance	$ 70,000	0.0	0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -	$ -
Special populations coordinator	Deans, Directors & Coordinators	$ 60,000	0.0	0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -	$ -
Substitutes	Substitute Teachers	$ 1,000	0.0	5.0	10.0	15.0	20.0	20.0		$ -	$ 5,000	$ 10,200	$ 15,606	$ 21,224	$ 21,649
		$ -	0.0	0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -	$ -

1/27/2021 14:47

The Justice Hub School
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year *include in the notes the amounts from the CSP grant	Notes and Descriptions of Assumptions for Year1 through Year 5 *include in the notes the amounts from the CSP grant
	2022	2023	2022	2023	2024	2025	2026	2027		
REVENUE			Enter the % change below for which the amount entered in column F should change each year. Consider using the % changes in the Enrollment Tab.							
TOTAL STATE REVENUES		908,778			127.65%	46.12%	24.49%	1.14%	N/A	
FEDERAL REVENUES										
Charter School Program (CSP) Start-Up Grant	300,000	460,000			-69.50%	-100.00%	0.00%	0.00%	TEA CSP Grant for $900 k over 2 years	CSP grant ends in Sept. 2023 - Year 2
Other Federal Revenues	-	159,380			127.65%	46.12%	24.49%	1.14%	N/A	Title I, IDEA B, and CNP
TOTAL FEDERAL REVENUES	300,000	619,380								
TOTAL LOCAL & OTHER REVENUES	200,000	125,000			-100.00%	0.00%	0.00%	0.00%	GRH Start-up grant - $325k over 2 years	GRH grant ends in Year 1
TOTAL REVENUE	**$ 500,000**	**$ 1,653,158**								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	155,000	210,000							Full time CEO, half year of Principal	See personnel tab
Instructional Management		-								See personnel tab
Deans, Directors & Coordinators	-	-								See personnel tab
CFO / Director of Finance	-	-								See personnel tab
Operation / Business Manager	19,500	65,000							Half year of Ops Manager	See personnel tab
Administrative Staff	-	-								See personnel tab
Other - Administrative	20,400	68,000								See personnel tab
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 194,900**	**$ 343,000**								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	220,000								See personnel tab
Teachers - SPED	-	60,000								See personnel tab
Substitute Teachers	-	5,000								See personnel tab
Teaching Assistants	-	-								See personnel tab
Specialty Teachers	-	110,000								See personnel tab
Aides	-	-								See personnel tab
Therapists & Counselors	-	-								See personnel tab
Other - Instructional	-	-								See personnel tab
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 395,000**								
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-								Contracted - In nurse services
Librarian	-	-								
Custodian	-	-								Contracted - In janitorial services
Security	-	-								Contracted - In security services
Other - Non-Instructional	-	-								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ -**								
TOTAL PERSONNEL EXPENSES	**$ 194,900**	**$ 738,000**								
PAYROLL TAXES AND BENEFITS			For each line item in the Payroll Taxes and Benefits section, enter the % of Total Personnel Expenses that line item should represent.							
Social Security	12,084	45,756	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%		
Medicare	2,826	10,701	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%		
State Unemployment	3,411	12,915	1.75%	1.75%	1.75%	1.75%	1.75%	1.75%		
Worker's Compensation Insurance	1,949	7,380	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%		
Custom Other Tax #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Other Tax #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Health Insurance	7,796	29,520	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%		
Dental Insurance	2,924	11,070	1.50%	1.50%	1.50%	1.50%	1.50%	1.50%		
Vision Insurance	975	3,690	0.50%	0.50%	0.50%	0.50%	0.50%	0.50%		
Life Insurance	1,949	7,380	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%		
Retirement Contribution	4,873	18,450	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%		
Custom Fringe #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Fringe #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL PAYROLL TAXES AND BENEFITS	**$ 38,785**	**$ 146,862**								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 233,685**	**$ 884,862**								

The Justice Hub School
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year *include in the notes the amounts from the CSP grant	Notes and Descriptions of Assumptions for Year1 through Year 5 *include in the notes the amounts from the CSP grant
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2022	2023	2022	2023	2024	2025	2026	2027		
			Enter the % change below for which the amount entered in column F should change each year.							
CONTRACTED SERVICES										
Accounting / Audit	10,000	15,000			0.00%	33.00%	0.00%	0.00%	Auditor - fixed cost	Auditor - fixed cost
Legal	15,000	10,000			50.00%	0.00%	50.00%	0.00%	Fixed cost	Fixed cost
Management Company Fee	-	-			0.00%	0.00%	0.00%	0.00%	N/A	N/A
Nurse Services	-	9,000			127.65%	46.12%	24.49%	1.14%	Not applicable in Year 0	$90 per student
Food Service / School Lunch	-	108,000			127.65%	46.12%	24.49%	1.14%	Not applicable in Year 0	$6 per student per day
Payroll Services	-	-			0.00%	0.00%	0.00%	0.00%	In Back-office Provider fees	In Back-office Provider fees
Special Ed Services	-	10,000			100.00%	50.00%	33.33%	0.00%	Not applicable in Year 0	$1,000 per SPED student
Titlement Services (i.e. Title I)	-	-			0.00%	0.00%	0.00%	0.00%	Not applicable in Year 0	Targeted costs spread across multiple lines
directors and officers insurance	-	-			0.00%	0.00%	0.00%	0.00%	In Insurance line	In Insurance line
Back-office Provider	15,000	18,176			127.65%	46.12%	24.49%	1.14%	2% of FSP	2% of FSP
Custom Contracted Services #3	-				0.00%	0.00%	0.00%	0.00%		
TOTAL	**$ 40,000**	**$ 170,176**								
SCHOOL OPERATIONS										
Board Expenses	2,000	4,000			0.00%	0.00%	0.00%	0.00%	Board training - Fixed expense	Board training - Fixed expense
Classroom / Teaching Supplies & Materials	-	10,000			127.65%	46.12%	24.49%	1.14%	Not applicable in Year 0	$100 per student
Special Ed Supplies & Materials	-	-			0.00%	0.00%	0.00%	0.00%	Not applicable in Year 0	In classroom supplies line
Textbooks / Workbooks	-	25,000			25.00%	-20.00%	-25.00%	0.00%	Not applicable in Year 0	$250 per new student
Supplies & Materials other	-	4,000			73.00%	42.00%	7.00%	1.14%	Not applicable in Year 0	$250 per staff
Equipment / Furniture	60,000	60,000			-33.00%	-25.00%	0.00%	-33.00%	$10k per classroom and front office	$10k per new classroom
Telephone	-	-			0.00%	0.00%	0.00%	0.00%	In Utilities	In Utilities
Technology	44,000	25,000			5.00%	-40.00%	20.00%	0.00%	$300/new student, $500 new teacher, $2,400 new classroom	$300/new student, $500 new teacher, $2,400 new classroom
Student Testing & Assessment	-	5,000			127.65%	46.12%	24.49%	1.14%	Not applicable in Year 0	$50 per student
Field Trips	-	5,000			100.00%	50.00%	33.00%	0.00%	Not applicable in Year 0	$5k per grade level
Transportation (student)	-	30,000			100.00%	0.00%	100.00%	0.00%	Yr 1- $30k for vans, Yr 2 - $60k for full bus route	2 bus routes starting in year 4
Student Services - other	-	-			0.00%	0.00%	0.00%	0.00%	N/A	N/A
Office Expense	12,000	3,200			73.00%	42.00%	7.00%	1.14%	$200 per staff	$200 per staff
Staff Development	-	8,000			73.00%	42.00%	7.00%	1.14%	Not applicable in Year 0	$500 per staff
Staff Recruitment	4,500	4,000			0.00%	-75.00%	100.00%	0.00%	$500 per new staff	$500/new staff - Level off at $2k per year
Student Recruitment / Marketing	10,000	12,500			-20.00%	-25.00%	-33.00%	0.00%	$100 per new student	$100/new student - Level off at $5k per year
School Meals / Lunch	-	-			0.00%	0.00%	0.00%	0.00%	In contracted services	In contracted services
Travel (Staff)	400	2,200			73.00%	42.00%	7.00%	1.14%	$200 per staff	$200 per staff
Fundraising	1,000	2,000			0.00%	0.00%	50.00%	0.00%	Fixed, for collateral and small events	Fixed, for collateral and small events
After School Program	-	-			0.00%	0.00%	0.00%	0.00%	Partner with outside organization to provide	Partner with outside organization to provide
Athletics	-	5,000			127.65%	46.12%	24.49%	1.14%	Not applicable in Year 0	$100 per student with 50% participation
Custom Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL SCHOOL OPERATIONS	**$ 133,900**	**$ 204,900**								
FACILITY OPERATION & MAINTENANCE										
Insurance	4,544	9,088			127.65%	46.12%	24.49%	1.14%	50% of year 1 cost	1% of FSP
Janitorial Services	-	60,000			0.00%	100.00%	0.00%	0.00%	Not applicable in Year 0	$3/sf - Doubles sf in year 3
Building and Land Rent / Lease	15,146	181,756			74.00%	35.00%	24.00%	1.00%	1 month of rental based on year 1	20% of FSP - Yr 1-2 = 15k sf, Yr 3-5 = 35k sf
Repairs & Maintenance	1,667	15,000			0.00%	100.00%	0.00%	0.00%	1 month of rental based on year 1	$1 per square foot
Security Services	-	25,000			0.00%	50.00%	0.00%	0.00%	Not applicable in Year 0	Fixed cost - Doubles in Yr 3
Utilities	5,000	45,000			0.00%	100.00%	0.00%	0.00%	1 month of rental based on year 1	$3/sf - Yr 1-2 = 20k sf, Yr 3-5 = 40k sf
Internet	-	-			0.00%	0.00%	0.00%	0.00%	Not applicable in Year 0	In Utilities line
Trash/Waste Removal	-	500			127.65%	46.12%	24.49%	1.14%	Not applicable in Year 0	$5 per student
Landscaping	-	3,000			0.00%	100.00%	0.00%	0.00%	Not applicable in Year 0	$500 per month
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 26,357**	**$ 339,343**								
RESERVES / CONTIGENCIES	25,000	27,263			127.65%	46.12%	24.49%	1.14%	Build cash balance for start of year 1	3% of FSP
TOTAL EXPENSES	**$ 458,942**	**$ 1,626,544**								
NET OPERATING INCOME (before Depreciation)	**$ 41,058**	**$ 26,614**								
DEPRECIATION & AMORTIZATION	-	-			0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	**$ 41,058**	**$ 26,614**								

1/27/2021 14:47

The Justice Hub School

PROJECTED BUDGET / OPERATING PLAN

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026	2027
SUMMARY						
Total Revenue	**500,000**	**1,653,158**	**2,571,931**	**3,553,197**	**4,423,432**	**4,473,699**
Total Expenses	**458,942**	**1,626,544**	**2,521,204**	**3,548,347**	**4,150,414**	**4,199,162**
Net Operating Income (before Depreciation)	**41,058**	**26,614**	**50,727**	**4,851**	**273,018**	**274,537**
Revenue Per Pupil		16,531.58	11,430.80	10,932.91	11,058.58	11,184.25
Expenses Per Pupil		16,265.44	11,205.35	10,917.99	10,376.04	10,497.90
REVENUE						
TOTAL STATE REVENUES		908,778	2,068,807	3,023,024	3,763,412	3,806,178
FEDERAL REVENUES						
Charter School Program (CSP) Start-Up Grant	300,000	460,000	140,300	-	-	-
Other Federal Revenues	-	159,380	362,824	530,173	660,021	667,521
TOTAL FEDERAL REVENUES	300,000	619,380	503,124	530,173	660,021	667,521
TOTAL LOCAL & OTHER REVENUES	$ 200,000	125,000	-	-	-	-
TOTAL REVENUE	**$ 500,000**	**$ 1,653,158**	**$ 2,571,931**	**$ 3,553,197**	**$ 4,423,432**	**$ 4,473,699**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	155,000	210,000	214,200	218,484	222,854	227,311
Instructional Management	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	62,424	137,957	140,716
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	19,500	65,000	66,300	67,626	68,979	70,358
Administrative Staff	-	-	45,900	46,818	95,509	97,419
Other - Administrative	20,400	68,000	87,210	107,161	109,304	111,491
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 194,900**	**$ 343,000**	**$ 413,610**	**$ 502,513**	**$ 634,602**	**$ 647,294**
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	220,000	448,800	686,664	700,397	714,405
Teachers - SPED	-	60,000	61,200	124,848	127,345	129,892
Substitute Teachers	-	5,000	10,200	15,606	21,224	21,649
Teaching Assistants	-	-	25,500	52,020	53,060	54,122
Specialty Teachers	-	110,000	112,200	171,666	233,466	238,135
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	56,100	57,222	58,366	59,534
Other - Instructional	-	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 395,000**	**$ 714,000**	**$ 1,108,026**	**$ 1,193,859**	**$ 1,217,736**
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026	2027
Other - Non-Instructional	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL PERSONNEL EXPENSES	$ 194,900	$ 738,000	$ 1,127,610	$ 1,610,539	$ 1,828,461	$ 1,865,031

PAYROLL TAXES AND BENEFITS						
Social Security	12,084	45,756	69,912	99,853	113,365	115,632
Medicare	2,826	10,701	16,350	23,353	26,513	27,043
State Unemployment	3,411	12,915	19,733	28,184	31,998	32,638
Worker's Compensation Insurance	1,949	7,380	11,276	16,105	18,285	18,650
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	7,796	29,520	45,104	64,422	73,138	74,601
Dental Insurance	2,924	11,070	16,914	24,158	27,427	27,975
Vision Insurance	975	3,690	5,638	8,053	9,142	9,325
Life Insurance	1,949	7,380	11,276	16,105	18,285	18,650
Retirement Contribution	4,873	18,450	28,190	40,263	45,712	46,626
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	**$ 38,785**	**$ 146,862**	**$ 224,394**	**$ 320,497**	**$ 363,864**	**$ 371,141**
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 233,685**	**$ 884,862**	**$ 1,352,004**	**$ 1,931,037**	**$ 2,192,325**	**$ 2,236,172**
CONTRACTED SERVICES						
Accounting / Audit	10,000	15,000	15,000	19,950	19,950	19,950
Legal	15,000	10,000	15,000	15,000	22,500	22,500
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	9,000	20,488	29,938	37,271	37,694
Food Service / School Lunch	-	108,000	245,859	359,259	447,247	452,329
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	10,000	20,000	30,000	40,000	40,000
Titlement Services (i.e. Title I)	-	-	-	-	-	-
directors and officers insurance	-	-	-	-	-	-
Back-office Provider	15,000	18,176	41,376	60,460	75,268	76,124
Custom Contracted Services #3	-	-	-	-	-	-
TOTAL	**$ 40,000**	**$ 170,176**	**$ 357,723**	**$ 514,608**	**$ 642,236**	**$ 648,597**

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026	2027
SCHOOL OPERATIONS						
Board Expenses	2,000	4,000	4,000	4,000	4,000	4,000
Classroom / Teaching Supplies & Materials	-	10,000	22,765	33,265	41,412	41,882
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	-	25,000	31,250	25,000	18,750	18,750
Supplies & Materials other	-	4,000	6,920	9,826	10,514	10,634
Equipment / Furniture	60,000	60,000	40,200	30,150	30,150	20,201
Telephone	-	-	-	-	-	-
Technology	44,000	25,000	26,250	15,750	18,900	18,900
Student Testing & Assessment	-	5,000	11,382	16,632	20,706	20,941
Field Trips	-	5,000	10,000	15,000	19,950	19,950
Transportation (student)	-	30,000	60,000	60,000	120,000	120,000
Student Services - other	-	-	-	-	-	-
Office Expense	12,000	3,200	5,536	7,861	8,411	8,507
Staff Development	-	8,000	13,840	19,653	21,028	21,267
Staff Recruitment	4,500	4,000	4,000	1,000	2,000	2,000
Student Recruitment / Marketing	10,000	12,500	10,000	7,500	5,025	5,025
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	400	2,200	3,806	5,405	5,783	5,849
Fundraising	1,000	2,000	2,000	2,000	3,000	3,000
After School Program	-	-	-	-	-	-
Athletics	-	5,000	11,382	16,632	20,706	20,941
Custom Operations #2	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	**$ 133,900**	**$ 204,900**	**$ 263,331**	**$ 269,674**	**$ 350,336**	**$ 341,847**
FACILITY OPERATION & MAINTENANCE						
Insurance	4,544	9,088	20,688	30,230	37,634	38,062
Janitorial Services	-	60,000	60,000	120,000	120,000	120,000
Building and Land Rent / Lease	15,146	181,756	316,255	426,944	529,411	534,705
Repairs & Maintenance	1,667	15,000	15,000	30,000	30,000	30,000
Security Services	-	25,000	25,000	37,500	37,500	37,500
Utilities	5,000	45,000	45,000	90,000	90,000	90,000
Internet	-	-	-	-	-	-
Trash/Waste Removal	-	500	1,138	1,663	2,071	2,094
Landscaping	-	3,000	3,000	6,000	6,000	6,000
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 26,357**	**$ 339,343**	**$ 486,081**	**$ 742,338**	**$ 852,615**	**$ 858,361**
RESERVES / CONTIGENCIES	25,000	27,263	62,064	90,691	112,902	114,185
TOTAL EXPENSES	**$ 458,942**	**$ 1,626,544**	**$ 2,521,204**	**$ 3,548,347**	**$ 4,150,414**	**$ 4,199,162**
NET OPERATING INCOME (before Depreciation)	**$ 41,058**	**$ 26,614**	**$ 50,727**	**$ 4,851**	**$ 273,018**	**$ 274,537**
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	**$ 41,058**	**$ 26,614**	**$ 50,727**	**$ 4,851**	**$ 273,018**	**$ 274,537**

1/27/2021 14:47

The Justice Hub School

ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
General Instructions and Notes		85.000
Prior Year Refined ADA		0.000
SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.000
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		0.000
Mainstream ADA	1.15	8.500
Regular Career & Technology FTEs	1.35	14.450
Advanced Career & Technology Education FTEs	$ 50	0.000
P-TECH	$ 50	0.000
New Tech Network	$ 50	0.000
Regular Program ADA		70.550
Dyslexia	0.10	3.000
Public Education Grant	0.10	0.000
Early Education	0.10	0.000
State Compensatory Education Enrollment	0.25	72.250
Pregnancy Related FTEs	2.41	0.000
Non-Economically Disadvantaged students without disability living in a residential treatment facility whose parents do not reside in district	0.20	0.000
Bilingual LEP ADA	0.10	8.500
Bilingual LEP Dual Language One-Way, Two-Way	0.15	0.000
Bilingual Non LEP Dual Language One-Way, Two-Way	0.05	0.000
Adjusted GYA		1.4347
Total Weighted Average Daily Attendance (WADA)		132.7960
State Average Funding Components		

Per Capita Rate		$ 476.710
District Basic Allotment (DBA)		$ 6,159.00
ASF ADA		$ 3,294.69
District Tax Rate Level 1 (DTR1)		$ 0.057112
Level 1 Entitlement		$ 98.56
District Tax Rate Level 2 (DTR2)		$ 0.024659
Level 2 Entitlement		$ 49.28
Interest & Sinking Rate		$ -
EDA Guaranteed Yield (GY)		$ 38.58
Program Intent Codes -TIER I Allotments		
11-Regular Program Allotment TEC 48.051		$ 434,517
Small and Mid-size Allotment TEC 48.101		$ 89,930
25-Bilingual Education Allotment TEC 48.105 (spend 55% of amount)		$ 1
99-New Instructional Facility Allotment		$ -
11-Public Education Grant TEC 48.107		$ -
36-Early Education Allotment TEC 48.108 (spend 100% of amount)		$ -
37-Dyslexia Allotment TEC 48.103 (spend 100% of amount)		$ 988
School Safety Allotment TEC 42.168		$ 826
Special Education Detail:		
Regular Special Education		$ -
Mainstream		$ 60,204
Residential Care and Treatment		$ -
State Schools		$ -
Non Public Contracts		$ -
Extended Year Special Education		$ -
23-Special Education Adjusted Allotment TEC 48.102 (spend 55% of amount)		$ 60,204
Career & Technology Detail:		
Regular Career & Technology (CTE) Allotment		$ 120,147
Advanced CTE Allotment		$ -
P-TECH		$ -
New Tech Network		$ -
22-Career and Technology Allotment TEC 48.106 (spend 55% of amount)		$ 120,147
State Compensatory Education Detail:		
State Compensatory Allotment		$ 111,247
Pregnancy Related		$ -
Non-Economically Disadvantaged students without disability living in a residential treatment facility whose parents do not reside in district		$ -
24-Compensatory Education Allotment TEC 48.104 (spend 55% of amount)		$ 111,247
Transportation Detail:		
Regular		$ 30
Private		$ -
Special Education		$ -
Career & Technology Education		$ -
99-Transportation Allotment TEC 48.151		$ 30
TOTAL COST OF TIER I / STATE SHARE OF TIER I		**$ 817,891**
TIER II		
Tier II Level 1		$ 74,750

Tier II Level 2		$ 16,137
TOTAL TIER II		**$ 90,888**
OTHER PROGRAMS		
Charter has at least an acceptable academic performance rating?		yes
Charter Schools Facility Funding TEC 12.106(d)		0.000
TOTAL OTHER PROGRAMS		**$ -**
TOTAL STATE AID		**$ 908,778**
Available School Fund (ASF)		$ -
Foundation School Fund (FSF)		$ 908,778

1/27/2021 14:47

The Justice Hub School

PAYMENT FORMULA EXAMPLE

Total State Aid	$	908,778
Adjustments to Allotments	$	-
Less Total Paid to Date	$	-
FSP Remaining Balance	$	908,778

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	$ 75,429
October	11	9.1%	$ 75,835
November	10	10.1%	$ 76,509
December	9	11.1%	$ 75,592
January	8	12.4%	$ 75,071
February	7	14.4%	$ 76,369
March	6	16.6%	$ 75,360
April	5	19.9%	$ 75,344
May	4	25.1%	$ 76,121
June	3	33.2%	$ 75,413
July	2	49.7%	$ 75,413
August	1	100.0%	$ 76,323
		Total Payments	**$ 908,778**

1/27/2021 14:47

The Justice Hub School

FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026	2027
REVENUE						
Total State Revenues		$ 908,778	$ 2,068,807	$ 3,023,024	$ 3,763,412	$ 3,806,178
Federal Revenues						
Charter School Program (CSP) Start-Up Grant	$ 300,000	$ 460,000	$ 140,300	$ -	$ -	$ -
Other Federal Revenues	$ -	$ 159,380	$ 362,824	$ 530,173	$ 660,021	$ 667,521
Total Federal Revenues	$ 300,000	$ 619,380	$ 503,124	$ 530,173	$ 660,021	$ 667,521
Total Local and Other Revenue	$ 200,000	$ 125,000	$ -	$ -	$ -	$ -
TOTAL REVENUE	**$ 500,000**	**$ 1,653,158**	**$ 2,571,931**	**$ 3,553,197**	**$ 4,423,432**	**$ 4,473,699**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 194,900	$ 343,000	$ 413,610	$ 502,513	$ 634,602	$ 647,294
Total Instructional Personnel Costs	$ -	$ 395,000	$ 714,000	$ 1,108,026	$ 1,193,859	$ 1,217,736
Total Non-Instructional Personnel Costs	$ -	$ -	$ -	$ -	$ -	$ -
Total Payroll Taxes and Benefits	$ 38,785	$ 146,862	$ 224,394	$ 320,497	$ 363,864	$ 371,141
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 233,685**	**$ 884,862**	**$ 1,352,004**	**$ 1,931,037**	**$ 2,192,325**	**$ 2,236,172**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 40,000	$ 170,176	$ 357,723	$ 514,608	$ 642,236	$ 648,597
Total School Operations	$ 133,900	$ 204,900	$ 263,331	$ 269,674	$ 350,336	$ 341,847
Total Facilities Operations and Maintenance	$ 26,357	$ 339,343	$ 486,081	$ 742,338	$ 852,615	$ 858,361
Reserves / Contingencies	$ 25,000	$ 27,263	$ 62,064	$ 90,691	$ 112,902	$ 114,185
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 225,257**	**$ 741,682**	**$ 1,169,200**	**$ 1,617,310**	**$ 1,958,089**	**$ 1,962,990**
TOTAL EXPENSES	**$ 458,942**	**$ 1,626,544**	**$ 2,521,204**	**$ 3,548,347**	**$ 4,150,414**	**$ 4,199,162**
NET OPERATING INCOME (before depreciation)	**$ 41,058**	**$ 26,614**	**$ 50,727**	**$ 4,851**	**$ 273,018**	**$ 274,537**
STUDENT ENROLLMENT						
Projected Student Enrollment		100	225	325	400	400
Revenue Per Pupil		$ 16,532	$ 11,431	$ 10,933	$ 11,059	$ 11,184
Expenses Per Pupil		$ 16,265	$ 11,205	$ 10,918	$ 10,376	$ 10,498

JUSTICE HUB

Restorative Classroom. Explorative Students

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.



The Justice Hub School

Budget Narrative

Overview

The five-year financial vision and approach to sustainability for The Justice Hub is reflected in our financial workbook. We have prioritized our sustainability by taking a conservative approach to our start-up year, through year three (3). Our budget is reflective of what we prioritize as critical components in helping our mission and vision for The Justice Hub come to life. We prioritize hiring the right staff to ensure the foundation for success is established; and we have budgeted a conservative amount of funding for our operational needs (technology, equipment, furniture, etc.) that affords us the opportunity to build a healthy reserve over five years that can be used to provide additional services to our students and position us to secure funding to support early stage growth plans for the schools expansion. We believe setting realistic and conservative goals for financial sustainability is the start of building a strong and transformative school, which we firmly believe is reflected in our financial

The largest expenses of the school will be our staffing and facilities. In addition to the general education classroom teachers, we will also hire specialty teachers to instruct students in electives. In addition to classroom teachers, we employ high capacity executive staff, including the CEO and Principal. The CEO will oversee operations and culture. The Principal will oversee all aspects related to instruction and staff development.

Here are the key assumptions from the financial plan:

- In year one, The Justice Hub will begin with 100 9th graders, adding one grade level per year until the school is a fully enrolled 9th – 12th grade school serving 400 students in year 4 of operation.
- ADA is estimated at 85% in Year 1, rising by 1 percentage point each year to level off at an estimated ADA of 89% in Year 5.
- Facility costs are assumed at 20%.
- The budget includes a TEA CSP grant of $900,000 payable over the course of Years 0 – 2, as well as a Good Reason Houston start-up grant of $325,000 payable over the course of Years 0 – 1.
- The budget includes back office services at a cost of 2% of FSP.
- Staffing:
    - The school startup team will consist of the CEO and the Principal. In addition to the CEO's other duties, during Year 0 and Year 1 the CEO will be responsible for the operations and culture of the school;
    - There is one Principal for the school. The Principal will be hired at the halfway point of Year 0;

- The CEO and Principal salaries are based upon the salary ranges of start-up charter schools that are similar in size ($90k-$120k).
- General education teacher salaries are assumed at an average of $55,000, in line with local school districts and charters? the surrounding district salary schedule.
- During Year 1, we will hire one teacher for each of the core content areas (Math, English, Science, History), and will add one teacher each year in each of the core content areas.
- We will hire two specialty teachers to teach electives for Years 1 and 2 and add one each year in Years 3 and 4.
- We will hire a SPED Coordinator/Teacher in Year 1 and add one additional in Year 3.
- We will add a Paraprofessional in Year 2 and one additional in Year 3.
- The following non-academic positions will be hired as the school grows:
  - HS Counselor: Year 1
  - Operations Manager: Year 0;
  - Office Manager: Year 0
  - Social Worker: Year 2
  - PIEMS Coordinator: Year 2
  - Assistant Principal: Year 3

- Equipment and furniture expenses are assumed to be $10,000 per new classroom and for the front office;
- Technology expenses are assumed to be $300/new student, $500/new teacher, and $2,400/new classroom;
- Transportation services will begin with van service during Year 1 at an estimated cost of $30,000, and during Year 2 will move to a full bus route at an estimated cost of $60,000.

JUSTICE HUB

Restorative Classroom. Explorative Students

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.”



GOOD REASON HOUSTON
Every Child. Every Neighborhood.

8 Greenway Plaza, Suite 900
Houston, TX 77046
GoodReasonHouston.org

Board of Directors
Ann Stern (Chair)
Chris Barbic
Ann Barnes
Adeeb Barqawi
Douglas Foshee
Lisa Hall
Bob Harvey
Nancy Kinder
Scott McClelland
Jim Postl
Peter Rodriguez
Manolo Sànchez
Jeff Shaddix
Sebastien Solar
José Villarreal
Todd Williams
Darryl Wilson

January 15, 2021

Marvin Pierre
The Justice Hub School

Dear The Justice Hub School Board of Directors,

Please accept this letter as notice of intent to provide $325,000 towards start-up costs as part of a grant partnership with the Walton Family Foundation. This grant is in alignment with the Walton Family Foundation's long-term vision for quality education. This funding is contingent upon The Justice Hub being awarded a Charter from the state of Texas.

In addition to this funding, Good Reason Houston will continue to fund supporting the growth and development of the Justice Hub through Year 0 by providing cost-free professional development sessions and coaching to the school leaders in preparation for the opening of the Justice Hub campus. We strongly believe in the potential of the Justice Hub and it's need in the Houston area.

Please feel free to reach out with any questions.

Regards,

Rachel Smith
Chief Advancement Officer

JUSTICE HUB

Restorative Classroom. Explorative Students

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

If applicable, applicants must submit the statements above even if the statements indicate a zero balance.



Attachment 34:

The Justice Hub Public Schools Network, which was incorporated on December 11, 2020, and has no financial activity to date, submits the following financial statements indicating a zero balance:

- Statement of financial position
- Statement of activity
- Cash flow statement

The Justice Hub Public Schools Network
DBA
The Justice Hub Charter School
Unaudited Record of Financial Position
As of December 31, 2020

Assets

Current Assets:		
Cash and cash equivalents	$	-
Due from state	$	-
Total Current Assets	$	-
Capital assets, net of depreciation	$	-
Total Assets	$	-

Liabilities and Net Assets

Current Liabilities:		
Accounts payable	$	-
Accrued payroll costs	$	-
Total Current Liabilities	$	-
Due to bank	$	-
Total Liabilities	$	-
Net Assets:		
Without Donor Restrictions	$	-
With Donor Restrictions	$	-
Total Net Assets	$	-
Total Liabilities and Net Assets	$	-

The Justice Hub Public Schools Network
DBA
The Justice Hub Charter School
Unaudited Record of Activities
For the Period Ended December 31, 2020

	Without Donor Restrictions	With Donor Restrictions	Total
Operating Revenues and Other Support			
Local Support:			
5742 Earnings from Temporary Deposits and Investments	$ -	$ -	$ -
5744 Revenue from Foundations, Other Nonprofit Organizations, Gifts, and Bequests	$ -	$ -	$ -
5749 Other Revenues from Local Sources	$ -	$ -	$ -
Total Local Support	$ -	$ -	$ -
Net Assets Released From Restrictions			
Restrictions Satisfied By Payments	$ -	$ -	$ -
Total Operating Revenues and Other Support	$ -	$ -	$ -
Operating Expenses			
Program services:			
13 Curriculum Development and Instructional Staff Development	$ -		$ -
21 Instructional Leadership	$ -		$ -
Support services:			
41 General Administration	$ -		$ -
81 Fundraising	$ -		$ -
Total Operating Expenses	$ -		$ -
Change in Net Assets	$ -	$ -	$ -
Net Assets at Inception, November 13, 2020	$ -	$ -	$ -
Net Assets as of December 31, 2020	$ -	$ -	$ -

The Justice Hub Public Schools Network
DBA
The Justice Hub Charter School
Unaudited Record of Cash Flows
For the Period Ended December 31, 2020

Cash flows from operating activities:		
Grant payments	$	-
Contributions and fund-raising activities	$	-
Miscellaneous sources	$	-
Payments to vendors for goods and services rendered	$	-
Payments to personnel for services rendered	$	-
Net cash provided by operating activities	$	-
Cash flows from investing activities:		
Purchase of land and building	$	-
Purchase of equipment	$	-
Net cash provided by investing activities	$	-
Cash flows from financing activities:		
Proceeds from Revolving Line of Credit	$	-
Principal payments on Revolving Line of Credit	$	-
Net cash provided by financing activities	$	-
Change in Cash	$	-
Cash at Inception, November 13, 2021	$	-
Cash as of December 31, 2020	$	-

JUSTICE HUB

Restorative Classroom. Explorative Students

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, 2019, 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, 2019, 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, 2019."



Attachment 35:

N/A *no sponsoring entity; not incorporated prior to Jan.1*

JUSTICE HUB

Restorative Classroom. Explorative Students

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. A screenshot of the form will not fulfill this attachment requirement.

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.



The Justice Hub 990

The Justice Hub has not yet filed a 990 form with the IRS because the our organization is newly created. The Justice Hub intends to file a 990 or a 990 EZ for tax year 2020, if and as required by law.

JUSTICE HUB

Restorative Classroom. Explorative Students

Attachment 37:

Special Assurances



LETTER OF SPECIAL ASSURANCES

Sponsoring Entity: The Justice Hub Public Schools Network

Proposed Charter School Name: The Justice Hub Charter School

*The Board Chair of the proposed sponsoring entity shall initial **all** assurances within this document to confirm awareness and understanding of responsibilities established herein.*

Initial by each blank line in blue ink

Open Meetings Requirements

KK 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 will be held in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

KK 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 that were proposed and approved in the application for charter.

Public Information Requirements

KK The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

Criminal History Check Requirements

KK 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 a 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.

Annual Training Requirements

KK 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.

Residential Facilities Monitoring (RFM) System

KM 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 Residential Facilities (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.

Special RF Training

KM 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.

Admission and Enrollment

KM 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.

KM 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.

KM 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.

KM 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.

KM 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.

Public Meeting(s)

___The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment E5 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.

Withdrawal and Expulsion

___The proposed charter holder assures that it understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:

- a student is withdrawn by the charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the charter school discovers that the student has falsified enrollment information; proof of identification is not provided;
- or immunization records are not provided within 30 days of enrollment.

___The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

___The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school. See 19 TAC §100.1211 (c).

___The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e).

Ready to Open Check-List

___The proposed charter holder understands, upon approval and award of charter, that a ready-to-open check list may be required to be completed prior to final approval for the opening of any campus.

Postponement of Opening

___ The proposed charter holder understands that any request for the postponement of opening shall be denied if the founding Board no longer constitutes the governing Board at the time of the request.

Federal and State Funding

___ The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *Every Student Succeeds Act* funds, as granted by the *Every Student Succeeds Act of 2015,* must comply with the *The Guns-Free Schools Act.* See 20 U.S. Code § 7151.

___ The proposed charter holder understands that any *Every Student Succeeds Act* funds that are applied towards campus(es) operated on the premises of a public university or college may be effected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

___ The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The training and technical assistance is designed to help new charter schools ensure that federal grant funds are used in accordance with applicable statutes, regulations, and requirements. TEA is authorized to impose specific conditions by Title 2 of the Code of Federal Regulations (CFR), 200.331 (c) and 200.207.

Federal Charter School Program Grant

___ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, Commissioner and State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

___ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

___ The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the Generation 26 Application for Charter, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the Charter School Program (CSP) grant.

KK The applicant provides assurance that the chosen financial accounting system will adhere to the following requirements, upon award of a charter:

- accommodates the minimum 15-digit account code mandated by the FASRG;
- generates information needed for PEIMS reporting; and
- ensures adequate accountability of state and federal funds. If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with CSP grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.

KK The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the CSP grant, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of CSP grant funds.

KK The applicant provides assurance that it has, or will have before serving students, on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Division of Charter School Authorizing and Administration request a copy, the applicant will provide such copy immediately.

KK According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the definition of a charter school, as defined in ESSA, Section 4310(2). By signing and submitting the application, the authorized official of the proposed public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.

The term charter school means a public school that:

a. in accordance with TEC, Chapter 12, is exempt from significant State or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section;

b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;

c. operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;

d. provides a program of elementary or secondary education, or both;

e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;

f. does not charge tuition

g. complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and Part B of the Individuals with Disabilities Education Act;

h. is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;

i. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purposes of this program;

j. meets all applicable Federal, State, and local health and safety requirements;

k. operates in accordance with State law; and

l. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.

Required Disclosure

AL 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.

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.

Russell Ramsey IV

Printed Name of Sponsoring Entity Board Chair

IV

Signature of Sponsoring Entity Board Chair

1/19/21

Date

AMY LYNN REED
Notary Public, State of Texas
Comm. Expires 03-26-2022
Notary ID 4555760

Notary Public: Amy L. Reed
Commission Expires: 3-26-22
Harris County, Texas
Date: 1/19/21

JUSTICE HUB

Restorative Classroom. Explorative Students

Attachment 38:

CSP Addendum



ADDENDUM

Charter School Program Start-Up Grant

Priority Point

☐ The applicant proposes to open the charter school in a Qualified Opportunity Zone.

The application scoring process will allow for the award of a priority point for applicants committed to serving students who will attend a school located in a Qualified Opportunity Zone. If awarded a charter, applicants committed to opening charter schools in a Qualified Opportunity Zone will be required to provide specific census tract numbers and other information on the plan to serve students in these high-need areas.

Narratives

EDUCATIONAL PLAN

1. Describe the educational program of the proposed charter school.

Mission: The Justice Hub (J-HUB) empowers students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success.

Vision: A Justice Hub graduate is prepared to confidently leverage their skills to confront adversity, be trailblazers of change, thrive economically and be the most sought-after talent locally and nationally.

The mission and vision are achieved through delivery of a holistic educational program that prioritizes 1. Mental health and social emotional learning; 2. Student centered academics; and, 3. Collective and community- based partnerships. J-Hub students are supported in creating, monitoring and fulfilling personalized graduation plans. They set high expectations and acquire essential knowledge and skills through learning experiences that lead with the natural born genius (promise/assets/unique talents & gifts) of every child. Well-trained teachers engage students in authentic learning opportunities and provide targeted supports. Through partnerships with diverse community partners, J-Hub students build a robust network of social capital as they acquire real world skills, form genuine connections and gain access to an array of resources. The J-Hub provides our students with an equitable education and opportunities needed to transform their lives. As represented in our name, the

school becomes a community hub where justice is honored by creating equitable educational and social opportunities for our students, families and the community we serve. Our wraparound services reflect the specific needs that our community wants to see and the resources and pedagogy that we apply, work to ensure that all students, including our most vulnerable students, remain engaged and hopeful that they too can accomplish great success.

Key Design Elements: The J-Hub's proposed programmatic model reflects a research based and practice driven set of beliefs about how learning best occurs for those students who have not been successful in the more traditional learning environment. The J-Hub provides our students with an equitable education and opportunities needed to transform their lives. Our key design elements are grounded in providing a holistic educational experience to ensure students acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success. They include the following:

*1.*Mental Health and Social Emotional Learning: Promoting our students' mental health requires that we purposefully address barriers to learning and promote every student's well-being. According to the National Alliance on Mental Illness,[1] nearly 75% of all cases of mental illness begin by age 21. One in five students living in the United States show signs and symptoms of a mental illness each year. Despite growing evidence that mental illness impacts a significant number of young students, many school districts are unable to adequately address these issues.[2] At J-Hub, staff are provided ongoing professional development regarding trauma-informed classroom approaches, Adverse Childhood Experiences (ACE's - traumatic events occurring before age 18), and continuous psychoeducation highlighting the impacts of traumatic exposure on student behavior. Through our trauma informed

practices and social-emotional learning (SEL) framework, we eliminate barriers to students' well-being and support our youth in developing the prerequisite skills to reach their highest aspirations for college and career success. Our support services and resources, including mental health educators and counselors, help students develop skills to manage their emotions, form positive relationships (with peers and adults), feel empathy for others and make responsible decisions.

Our **Social Emotional Learning (SEL)** programming, takes a systematic approach to promote school values and adolescent development to increase student achievement and reduce the number of discipline referrals. Using common language and a set of schoolwide procedures and routines, we create a culture of student empowerment as students identify personal strengths, allowing them to excel in school. Through SEL, our policies remain proactive, preventative, and restorative.

Our SEL framework is supported by our Health and Wellness team[ms1] [Office2] (consisting of Counselor, PE instructor, Social Worker Intern(s)) that provides evidence-based behavioral emotional, and therapeutic support for students. In order for our students to thrive in the classroom, our trained staff teach them behavioral regulation skills based on but not limited to, the evidence-based framework of DBT (Dialectical Behavior Therapy). Our goal is to ensure that we create the space, time and support for our students to engage in the following principles: mindfulness, emotional regulation skills, distress tolerance skills, interpersonal effectiveness. Further, by integrating focus on the Collaborative for Social Emotional Learning's (CASEL) five core SEL competencies (self-awareness, self-management, social awareness, relationship skills and responsible decision-making), we help students develop the competencies that research show are needed to acquire the essential 21st century skills.[3] We know that, in order to succeed and thrive in today's workplace, students need to possess strong critical-thinking,

problem-solving, and analytical skills, as well as the ability to collaborate, communicate and quickly adapt to changing situations.[4]

Similarly, our disciplinary approach prioritizes restorative practices because evidence demonstrates commonly implemented punitive disciplinary practices are not only ineffective in reducing behavioral incidents but are proving detrimental to young people: students miss lessons, fall behind when they return, and are more likely to drop out, struggle to find jobs, or become involved with the Juvenile Justice System. J-HUB establishes inclusionary discipline policies to keep youth in school, maintain safe learning environments. We provide opportunities for our students to be active and accountable members of our collective community. Through creation of a strong school community where students participate in restorative conversations around interpersonal conflict, we empower students to hold their peers and themselves accountable when a member of the community is harmed physically or emotionally. Restorative practices are embedded throughout our school (classrooms, hallways, playing fields, etc.) and the instructional model to build a positive school culture, promote social-emotional growth and develop students' work/career ready attributes.

2. Student Centered Academics: We seek to bridge the educational achievement gap for our students through individualized programming that is social justice-infused, technology-centered, and culturally relevant. In student-centered learning experiences that place value on each student's natural born genius (promise/assets/unique talents & gifts), student agency is increased and individual learning needs are prioritized. Academic excellence is valued as strengths are recognized and we support students in becoming the best they can be. Our holistic model affirms that we believe each and every student, regardless of personal

circumstances, should have the opportunity to learn through authentic, hands-on experiences that hold relevance and meaning in their lives. Across the country, industry professionals continue to share that our local schools are not preparing our students for the career industries that await them.[5] The common challenges that many employers state is a persistent problem in the lack of development in soft skills. At The J-Hub, we intentionally ensure that many of the components of our model incorporate technology, meaningful interaction with industry professionals' workplaces and skills development (career exploration starting second semester of 9th grade), as well as development of learning habits and core competencies that prepare all of our students for college and meaningful career opportunities. J-Hub students not only build essential academic and soft skills but also build social capital (i.e., a collection of connections with professionals to create future job opportunities for themselves).

Targeted supports: Our approach to curriculum, instruction, and assessment, combined with our supportive culture, is designed to provide all students, including (but not limited to) students with IEPs and Section 504 plans, ELL students, students identified as highly capable and students at risk of academic failure or dropping out with rigorous, standards-driven instruction with a personalized learning model and whole child approach. We use a multi-tiered system of supports (MTSS) to meet the academic and behavioral needs of all students and rapidly identify struggling learners that need greater support. In addition to providing the specific services documented on a student's IEP, Section 504 plan, or ELL plan, when applicable, our teachers differentiate instruction to maintain the rigorous curriculum (fully aligned with the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS)) designed for each grade while adjusting methods and practices to ensure that all students achieve at grade level. Our MTSS or response to

intervention (RTI) framework is delivered to ensure that staff share responsibility to provide interventions at increasing levels of intensity to ensure every student learns and achieves to high standards.

Our underlying goal is to teach students to utilize tools and internalize methods of learning until they no longer require special education supports and services to make progress toward grade-level standards and gain specific skills. J-HUB's system of support is appropriate for all students, including students who are homeless, economically disadvantaged, or performing far below grade level. It recognizes that no one program effectively benefits all students. This approach is based on meeting immediate needs and nurturing individual strengths. It works to provide at-risk students with research-based, targeted, and systematic interventions at the first signs of a student's struggle through to proficiency.

3. **Career and Technical Education:** At The J-Hub, we commit to preparing our students for reaching their highest aspirations for college and career success. All freshmen take a career exploration and soft skills development course. At the end of freshman year, students are encouraged to select an industry pathway to pursue. In alignment with the needs of Texas' economy, we plan to offer endorsement pathways/clusters in Health Sciences, Business Management; and, Distribution and Logistics. As the school grows and partnerships with local organizations (such as Houston Community College/HCC) expand, additional pathways are expected to be added. Believing all students benefit from career prep, students are supported in selecting pathways carefully as they set the foundation for their future. They follow a course sequence, earning four or more credits in CTE that consist of at least two courses in the same cluster. We also plan to support students in securing and completing summer internships (work-based applied learning) from sophomore – senior year in their specific industry pathway or a career field of interest. Some

students may participate in practicums that provide unpaid, advanced learning opportunities. The CTE program includes an Employee Partners Program with learning tours, guest speakers visits from career/industry professionals as well as an annual career conference organized by the Director of Operations with community workshops and presentations led by the community's business and industry leaders. CTE teachers embed employability skills training (e.g. problem solving, communication, technology, teamwork, etc.) into their courses. We provide students with the knowledge and skills needed to fulfill a career choice that may or may not complement a college degree.

College Prep To provide opportunities for advancement, regular honors, Advanced Placement (AP), and dual enrollment courses are made available across all content areas. We will explore partnerships with post-secondary partners (HCC or San Jacinto College) where students are provided with opportunities to enroll in college courses where they can earn college credits. Beyond the obvious benefit of earning college credits, the opportunity encourages students to pursue specialized interests in a deeper way.

Enrichment Complementing the academic day, students engage in mixed grade enrichment activities that include internships, sports, cooking club, theater, or service clubs that build social capital. Our enrichment activities extend into the late afternoons to support students whose personal needs may not be met at home. We plan to create space for students to do their personal laundry. As the school grows, onsite childcare is provided to support our teen parents (as well as teachers that are parents). Lastly, we intend to have an expansive food pantry stocked by potential local partner, The Houston Food Bank, and community supporters to ensure that none of our students or families experience a shortage of healthy food.

4. Leadership Development- Leadership mentoring is a tried and trusted method for developing the best leaders of tomorrow. Research has shown that mentoring can provide a strong boost to a mentee's self-perception of their own academic abilities and the value they place on academic success. In other words, being capable of high academic achievement relies, in part, on believing you are capable of that success.[6] Mentors, paired with each student to loop through their time at The J-Hub as possible, provide practice in building social capital. We believe in every student's ability to "break cycles of oppression" by elevating the role of students from compliant participants to change makers who are self-directed and operate with a high level of integrity. All J-Hub graduates leave with the knowledge, skills, resources and passion to "unapologetically" create a more just and equitable world.

5. Collective and Community Based Partnerships At The J-Hub we take a collective community impact approach that positions us to partner closely with a network of youth-development agencies, educators, municipalities and social-support centers to break through systemic silos and create a truly student-centered network that we have dreamed of for so long in Harris County. These partnerships give J-Hub students access to counseling, case management, tutoring, career readiness training, career pathways, internships, extracurricular opportunities, leadership development. The school benefits from relationships that have been already established at Eight Million Stories (8MS), a local non-profit based in Houston, Texas, that works to transform the lives of vulnerable youth (ages 16-18 years old) through education, skills training, employment and authentic relationships. 8MS has been working steadily with school districts (e.g., HISD–Dropout Prevention Department),

community organizations, local partners and other advocates (Children's Defense Fund-Texas,) to help improve educational and life outcomes for Houston's most vulnerable youth. In addition, 8MS has partnered with organizations such as Houston Texans, Starbucks, Microsoft, AT&T, Toyota, Education Leaders of Color (EdLoC), Comcast and the Travis Manion Foundation, to model the impact that a collective impact model can have in changing life outcomes for our most vulnerable youth. As demonstrated in Attachment 9, # letters of support demonstrate ongoing commitment.

Unique Programming: In the United States, public education has undergone a gradual but profound set of changes over the past two decades. As a result, K-12 schools across the country have been focusing their efforts on adopting high academic standards, improving accountability, and achieving excellence, while at the same time cracking down on serious violations of school disciplinary codes. The main beneficiaries of these changes have been college-bound youth and others who tend to respond well to the organizational culture of traditional schools. Non-college-bound youth and others who for a variety of reasons have not done well in traditional public schools have largely been left behind by the high academic standards high-stakes assessment movement. These children need and deserve quality education programs for the same reasons that their traditional school counterparts do; they need the knowledge and skills that quality programs provide in order to succeed in the new global economy of the 21st century. While The J-Hub is an open enrollment public charter high school, our model intentionally seeks to improve the educational experience and outcomes for at-risk students and provide differentiated and experiential learning opportunities for our more advanced students. The J-Hub school model reimagines how learning best occurs, for students who historically have not been successful in more traditional learning environments

and disrupts the way they have been educated and unprepared for postsecondary learning, careers, and life. Our holistic learning environment brings a number of benefits to students, teachers, schools and communities; these include improved academic achievement; enhanced mental and emotional well-being; increased problem solving ability; reduced impact of inequities.[7] Furthermore, we intentionally seek to create learning experiences that lead with the natural born genius (promise/assets/unique talents & gifts) of every child through the selection of our curricula. Finally, by creating a learning environment that culturally affirms the identity and the unique gifts and talents of each child, student agency is increased, and individual learning needs are prioritized. J-Hub's model uniquely prepares students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success.

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[1] https://www.nami.org/mhstats

[2] https://www.ravemobilesafety.com/blog/addressing-the-high-school-mental-health-crisis

[3] https://apertureed.com/whats-name-21st-century-skills-vs-social-emotional-learning/

[4] ibid

[5] https://www.earlystagecareers.com/esc-articles/2018/2/28/the-numbers-dont-lie-students-are-unprepared-for-the-workplace

[6] https://www.evidencebasedmentoring.org/mentors-helping-students-prepare-for-college-more-than-just-making-the-grade/

[7] https://soeonline.american.edu/blog/what-is-holistic-education

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Curriculum and Instruction Overview: The J-Hub curriculum authentically engages students in rigorous, grade level content in which they acquire the essential skills and knowledge needed to reach their highest aspirations for college and career success. The curriculum is firmly rooted in the TEKS standards, including the ELPS. These standards align with our mission as they define what students need to know to be prepared to excel upon graduation. The curriculum is grounded in cultural and "real-world" relevance as we help our students draw connections between what they are learning to their community and the world around them. Data driven and culturally responsive instructional strategies sustain a student-centered approach in which students build critical thinking skills, explore interests and build confidence as they solve problems and meet high expectations. The high school course sequence at The J-Hub is designed to provide students with the curriculum and instruction needed to not only earn a diploma but to fully prepare our graduates need to excel upon graduation in a world where change is constant and learning never stops.[1] Students are presented with course options that align with their personal graduation plans (pgp), including dual enrollment and AP courses. We prioritize development of essential skills by weaving 21st century interdisciplinary themes (global awareness, financial literacy, civic literacy, health and environmental literacy)[2] into the following core subjects: English, Math, Science and History.

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[1] *http://static.battelleforkids.org/documents/p21/P21_Framework_Brief.pdf*

[2] *ibid*

ROLES AND RESPONSIBILITIES

2. Describe the roles and responsibilities of charter school personnel, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and

responsibilities of such partners.

The Instructional Leadership Team at-HUB has identified an experienced school principal whose career has positioned her to lead school instruction. Ms. Bianca Clark has served as a dedicated educator for 24 years. She is currently the principal of Empowerment High School, a high school that is effectively serving students similar to J-Hub's proposed student population: 81% at-risk population, 33% LEP, 11% special education, 20% mobility rate and 88% economically disadvantaged. Her entire career has been served at schools that qualify for Title I. From her time inside the classroom as an ELA teacher, to an English Department Chair, and Campus Administrator, she has continually devoted herself to improving the quality of education in every role she has served. She consistently brings best practices from her career as a transformational leader in education and her experiences to the table to develop teacher leaders, specifically during her time as an English Adjunct Professor at Relay Graduate School of Education in Houston Texas. She has the gift of connecting with any audience, whether through her time as Regional Service Center Consultant or as District Director, by relating to them through personal stories, and empowering them to leverage their own strengths to impact the world around them.

Her ability to create systems and her keen understanding of curriculum, instruction and assessment were quickly recognized in 2004 where she became Dean of Instruction of Marshall High School. While there, she helped turnaround a one-time low performing school into an academically Recognized and International Baccalaureate school within two years. Throughout her career, she has played an integral role in transforming underperforming campuses by

understanding that the investment in the development and growth of the teachers is critical to the performance of every school. As a consultant for Region 10 Service Center, she facilitated structured professional learning communities and created targeted professional development sessions to meet the varied needs of each campus or teacher groups in which she was assigned to work. Her largest partnership was with Dallas ISD to support principals of low performing schools in writing sound and effective Campus Improvement Plans; plans that would change the trajectory of the campus and allow for buy-in of all stakeholders. As an astute learner herself, she understands the critical need for an aligned curriculum that not only requires students to use their critical thinking skills but is also relevant to the world around them. By training educators to use the curriculum with a data-driven focus to give students the tools and skills they need to succeed inside and outside of the classroom, she has been able to use the experiences from her time as a former district curriculum writer, district mentor for new administrators, and a presenter for the district's New Teacher Orientation, to change the outcomes of many student's lives and educational careers.

As the current principal of Empowerment High School in the Southwest Schools District in Houston, Texas, she brought career and college readiness programs through a partnership with Houston Community College and Genesys Works. At her core, Bianca is a servant leader, so when she became aware of the economic strain many of her students and their families endured, she partnered with the Houston Food Bank to create a student run mobile food pantry program which serves 150 families twice a month as well as a partnership with the Gulf Coast Blood Center to ensure that the students at Empowerment High School are committed to serving their community even after they have long graduated.

As a certified ESL teacher, Ms. Clark taught students within the various special populations and understands their unique learning needs. As an administrator for 15 years, she consistently served on ARD committees and supervised the Special Education departments at those campuses with specific focus on compliance of IEPs, best practices in the classroom to best serve all students and graduation/transition plans. While in Fort Bend, she supervised the Special Education department which served a Deaf Education program as well as a severe and profound autistic unit. She served as a Multilingual Director for grades Pk-12 for two years at Southwest Schools and supervised all areas of compliance within ESL/Bilingual programs as well as served as the district TELPAS coordinator. At her current campus, most students are dual-coded (SPED and LEP) therefore as the LPAC administrator, she works in conjunction with the ARD committee to make decisions that best serve the students' needs.

Performance management is at the heart of school achievement which includes having attainable goals that are communicated clearly to all stakeholders. As an administrator she has been involved in performance management at the building and classroom level. Her building level role includes collaborating in the creation of the Campus Improvement Plan. Once the data-aligned goals were established, she was then responsible for monitoring the academic progress of those goals each month and making adjustments where necessary. At the classroom level, she works directly with the teachers she supervised to establish goals and monitor progress through classroom evaluation and data review. If adjustments needed to be made, she worked with the teacher on high-yield action steps and continued the process of observation, feedback and adjustment until goals were reached. She has served on a steering committee that included Board members, principals and other stakeholders to

create a three-year plan for the district in the areas of enrollment, achievement, and finance. When looking at the success of a school, the most important area to review is the systems in place (or lack of). In every building in which she has helped to transform, the first thing she addressed was establishing clear systems or procedures for all aspects of the campus, examples include expectations for greeting visitors, grading policy, discipline management plan, staff evaluation procedure/timelines, ordering materials, and the fundraising process to name just a few.

As Dean of Instruction she was responsible for all parent and community communication regarding academics for our campus. Ms. Clark would often conduct or lead the planning of parent information meetings regarding such topics as AP courses, dual-credit programs, state testing requirements, and course selection. She has also put together large-scale events such as math and science nights and open house. When she became principal, she introduced herself to the school community through an ice cream social, began a bi-weekly newsletter, imagined the inaugural Academic Excellence Award Night, and held Coffee with the Principal each month. Knowing it is important to allow parents and community members to celebrate students' talents and interests, she has always made it a priority to create opportunities to display those through art galleries and auctions, choir, band or dance recitals, and academic competitions. She has worked to build business partnerships with companies such as Chevron, Genyses Works, and Deloitte Consulting to enhance campus offerings. Although many of the parents she serves do not speak English, she makes sure to always produce materials in English and Spanish and provide translators whenever necessary. Making sure parents and the community are informed and engaged with the school is critical.

Supporting the academic and emotional growth of students is her passion. She believes that a great education is a powerful tool that can break the cycle of poverty, violence, and other social ills. As the principal of the J-Hub, Bianca plans to utilize her experiences as a teacher and instructional leader to provide students and teachers the skills and confidence to carve their own path to success.

Leadership and Staffing Team - In addition to the proposed principal, the school's instructional team includes an assistant principal (AP), beginning Year 2. See Attachment 18 for the AP's job description, qualifications and performance expectations. We anticipate that the recruitment process will begin in August 2022 to fill the role no later than March 2023. The hiring process primarily follows the process that is outlined in the Talent Management section with adjustments made to query leadership capacity.

The board has selected Mr. Pierre to serve as J-Hub's CEO given his qualification, experience and unwavering commitment to ensuring all students have an equitable opportunity to reach their highest potential. His career in education began in 2008 after transitioning from a career as financial analyst on Wall Street at Goldman Sachs & Co. He started as a teacher at Achievement First Endeavor Charter School in Brooklyn, NY, and was quickly promoted to the Director of Student Life within the same school year. He then went on to serve as the Associate Dean of Students at Summit Academy Middle School and to become the first male of color Dean of Students at Excellence Boys Charter Elementary School. Lastly, he served as a middle school Assistant Principal at KIPP Houston Public Schools. As a school leader at these reputable charter schools in New York City and Texas, he was able to improve school-wide culture and positioned each of those networks to spend more time improving student outcomes and less time on the increasing student suspensions that

ultimately alienated students from school. Prior to his arrival at Excellence Boys Charter School, the school averaged 300 suspensions a year; at the conclusion of his first year as the Dean of Students, Mr. had reduced suspensions by 80%. It was during these experiences that he realized that he had a natural gift for working with at-risk youth and creating equitable school experiences for all students and families.

Mr. Pierre has honed his skills and developed an extensive battery of knowledge through educational, professional experiences and most recently as a fellow in the Texas Collaborative New School Launch Fellowship. As a testimony to his commitment to education and commitment to underserved youth, he has managed to combine his past experiences in banking and nonprofit management with his contemporary engagements in the field of public K-12 education, workforce development, and juvenile justice to craft an impressive, yet progressive professional agenda. His most recent role has been as the Executive Director of Eight Million Stories (8MS), a local non-profit based in Houston, Texas, that works to transform the lives of vulnerable youth (ages 16-18 years old) through education, skills training, employment and authentic relationships. He treats contemporary issues of social justice and workforce development along with situated learning cognition to enhance the educational process and experience of at-risk students who find themselves in juvenile detention or disconnected from traditional school settings. Mr. Pierre's passion for innovation and outside of the box thinking has afforded Eight Million Stories the opportunity to provide quality education and services to vulnerable populations in a safe developmentally appropriate environment, where at risk youth can thrive. This approach to connect and align workforce education with contemporary general education has helped students in his program become college and career ready.

Mr. Pierre's skill set is not just limited within education and finance, in his role as an Executive Director, he has created meaningful partnerships with corporations such as HEB, Starbucks, Microsoft, Houston Texans and community based organizations to create equitable opportunities for the students he serves and to position Eight Million Stories as one of the most innovative youth serving non-profits in the city of Houston. Mr. Pierre's leadership reflects his intention to show what is possible when educators, municipalities, and social agencies, break through silos to create a truly student-centered ecosystem that fosters transformation in the lives of marginalized youth.

Financial Team: Members of the financial leadership team have not yet been identified. In Years 1-3, we anticipate contracting for services from a reputable organization with charter school expertise.

Operations Team: Members of the operation leadership team have not yet been identified. In Year 0, we anticipate hiring an Operations Manager. See Attachment 21 for a job description.
The proposed CEO, principal and founding board members hold collective capacity for successfully implementing the operations plan.

Instructional Team: The instructional team for the first year of the J-Hub will consist of four core teachers (English, Math, Science, History), two elective teachers (Art and PE), one Special Education teacher, one student support staff ,and a high school counselor.

Community support services: The Justice Hub will leverage its existing relationship

with non-profit organization, Eight Million Stories, to provide wraparound support services to our students and families (i.e. food, housing assistance, clothing, health services, etc.

PARENT AND COMMUNITY ENGAGEMENT

3. Describe how the eligible applicant will solicit and consider input from parents

and other members of the community on the implementation of the school design and operation of the proposed charter school.

Parent and Community Demand[ms1] The J-Hub continues to assess and build parent and community demand for the school through outreach within the proposed community. In fall of 2020, a small hour long pilot was facilitated with a group of high school aged youth at 8 Million Stories to assess the impact of the "Camp Commit" , The J-Hub student orientation program that occurs prior to the start of the school to help build community and develop relationships between staff and students and give students insight to The J-Hub student experience. The pilot feedback was very positive. At the close of the camp, students were asked to give verbal feedback to protect and model safe space and building community by exercising transparency and vulnerability. Overall, 95% of the 8 students who participated felt that they learned something new about their peers, left feeling more connected to the program as a result of experiencing the pilot and that if these spaces/opportunities existed in their high school, they would feel more connected to their school and peers. An online session was also facilitated with local organizing group One Houston to learn more about The J-Hub school mission and model. Community members who attended had an opportunity to hear about the mission, vision and school model. Additionally, social media platforms (Facebook, Twitter and Instagram) have been started and continue to grow as the community expands and others learn more about the school and its development(s).

Board Member Input

Our board members continue to provide input related to community engagement. For example, board member Michael Love who is the Assistant Superintendent for Career Readiness at HISD has leveraged his relationships with the Sunnyside community to spearhead conversations with local funders and employers regarding career training partnerships with the J-Hub. Likewise, Russ Ramsey who is the Director of Learning and Evaluation at the Houston Endowment, provided insight on challenges that a local school faced in meeting the desired outcomes of the community. He pointed us to schools in the community that could serve as examples of the needs and challenges of the community. Dr. Anastasia Anderson, the Superintendent of Schools at Baker Ripley, helped to guide the proposed CEO on the most effective strategies to engage the community by leveraging her experience and success as a former HISD principal and school improvement officer. Board members remain committed to introducing the proposed CEO and principal to families with prospective students and community members. Through tapping their personal networks and introductions, they support relationship building and encourage individuals to speak openly with us about their needs and demands.

4. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school.

Pre-opening Engagement - At The J-Hub, family and community engagement begins during outreach and ramps up upon application approval as we continue to establish strong connections through relationships that are built on mutual respect. These relationships become intangible assets that promote social capital, a collective

asset that contributes towards uniting all stakeholders in working to achieve a common set of goals.[1] We do this by holding personal discussions designed to solicit input as we get to know families (including caregivers as family members) and the community and they get to know us. Further, we commit to providing varied opportunities for family and community engagement so that the J-HUB becomes a central location where our family and community meet, develop relationships and access meaningful resources. Below are a set of ways used to welcome our families and community to the Justice Hub upon the approval of our charter and prior to the opening of the school:

- In-person and/or virtual dialogue through our social media platforms (Facebook, Instagram, Twitter) and information sessions to learn more about our families and community while sharing J-HUB's mission and program at various locations in the community at different times of day and the week to accommodate families' schedules, as well as visits/presentations at frequented visited places (e.g. places of worship, community centers, etc.)
- Meet the founding team night, parents and community members will have an opportunity to learn more about the administrations and instructional staff throughout the school year.
- Host a community game night or service-learning day to build a community amongst students, teachers, parents, leadership and the board.
- Coffee and Donut Mondays with the school leadership team and/or board members, where parents can have their questions answered by the leadership team.
- Co-Sponsorship of events with community partners and organizations to provide our students and families with exposure.

- Newsletters – News from “The Hub”/ SMS communication and social media to keep families informed of developments
- Personally, deliver welcome kits to students and families that have enrolled at The Justice Hub.
- Host monthly speaking events where the CEO profiles a leader in the community or highlights a community organization that is making a difference in the lives of the students that The Justice Hub.
- Sponsor/Host local events (football games, street carnivals, back to school supply drive, food giveaway events to serve students and families in the community.

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[1] https://www.aecf.org/resources/the-role-of-social-capital-in-building-healthy-communities/

TRANSPORTATION

5. Describe the eligible applicant’s plan for meeting the transportation needs of the students at the proposed charter school.

J-Hub plans to contract van services beginning Year 1 Aug (2022), and a bus service in the years after as enrollment dictates. J-Hub will offer service to students who live

more than two miles (TEA required) from the campus. J-Hub intends to target yellow bus services in zip codes that are less accessible via Metro transit or extends beyond our no more than one transfer and maximum desired travel time (80-90 mins/roundtrip) on public transit for our students. Our bus routes are to be based on one or two set community pick-up/drop-off locations, serviced Monday-Friday for students (excludes clubs/sports during days that school is in session). We design the community stops to hit the target areas and try to get at least 20-30 students per bus route. We plan to issue a formal RFP for contracted service, to include a la carte provision of field trip services. To ensure that we are being responsive to the transportation needs of our families, J-Hub surveys families twice a year (beginning and end) to assess demand for school transportation, understand access challenges, and assess need for other kinds of mobility supports (e.g., safe walk routes, carpool coordination. Eligible students at J-Hub are provided with metro passes to support with transportation to and from school (will receive reimbursement from TEA). This will be provided to assist students in getting to school bus pick locations or commuting directly from home to school.

IEP Requirements - J-Hub provides transportation as required by a student's IEP. Plans are made on a case-by-case basis to ensure adherence to their IEP. We also plan to identify our homeless students and ensure homeless students have available transportation prior to and throughout the start of the school year.

Additional Transportation Needs -J-Hub will use main transportation providers to provide transportation support to athletic events and field trips. J-Hub may seek to purchase one or two school vans to assist with transportation to games, career training, school events, etc. as a supplement to typical bussing providers. Anyone operating a van will be properly certified and insured.

STUDENT OUTCOME GOALS

6. Identify three to five specific Student Outcome SMART Goals that will be achieved by the beginning of Year 3 (August 2024). Smart goals are **Specific, Measurable, Attainable, Relevant, and Time-bound.**

Goal Setting: The ultimate measure of success at J-Hub is to ensure every graduate is academically prepared to earn a postsecondary credential, and our annual goal-setting process aligns to that. Given that our students may arrive at J-Hub significantly behind academically, we develop ambitious but attainable goals based both on overall academic readiness and also how much our students are growing academically – the student body overall, specific disaggregated groups, and individual students. In 9th and 10th grade, we will prioritize setting goals using baseline data from the STAAR assessment, PSAT and the NWEA MAP Growth assessment – including, in the case of MAP Growth, goals around the percentage of students who meet or exceed their projected growth targets compared to the national norm sample. As our students progress through high school, we shift the data we use to set goals to the SAT and TSAI. To help us monitor our overall performance in comparison to other schools, the CEO and principal identify a comparison group (local and national).

Performance Management In accordance with Texas Education Code (TEC §12.1181), J-Hub's performance is measured by the performance frameworks that includes academic, financial and operational standards. The Charter School Performance Framework (CSPF) sets metrics/indicators to measure the school's academic, financial and operational performance. Via progress reports that are presented to the board at each meeting, school leadership and board members, including

committee members, reference the framework continually to self-assess the school's overall health and viability. Additionally, in accordance with HB3 goals, all students' college, career and military readiness (CCMR) plans include annual goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain as well as annual targets for students in each group evaluated under closing the gap domain.

The Justice Hub seeks to accomplish the following student outcome SMART goals:

- J-Hub will demonstrate an overall scale score of a B or higher by Year 3 in combined performance on academic frameworks within the Texas A-F Accountability system.
- J-Hub will demonstrate an overall campus score of C or higher in "Closing the Gap" by Year 3 in all subjects on the STAAR.
- As demonstrated by state assessment performance, by J-Hubs second year in existence, 75% of students in attendance for at least one full year will perform at "approaches", 50% "meets," or 15% of students at masters in both Reading and Math individually and as an average across all four subjects. With a full capacity goal of 85%; 63%, and 30%.

7. Describe how the board will use evaluation data to determine progress towards meeting the outcome goals and how it will use that data to modify the program(s). Include a preliminary timeline when updates on outcome goals will be reported to the board.

<u>Data Use to Continuously Improve:</u> The board and school leadership engage in continuous improvement cycles on a quarterly basis using multiple measures of data

– both qualitative and quantitative – to evaluate each key area of the school model and overall performance. This data includes academic performance, staff and student attendance, teacher engagement, student perception, family perception, and financial data. In the areas that we fall short of our expectations or that of the board, we actively work to improve. This can come in the form of having a group of teachers come together to discuss how to improve performance outcomes.

Corrective Actions Any data, academic, financial or operational, that indicates cause for concern triggers corrective action(s) and is closely examined by the board and school leadership team. Triggers for such corrective action may include (but are not limited to): violation of charter terms; poor academic performance in one or more content areas for a whole population, grade level(s), or one or more group as disaggregated by gender, race, ethnicity, special needs; persistence of an achievement gap; or one or more groups outperforming all others; failure to meet enrollment targets or generally accepted standards of fiscal management and/or material violations reported in the annual audit; and untimely reporting to the TEA. Prior to any violations, J-Hub will implement a detailed corrective action plan that may include, but is not limited to, timelines for addressing any deficiency, reallocation of staff, and contracting of education services to support teachers, students, and leadership.

GRANT-RELATED BUDGET

8. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed charter school.

The Justice Hub plans to use the grant funds to cover executive management and administrative costs for the planning year (CEO, Principal and Office Manager) which will cost $233, 685. In addition, we will contract out services to support our back office

in total of $15,000. The remaining funds will go towards purchasing one-time start-up equipment purchases necessary to implement our charter school, which will include furniture, technology, professional development for staff and board of directors, and staff and student recruitment.

9. List all allowable grant-related activities for which the applicant is requesting grant funds in the table below. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, the applicant will be required to budget planned expenditures on a separate attachment provided by TEA.

Note: Applicants may delete directions within each row to input responses. Hover the cursor over the bottom left corner of each row and press the [+] button to insert additional rows.

COST AREA	PLANNING ACTIVITY BUDGET	IMPLEMENTATION ACTIVITY BUDGET
PAYROLL	**$233,685**	
● Executive Management	$155,000	

● Operation/Business Manager	$19,500	
● Administrative	$20,400	
● Payroll Tax and Benefits	$38,785	
PROFESSIONAL AND CONTRACTED SERVICES	**$15,000**	**$21,840**
● Back-Office Provider	$15,000	
● Staff Professional Development		$21,840
SUPPLIES AND MATERIALS		**$179,015**
● Classroom/Teaching Supplies & Materials		$122,765
● Textbooks		$56,250
OTHER OPERATING COSTS	**$17,000**	**$57,395**
● Board Expense	$2,000	$8,000
● Office Expenses	$12,000	$8,736
● Staff Recruitment	$4,500	$8,153
● Student Recruitment/Marketing	$10,000	$22,500
● Travel	$100	$6,006
● Fundraising	$1,000	$4,000
CAPITAL OUTLAY	**$34,315**	**$341,750**
● Equipment/Furniture	$34,315	$200,200
Technology		$141,550
Total Planning Costs	**$300,000**	
Total Implementation Costs	**$600,000**	
Total Planning + Implementation Costs	**$900,000**	

10. Describe how the eligible applicant will maintain financial sustainability after the end of the grant period.

The Justice Hub plans to maintain financial stability beyond the end of the grant

period by maintaining strong enrollment numbers (yearly), developing a strong fundraising plan that will help to provide additional funding needs, level a skilled and well connected board of directors to assist with fundraising efforts and to leverage existing relationships with educational funders locally and nationally.

Attachments

- CSP1: Equitable Access and Participation
- CSP2: Charter Management Receipt of Funds

Evaluation criteria

A strong response will:

Present a clear and robust educational program for the proposed charter school.

Describe specific roles and responsibilities of charter school personnel, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

Present clear and strong plans to solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school.

Present clear and robust plans to support the use of effective parent, family, and community engagement strategies to operate the proposed charter school.

Present clear and viable plans to meet the transportation needs of the students at the proposed charter school.

Identify at least three specific, measurable, attainable, relevant, and time-bound student outcome goals that will be reached by the beginning of Year 3 of operations.

Present realistic and viable plans to evaluate data to determine progress towards meeting the outcome goals and how it will use that data to modify the program(s) - Include a preliminary timeline when updates on outcome goals will be reported to the board.

Present allowable activities that are appropriate for the results expected.

Identify personnel, materials and other identified expenses that support the outlined activities.

Present funds that are reasonable and necessary for achieving the objectives.

Present a clear plan to maintain financial sustainability after the end of

ATTACHMENT CSP1

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers are foreseeable to equitable access and participation for any groups that will receive services funded by this federal grant.

☒ The applicant assures that **no barriers** are likely to exist to equitable access and participation for any groups receiving services funded by this grant.

☐ The applicant **foresees barriers** to equitable access and participation for the following groups that would receive services funded by this grant, as described below.

	BARRIERS	EFFECTED GROUPS
☐	Gender-Specific Bias	
☐	Cultural, Linguistic, or Economic Diversity	
☐	Gang-Related Activities	
☐	Drug-Related Activities	
☐	Visual Impairments	
☐	Hearing Impairments	
☐	Learning Disabilities	
☐	Other Physical Disabilities or Constraints	
☐	Inaccessible Physical Structures	
☐	Absenteeism/Truancy	
☐	High Mobility Rates	
☐	Lack of Support from Parents	

☐	Shortage of Qualified Personnel	
☐	Lack of Knowledge Regarding Program Benefits	
☐	Lack of Transportation to Program Activities	
☐	Other Barriers	

ATTACHMENT CSP2

Charter Management Organization Receipt of Funds

A Charter Management Organization (CMO) is defined as a nonprofit organization that operates or manages a network of charter schools linked by centralized support, operations, and oversight.

Check the appropriate box.

☒ The applicant is NOT affiliated with nor proposing to contract with a CMO. Skip this attachment.

☐ The applicant IS affiliated with or proposing to contract with a CMO.

If yes, check all that apply below and provide the following documentation:

☐ The CMO does not currently receive or will not receive CSP funds directly from the United States Department of Education. **No further documentation is needed.**

☐ The CMO currently receives CSP funds directly from the United States

Department of Education. **Provide the Grant Award Notification Number (GAN#) associated with this CSP grant.**

☐ The CMO will receive CSP funds directly from the United States Department of Education. **Provide a description of the anticipated timeline of award, charter school campuses (including the states in which they will operate) that will benefit from the grant if awarded, and the anticipated award amount.**

☐ Other. **Provide a thorough explanation.**

Insert Material Behind this Page.
Also Include this Cover Page with Submission

ADDENDUM

Charter School Program Start-Up Grant

Priority Point

☐ The applicant proposes to open the charter school in a Qualified Opportunity Zone.

The application scoring process will allow for the award of a priority point for applicants committed to serving students who will attend a school located in a Qualified Opportunity Zone. If awarded a charter, applicants committed to opening charter schools in a Qualified Opportunity Zone will be required to provide specific census tract numbers and other information on the plan to serve students in these high-need areas.

Narratives

EDUCATIONAL PLAN

1. Describe the educational program of the proposed charter school.

Mission: The Justice Hub (J-HUB) empowers students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success.

Vision: A Justice Hub graduate is prepared to confidently leverage their skills to confront adversity, be trailblazers of change, thrive economically and be the most sought-after talent locally and nationally.

The mission and vision are achieved through delivery of a holistic educational program that prioritizes 1. Mental health and social emotional learning; 2. Student centered academics; and, 3. Collective and community- based partnerships. J-Hub students are supported in creating, monitoring and fulfilling personalized graduation plans. They set high expectations and acquire essential knowledge and skills through learning experiences that lead with the natural born genius (promise/assets/unique talents & gifts) of every child. Well-trained teachers engage students in authentic learning opportunities and provide targeted supports. Through partnerships with diverse community partners, J-Hub students build a robust network of social capital as they acquire real world skills, form genuine connections and gain access to an array of resources. The J-Hub provides our students with an equitable education and opportunities needed to transform their lives. As represented in our name, the

school becomes a community hub where justice is honored by creating equitable educational and social opportunities for our students, families and the community we serve. Our wraparound services reflect the specific needs that our community wants to see and the resources and pedagogy that we apply, work to ensure that all students, including our most vulnerable students, remain engaged and hopeful that they too can accomplish great success.

Key Design Elements: The J-Hub's proposed programmatic model reflects a research based and practice driven set of beliefs about how learning best occurs for those students who have not been successful in the more traditional learning environment. The J-Hub provides our students with an equitable education and opportunities needed to transform their lives. Our key design elements are grounded in providing a holistic educational experience to ensure students acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success. They include the following:

1.**Mental Health and Social Emotional Learning**: Promoting our students' mental health requires that we purposefully address barriers to learning and promote every student's well-being. According to the National Alliance on Mental Illness,[1] nearly 75% of all cases of mental illness begin by age 21. One in five students living in the United States show signs and symptoms of a mental illness each year. Despite growing evidence that mental illness impacts a significant number of young students, many school districts are unable to adequately address these issues.[2] At J-Hub, staff are provided ongoing professional development regarding trauma-informed classroom approaches, Adverse Childhood Experiences (ACE's - traumatic events occurring before age 18), and continuous psychoeducation highlighting the impacts of traumatic exposure on student behavior. Through our trauma informed practices

and social-emotional learning (SEL) framework, we eliminate barriers to students' well-being and support our youth in developing the prerequisite skills to reach their highest aspirations for college and career success. Our support services and resources, including mental health educators and counselors, help students develop skills to manage their emotions, form positive relationships (with peers and adults), feel empathy for others and make responsible decisions.

Our **Social Emotional Learning (SEL)** programming, takes a systematic approach to promote school values and adolescent development to increase student achievement and reduce the number of discipline referrals. Using common language and a set of schoolwide procedures and routines, we create a culture of student empowerment as students identify personal strengths, allowing them to excel in school. Through SEL, our policies remain proactive, preventative, and restorative. Our SEL framework is supported by our Health and Wellness team[ms1] [Office2] (consisting of Counselor, PE instructor, Social Worker Intern(s)) that provides evidence-based behavioral emotional, and therapeutic support for students. In order for our students to thrive in the classroom, our trained staff teach them behavioral regulation skills based on but not limited to, the evidence-based framework of DBT (Dialectical Behavior Therapy). Our goal is to ensure that we create the space, time and support for our students to engage in the following principles: mindfulness, emotional regulation skills, distress tolerance skills, interpersonal effectiveness. Further, by integrating focus on the Collaborative for Social Emotional Learning's (CASEL) five core SEL competencies (self-awareness, self-management, social awareness, relationship skills and responsible decision-making), we help students develop the competencies that research show are needed to acquire the essential 21st century skills.[3] We know that, in order to succeed and thrive in today's workplace, students need to possess strong critical-thinking, problem-solving, and

analytical skills, as well as the ability to collaborate, communicate and quickly adapt to changing situations.[4]

Similarly, our disciplinary approach prioritizes restorative practices because evidence demonstrates commonly implemented punitive disciplinary practices are not only ineffective in reducing behavioral incidents but are proving detrimental to young people: students miss lessons, fall behind when they return, and are more likely to drop out, struggle to find jobs, or become involved with the Juvenile Justice System. J-HUB establishes inclusionary discipline policies to keep youth in school, maintain safe learning environments. We provide opportunities for our students to be active and accountable members of our collective community. Through creation of a strong school community where students participate in restorative conversations around interpersonal conflict, we empower students to hold their peers and themselves accountable when a member of the community is harmed physically or emotionally. Restorative practices are embedded throughout our school (classrooms, hallways, playing fields, etc.) and the instructional model to build a positive school culture, promote social-emotional growth and develop students' work/career ready attributes.

2. **Student Centered Academics**: We seek to bridge the educational achievement gap for our students through individualized programming that is social justice-infused, technology-centered, and culturally relevant. In student-centered learning experiences that place value on each student's natural born genius (promise/assets/unique talents & gifts), student agency is increased and individual learning needs are prioritized. Academic excellence is valued as strengths are recognized and we support students in becoming the best they can be. Our holistic model affirms that we believe each and every student, regardless of personal

circumstances, should have the opportunity to learn through authentic, hands-on experiences that hold relevance and meaning in their lives. Across the country, industry professionals continue to share that our local schools are not preparing our students for the career industries that await them.[5] The common challenges that many employers state is a persistent problem in the lack of development in soft skills. At The J-Hub, we intentionally ensure that many of the components of our model incorporate technology, meaningful interaction with industry professionals' workplaces and skills development (career exploration starting second semester of 9th grade), as well as development of learning habits and core competencies that prepare all of our students for college and meaningful career opportunities. J-Hub students not only build essential academic and soft skills but also build social capital (i.e., a collection of connections with professionals to create future job opportunities for themselves).

Targeted supports: Our approach to curriculum, instruction, and assessment, combined with our supportive culture, is designed to provide all students, including (but not limited to) students with IEPs and Section 504 plans, ELL students, students identified as highly capable and students at risk of academic failure or dropping out with rigorous, standards-driven instruction with a personalized learning model and whole child approach. We use a multi-tiered system of supports (MTSS) to meet the academic and behavioral needs of all students and rapidly identify struggling learners that need greater support. In addition to providing the specific services documented on a student's IEP, Section 504 plan, or ELL plan, when applicable, our teachers differentiate instruction to maintain the rigorous curriculum (fully aligned with the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS)) designed for each grade while adjusting methods and practices to ensure that all students achieve at grade level. Our MTSS or response to

intervention (RTI) framework is delivered to ensure that staff share responsibility to provide interventions at increasing levels of intensity to ensure every student learns and achieves to high standards.

Our underlying goal is to teach students to utilize tools and internalize methods of learning until they no longer require special education supports and services to make progress toward grade-level standards and gain specific skills. J-HUB's system of support is appropriate for all students, including students who are homeless, economically disadvantaged, or performing far below grade level. It recognizes that no one program effectively benefits all students. This approach is based on meeting immediate needs and nurturing individual strengths. It works to provide at-risk students with research-based, targeted, and systematic interventions at the first signs of a student's struggle through to proficiency.

3. **Career and Technical Education:** At The J-Hub, we commit to preparing our students for reaching their highest aspirations for college and career success. All freshmen take a career exploration and soft skills development course. At the end of freshman year, students are encouraged to select an industry pathway to pursue. In alignment with the needs of Texas' economy, we plan to offer endorsement pathways/clusters in Health Sciences, Business Management; and, Distribution and Logistics. As the school grows and partnerships with local organizations (such as Houston Community College/HCC) expand, additional pathways are expected to be added. Believing all students benefit from career prep, students are supported in selecting pathways carefully as they set the foundation for their future. They follow a course sequence, earning four or more credits in CTE that consist of at least two courses in the same cluster. We also plan to support students in securing and completing summer internships (work-based applied learning) from sophomore –senior year in their specific industry pathway or a career field of interest. Some

students may participate in practicums that provide unpaid, advanced learning opportunities. The CTE program includes an Employee Partners Program with learning tours, guest speakers visits from career/industry professionals as well as an annual career conference organized by the Director of Operations with community workshops and presentations led by the community's business and industry leaders. CTE teachers embed employability skills training (e.g. problem solving, communication, technology, teamwork, etc.) into their courses. We provide students with the knowledge and skills needed to fulfill a career choice that may or may not complement a college degree.

College Prep To provide opportunities for advancement, regular honors, Advanced Placement (AP), and dual enrollment courses are made available across all content areas. We will explore partnerships with post-secondary partners (HCC or San Jacinto College) where students are provided with opportunities to enroll in college courses where they can earn college credits. Beyond the obvious benefit of earning college credits, the opportunity encourages students to pursue specialized interests in a deeper way.

Enrichment Complementing the academic day, students engage in mixed grade enrichment activities that include internships, sports, cooking club, theater, or service clubs that build social capital. Our enrichment activities extend into the late afternoons to support students whose personal needs may not be met at home. We plan to create space for students to do their personal laundry. As the school grows, onsite childcare is provided to support our teen parents (as well as teachers that are parents). Lastly, we intend to have an expansive food pantry stocked by potential local partner, The Houston Food Bank, and community supporters to ensure that none of our students or families experience a shortage of healthy food.

4. Leadership Development- Leadership mentoring is a tried and trusted method for developing the best leaders of tomorrow. Research has shown that mentoring can provide a strong boost to a mentee's self-perception of their own academic abilities and the value they place on academic success. In other words, being capable of high academic achievement relies, in part, on believing you are capable of that success.[6] Mentors, paired with each student to loop through their time at The J-Hub as possible, provide practice in building social capital. We believe in every student's ability to "break cycles of oppression" by elevating the role of students from compliant participants to change makers who are self-directed and operate with a high level of integrity. All J-Hub graduates leave with the knowledge, skills, resources and passion to "unapologetically" create a more just and equitable world.

5. Collective and Community Based Partnerships At The J-Hub we take a collective community impact approach that positions us to partner closely with a network of youth-development agencies, educators, municipalities and social-support centers to break through systemic silos and create a truly student-centered network that we have dreamed of for so long in Harris County. These partnerships give J-Hub students access to counseling, case management, tutoring, career readiness training, career pathways, internships, extracurricular opportunities, leadership development. The school benefits from relationships that have been already established at Eight Million Stories (8MS), a local non-profit based in Houston, Texas, that works to transform the lives of vulnerable youth (ages 16-18 years old) through education, skills training, employment and authentic relationships. 8MS has been working steadily with school districts (e.g., HISD–Dropout Prevention Department),

community organizations, local partners and other advocates (Children's Defense Fund-Texas,) to help improve educational and life outcomes for Houston's most vulnerable youth. In addition, 8MS has partnered with organizations such as Houston Texans, Starbucks, Microsoft, AT&T, Toyota, Education Leaders of Color (EdLoC), Comcast and the Travis Manion Foundation, to model the impact that a collective impact model can have in changing life outcomes for our most vulnerable youth. As demonstrated in Attachment 9, # letters of support demonstrate ongoing commitment.

Unique Programming: In the United States, public education has undergone a gradual but profound set of changes over the past two decades. As a result, K-12 schools across the country have been focusing their efforts on adopting high academic standards, improving accountability, and achieving excellence, while at the same time cracking down on serious violations of school disciplinary codes. The main beneficiaries of these changes have been college-bound youth and others who tend to respond well to the organizational culture of traditional schools.
Non-college-bound youth and others who for a variety of reasons have not done well in traditional public schools have largely been left behind by the high academic standards high-stakes assessment movement. These children need and deserve quality education programs for the same reasons that their traditional school counterparts do; they need the knowledge and skills that quality programs provide in order to succeed in the new global economy of the 21st century. While The J-Hub is an open enrollment public charter high school, our model intentionally seeks to improve the educational experience and outcomes for at-risk students and provide differentiated and experiential learning opportunities for our more advanced students. The J-Hub school model reimagines how learning best occurs, for students who historically have not been successful in more traditional learning environments

and disrupts the way they have been educated and unprepared for postsecondary learning, careers, and life. Our holistic learning environment brings a number of benefits to students, teachers, schools and communities; these include improved academic achievement; enhanced mental and emotional well-being; increased problem solving ability; reduced impact of inequities.[7] Furthermore, we intentionally seek to create learning experiences that lead with the natural born genius (promise/assets/unique talents & gifts) of every child through the selection of our curricula. Finally, by creating a learning environment that culturally affirms the identity and the unique gifts and talents of each child, student agency is increased, and individual learning needs are prioritized. J-Hub's model uniquely prepares students to acquire the essential skills and social capital that position them to reach and exceed their highest aspirations for college and career success.

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[1] https://www.nami.org/mhstats

[2]

https://www.ravemobilesafety.com/blog/addressing-the-high-school-mental-health-crisis

[3] https://apertureed.com/whats-name-21st-century-skills-vs-social-emotional-learning/

[4] ibid

[5]

https://www.earlystagecareers.com/esc-articles/2018/2/28/the-numbers-dont-lie-students-are-unprepared-for-the-workplace

[6]

https://www.evidencebasedmentoring.org/mentors-helping-students-prepare-for-college-more-than-just-making-the-grade/

[7] https://soeonline.american.edu/blog/what-is-holistic-education

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Curriculum and Instruction Overview: The J-Hub curriculum authentically engages students in rigorous, grade level content in which they acquire the essential skills and knowledge needed to reach their highest aspirations for college and career success. The curriculum is firmly rooted in the TEKS standards, including the ELPS. These standards align with our mission as they define what students need to know to be prepared to excel upon graduation. The curriculum is grounded in cultural and "real-world" relevance as we help our students draw connections between what they are learning to their community and the world around them. Data driven and culturally responsive instructional strategies sustain a student-centered approach in which students build critical thinking skills, explore interests and build confidence as they solve problems and meet high expectations. The high school course sequence at The J-Hub is designed to provide students with the curriculum and instruction needed to not only earn a diploma but to fully prepare our graduates need to excel upon graduation in a world where change is constant and learning never stops.[1] Students are presented with course options that align with their personal graduation plans (pgp), including dual enrollment and AP courses. We prioritize development of essential skills by weaving 21st century interdisciplinary themes (global awareness, financial literacy, civic literacy, health and environmental literacy)[2] into the following core subjects: English, Math, Science and History.

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[1] *http://static.battelleforkids.org/documents/p21/P21_Framework_Brief.pdf*

[2] *ibid*

ROLES AND RESPONSIBILITIES

2. Describe the roles and responsibilities of charter school personnel, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and

responsibilities of such partners.

The Instructional Leadership Team at-HUB has identified an experienced school principal whose career has positioned her to lead school instruction. Ms. Bianca Clark has served as a dedicated educator for 24 years. She is currently the principal of Empowerment High School, a high school that is effectively serving students similar to J-Hub's proposed student population: 81% at-risk population, 33% LEP, 11% special education, 20% mobility rate and 88% economically disadvantaged. Her entire career has been served at schools that qualify for Title I. From her time inside the classroom as an ELA teacher, to an English Department Chair, and Campus Administrator, she has continually devoted herself to improving the quality of education in every role she has served. She consistently brings best practices from her career as a transformational leader in education and her experiences to the table to develop teacher leaders, specifically during her time as an English Adjunct Professor at Relay Graduate School of Education in Houston Texas. She has the gift of connecting with any audience, whether through her time as Regional Service Center Consultant or as District Director, by relating to them through personal stories, and empowering them to leverage their own strengths to impact the world around them.

Her ability to create systems and her keen understanding of curriculum, instruction and assessment were quickly recognized in 2004 where she became Dean of Instruction of Marshall High School. While there, she helped turnaround a one-time low performing school into an academically Recognized and International Baccalaureate school within two years. Throughout her career, she has played an integral role in transforming underperforming

campuses by understanding that the investment in the development and growth of the teachers is critical to the performance of every school. As a consultant for Region 10 Service Center, she facilitated structured professional learning communities and created targeted professional development sessions to meet the varied needs of each campus or teacher groups in which she was assigned to work. Her largest partnership was with Dallas ISD to support principals of low performing schools in writing sound and effective Campus Improvement Plans; plans that would change the trajectory of the campus and allow for buy-in of all stakeholders. As an astute learner herself, she understands the critical need for an aligned curriculum that not only requires students to use their critical thinking skills but is also relevant to the world around them. By training educators to use the curriculum with a data-driven focus to give students the tools and skills they need to succeed inside and outside of the classroom, she has been able to use the experiences from her time as a former district curriculum writer, district mentor for new administrators, and a presenter for the district's New Teacher Orientation, to change the outcomes of many student's lives and educational careers.

As the current principal of Empowerment High School in the Southwest Schools District in Houston, Texas, she brought career and college readiness programs through a partnership with Houston Community College and Genesys Works. At her core, Bianca is a servant leader, so when she became aware of the economic strain many of her students and their families endured, she partnered with the Houston Food Bank to create a student run mobile food pantry program which serves 150 families twice a month as well as a partnership with the Gulf Coast Blood Center to ensure that the students at

Empowerment High School are committed to serving their community even after they have long graduated.

As a certified ESL teacher, Ms. Clark taught students within the various special populations and understands their unique learning needs. As an administrator for 15 years, she consistently served on ARD committees and supervised the Special Education departments at those campuses with specific focus on compliance of IEPs, best practices in the classroom to best serve all students and graduation/transition plans. While in Fort Bend, she supervised the Special Education department which served a Deaf Education program as well as a severe and profound autistic unit. She served as a Multilingual Director for grades Pk-12 for two years at Southwest Schools and supervised all areas of compliance within ESL/Bilingual programs as well as served as the district TELPAS coordinator. At her current campus, most students are dual-coded (SPED and LEP) therefore as the LPAC administrator, she works in conjunction with the ARD committee to make decisions that best serve the students' needs.

Performance management is at the heart of school achievement which includes having attainable goals that are communicated clearly to all stakeholders. As an administrator she has been involved in performance management at the building and classroom level. Her building level role includes collaborating in the creation of the Campus Improvement Plan. Once the data-aligned goals were established, she was then responsible for monitoring the academic progress of those goals each month and making adjustments where necessary. At the classroom level, she works directly with the teachers she supervised to establish goals and monitor progress through classroom evaluation and data review. If adjustments needed to be made, she worked with the teacher on high-yield action steps and continued the process of

observation, feedback and adjustment until goals were reached. She has served on a steering committee that included Board members, principals and other stakeholders to create a three-year plan for the district in the areas of enrollment, achievement, and finance. When looking at the success of a school, the most important area to review is the systems in place (or lack of). In every building in which she has helped to transform, the first thing she addressed was establishing clear systems or procedures for all aspects of the campus, examples include expectations for greeting visitors, grading policy, discipline management plan, staff evaluation procedure/timelines, ordering materials, and the fundraising process to name just a few.

As Dean of Instruction she was responsible for all parent and community communication regarding academics for our campus. Ms. Clark would often conduct or lead the planning of parent information meetings regarding such topics as AP courses, dual-credit programs, state testing requirements, and course selection. She has also put together large-scale events such as math and science nights and open house. When she became principal, she introduced herself to the school community through an ice cream social, began a bi-weekly newsletter, imagined the inaugural Academic Excellence Award Night, and held Coffee with the Principal each month. Knowing it is important to allow parents and community members to celebrate students' talents and interests, she has always made it a priority to create opportunities to display those through art galleries and auctions, choir, band or dance recitals, and academic competitions. She has worked to build business partnerships with companies such as Chevron, Genyses Works, and Deloitte Consulting to enhance campus offerings. Although many of the parents she serves do not speak English, she makes sure to always produce materials in English and Spanish and provide translators whenever

necessary. Making sure parents and the community are informed and engaged with the school is critical.

Supporting the academic and emotional growth of students is her passion. She believes that a great education is a powerful tool that can break the cycle of poverty, violence, and other social ills. As the principal of the J-Hub, Bianca plans to utilize her experiences as a teacher and instructional leader to provide students and teachers the skills and confidence to carve their own path to success.

Leadership and Staffing Team - In addition to the proposed principal, the school's instructional team includes an assistant principal (AP), beginning Year 2. See Attachment 18 for the AP's job description, qualifications and performance expectations. We anticipate that the recruitment process will begin in August 2022 to fill the role no later than March 2023. The hiring process primarily follows the process that is outlined in the Talent Management section with adjustments made to query leadership capacity.

The board has selected Mr. Pierre to serve as J-Hub's CEO given his qualification, experience and unwavering commitment to ensuring all students have an equitable opportunity to reach their highest potential. His career in education began in 2008 after transitioning from a career as financial analyst on Wall Street at Goldman Sachs & Co. He started as a teacher at Achievement First Endeavor Charter School in Brooklyn, NY, and was quickly promoted to the Director of Student Life within the same school year. He then went on to serve as the Associate Dean of Students at Summit Academy Middle School and to become the first male of color Dean of Students at Excellence Boys Charter Elementary School. Lastly, he served as a middle school Assistant Principal at KIPP Houston Public Schools. As a school leader at these reputable charter schools in New York City and Texas, he was able to

improve school-wide culture and positioned each of those networks to spend more time improving student outcomes and less time on the increasing student suspensions that ultimately alienated students from school. Prior to his arrival at Excellence Boys Charter School, the school averaged 300 suspensions a year; at the conclusion of his first year as the Dean of Students, Mr. had reduced suspensions by 80%. It was during these experiences that he realized that he had a natural gift for working with at-risk youth and creating equitable school experiences for all students and families.

Mr. Pierre has honed his skills and developed an extensive battery of knowledge through educational, professional experiences and most recently as a fellow in the Texas Collaborative New School Launch Fellowship. As a testimony to his commitment to education and commitment to underserved youth, he has managed to combine his past experiences in banking and nonprofit management with his contemporary engagements in the field of public K-12 education, workforce development, and juvenile justice to craft an impressive, yet progressive professional agenda. His most recent role has been as the Executive Director of Eight Million Stories (8MS), a local non-profit based in Houston, Texas, that works to transform the lives of vulnerable youth (ages 16-18 years old) through education, skills training, employment and authentic relationships. He treats contemporary issues of social justice and workforce development along with situated learning cognition to enhance the educational process and experience of at-risk students who find themselves in juvenile detention or disconnected from traditional school settings. Mr. Pierre's passion for innovation and outside of the box thinking has afforded Eight Million Stories the opportunity to provide quality education and services to vulnerable populations in a safe developmentally appropriate environment, where at risk youth can thrive. This approach to connect and align

workforce education with contemporary general education has helped students in his program become college and career ready.

Mr. Pierre's skill set is not just limited within education and finance, in his role as an Executive Director, he has created meaningful partnerships with corporations such as HEB, Starbucks, Microsoft, Houston Texans and community based organizations to create equitable opportunities for the students he serves and to position Eight Million Stories as one of the most innovative youth serving non-profits in the city of Houston. Mr. Pierre's leadership reflects his intention to show what is possible when educators, municipalities, and social agencies, break through silos to create a truly student-centered ecosystem that fosters transformation in the lives of marginalized youth.

Financial Team: Members of the financial leadership team have not yet been identified. In Years 1-3, we anticipate contracting for services from a reputable organization with charter school expertise.

Operations Team: Members of the operation leadership team have not yet been identified. In Year 0, we anticipate hiring an Operations Manager. See Attachment 21 for a job description.

The proposed CEO, principal and founding board members hold collective capacity for successfully implementing the operations plan.

Instructional Team: The instructional team for the first year of the J-Hub will consist of four core teachers (English, Math, Science, History), two elective teachers (Art and PE), one Special Education teacher, one student support staff ,and a high school counselor.

Community support services: The Justice Hub will leverage its existing relationship with non-profit organization, Eight Million Stories, to provide wraparound support services to our students and families (i.e. food, housing assistance, clothing, health services, etc.

PARENT AND COMMUNITY ENGAGEMENT

3. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation of the school design and operation of the proposed charter school.

Parent and Community Demand[ms1] The J-Hub continues to assess and build parent and community demand for the school through outreach within the proposed community. In fall of 2020, a small hour long pilot was facilitated with a group of high school aged youth at 8 Million Stories to assess the impact of the "Camp Commit" , The J-Hub student orientation program that occurs prior to the start of the school to help build community and develop relationships between staff and students and give students insight to The J-Hub student experience. The pilot feedback was very positive. At the close of the camp, students were asked to give verbal feedback to protect and model safe space and building community by exercising transparency and vulnerability. Overall, 95% of the 8 students who participated felt that they learned something new about their peers, left feeling more connected to the program as a result of experiencing the pilot and that if these spaces/opportunities existed in their high school, they would feel more connected to their school and peers. An online session was also facilitated with local organizing group One Houston to learn more about The J-Hub school mission and model. Community members who attended had an opportunity to hear about the mission, vision and school model. Additionally, social media platforms (Facebook, Twitter and Instagram) have been started and continue to grow as the community expands and others learn more about the school and its development(s).

Board Member Input

Our board members continue to provide input related to community engagement. For example, board member Michael Love who is the Assistant Superintendent for Career Readiness at HISD has leveraged his relationships with the Sunnyside community to spearhead conversations with local funders and employers regarding career training partnerships with the J-Hub. Likewise, Russ Ramsey who is the Director of Learning and Evaluation at the Houston Endowment, provided insight on challenges that a local school faced in meeting the desired outcomes of the community. He pointed us to schools in the community that could serve as examples of the needs and challenges of the community. Dr. Anastasia Anderson, the Superintendent of Schools at Baker Ripley, helped to guide the proposed CEO on the most effective strategies to engage the community by leveraging her experience and success as a former HISD principal and school improvement officer. Board members remain committed to introducing the proposed CEO and principal to families with prospective students and community members. Through tapping their personal networks and introductions, they support relationship building and encourage individuals to speak openly with us about their needs and demands.

4. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school.

Pre-opening Engagement - At The J-Hub, family and community engagement begins during outreach and ramps up upon application approval as we continue to establish strong connections through relationships that are built on mutual respect. These relationships become intangible assets that promote social capital, a collective asset that contributes towards uniting all stakeholders in working to achieve a common set of goals.[1] We do this by holding personal discussions designed to solicit input as we get to know families (including caregivers as family members) and the community and they get to know us. Further, we commit to providing varied opportunities for family and community engagement so that the J-HUB becomes a central location where our family and community meet, develop relationships and access meaningful resources. Below are a set of ways used to welcome our families and community to the Justice Hub upon the approval of our charter and prior to the opening of the school:

- In-person and/or virtual dialogue through our social media platforms (Facebook, Instagram, Twitter) and information sessions to learn more about our families and community while sharing J-HUB's mission and program at various locations in the community at different times of day and the week to accommodate families' schedules, as well as visits/presentations at frequented visited places (e.g. places of worship, community centers, etc.)
- Meet the founding team night, parents and community members will have an opportunity to learn more about the administrations and instructional staff throughout the school year.
- Host a community game night or service-learning day to build a community amongst students, teachers, parents, leadership and the board.

- Coffee and Donut Mondays with the school leadership team and/or board members, where parents can have their questions answered by the leadership team.
- Co-Sponsorship of events with community partners and organizations to provide our students and families with exposure.
- Newsletters – News from “The Hub”/ SMS communication and social media to keep families informed of developments
- Personally, deliver welcome kits to students and families that have enrolled at The Justice Hub.
- Host monthly speaking events where the CEO profiles a leader in the community or highlights a community organization that is making a difference in the lives of the students that The Justice Hub.
- Sponsor/Host local events (football games, street carnivals, back to school supply drive, food giveaway events to serve students and families in the community.

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[1] https://www.aecf.org/resources/the-role-of-social-capital-in-building-healthy-communities/

TRANSPORTATION

5. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school.

J-Hub plans to contract van services beginning Year 1 Aug (2022), and a bus service in the years after as enrollment dictates. J-Hub will offer service to students who live more than two miles (TEA required) from the campus. J-Hub intends to target yellow bus services in zip codes that are less accessible via Metro transit or extends beyond our no more than one transfer and maximum desired travel time (80-90 mins/roundtrip) on public transit for our students. Our bus routes are to be based on one or two set community pick-up/drop-off locations, serviced Monday-Friday for students (excludes clubs/sports during days that school is in session). We design the community stops to hit the target areas and try to get at least 20-30 students per bus route. We plan to issue a formal RFP for contracted service, to include a la carte provision of field trip services. To ensure that we are being responsive to the transportation needs of our families, J-Hub surveys families twice a year (beginning and end) to assess demand for school transportation, understand access challenges, and assess need for other kinds of mobility supports (e.g., safe walk routes, carpool coordination. Eligible students at J-Hub are provided with metro passes to support with transportation to and from school (will receive reimbursement from TEA). This will be provided to assist students in getting to school bus pick locations or commuting directly from home to school.

IEP Requirements - J-Hub provides transportation as required by a student's IEP. Plans are made on a case-by-case basis to ensure adherence to their IEP. We also plan to identify our homeless students and ensure homeless students have

available transportation prior to and throughout the start of the school year.

Additional Transportation Needs -J-Hub will use main transportation providers to provide transportation support to athletic events and field trips. J-Hub may seek to purchase one or two school vans to assist with transportation to games, career training, school events, etc. as a supplement to typical bussing providers. Anyone operating a van will be properly certified and insured.

STUDENT OUTCOME GOALS

6. Identify three to five specific Student Outcome SMART Goals that will be achieved by the beginning of Year 3 (August 2024). Smart goals are **Specific, Measurable, Attainable, Relevant, and Time-bound.**

Goal Setting: The ultimate measure of success at J-Hub is to ensure every graduate is academically prepared to earn a postsecondary credential, and our annual goal-setting process aligns to that. Given that our students may arrive at J-Hub significantly behind academically, we develop ambitious but attainable goals based both on overall academic readiness and also how much our students are growing academically – the student body overall, specific disaggregated groups, and individual students. In 9th and 10th grade, we will prioritize setting goals using baseline data from the STAAR assessment, PSAT and the NWEA MAP Growth assessment – including, in the case of MAP Growth, goals around the percentage of students who meet or exceed their projected growth targets compared to the national norm sample. As our students progress through high school, we shift the data we use to set goals to the SAT and TSAI. To help us monitor our overall performance in comparison to other schools, the CEO and principal identify a comparison group (local and national).

Performance Management In accordance with Texas Education Code (TEC §12.1181), J-Hub's performance is measured by the performance frameworks that includes academic, financial and operational standards. The Charter School Performance Framework (CSPF) sets metrics/indicators to measure the school's academic, financial and operational performance. Via progress reports that are presented to the board at each meeting, school leadership and board members, including committee members, reference the framework continually to self-assess the school's overall health and viability. Additionally, in accordance with HB3 goals, all students' college, career and military readiness (CCMR) plans include annual goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain as well as annual targets for students in each group evaluated under closing the gap domain.

The Justice Hub seeks to accomplish the following student outcome SMART goals:

- J-Hub will demonstrate an overall scale score of a B or higher by Year 3 in combined performance on academic frameworks within the Texas A-F Accountability system.
- J-Hub will demonstrate an overall campus score of C or higher in "Closing the Gap" by Year 3 in all subjects on the STAAR.
- As demonstrated by state assessment performance, by J-Hubs second year in existence, 75% of students in attendance for at least one full year will perform at "approaches", 50% "meets," or 15% of students at masters in both Reading and Math individually and as an average across all four subjects. With a full capacity goal of 85%; 63%, and 30%.

7. Describe how the board will use evaluation data to determine progress towards meeting the outcome goals and how it will use that data to modify the program(s). Include a preliminary timeline when updates on outcome goals will be reported to the board.

Data Use to Continuously Improve: The board and school leadership engage in continuous improvement cycles on a quarterly basis using multiple measures of data – both qualitative and quantitative – to evaluate each key area of the school model and overall performance. This data includes academic performance, staff and student attendance, teacher engagement, student perception, family perception, and financial data. In the areas that we fall short of our expectations or that of the board, we actively work to improve. This can come in the form of having a group of teachers come together to discuss how to improve performance outcomes.

Corrective Actions Any data, academic, financial or operational, that indicates cause for concern triggers corrective action(s) and is closely examined by the board and school leadership team. Triggers for such corrective action may include (but are not limited to): violation of charter terms; poor academic performance in one or more content areas for a whole population, grade level(s), or one or more group as disaggregated by gender, race, ethnicity, special needs; persistence of an achievement gap; or one or more groups outperforming all others; failure to meet enrollment targets or generally accepted standards of fiscal management and/or material violations reported in the annual audit; and untimely reporting to the TEA. Prior to any violations, J-Hub will implement a detailed corrective action plan that may include, but is not limited to, timelines for addressing any deficiency,

reallocation of staff, and contracting of education services to support teachers, students, and leadership.

GRANT-RELATED BUDGET

8. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed charter school.

   The Justice Hub plans to use the grant funds to cover executive management and administrative costs for the planning year (CEO, Principal and Office Manager) which will cost $233, 685. In addition, we will contract out services to support our back office in total of $15,000. The remaining funds will go towards purchasing one-time start-up equipment purchases necessary to implement our charter school, which will include furniture, technology, professional development for staff and board of directors, and staff and student recruitment.

9. List all allowable grant-related activities for which the applicant is requesting grant funds in the table below. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, the applicant will be required to budget planned expenditures on a separate attachment provided by TEA.

Note: Applicants may delete directions within each row to input responses. Hover the cursor over the bottom left corner of each row and press the [+] button to insert additional rows.

COST AREA	PLANNING ACTIVITY BUDGET	IMPLEMENTATION ACTIVITY BUDGET
PAYROLL	**$233,685**	
● Executive Management	$155,000	
● Operation/Business Manager	$19,500	
● Administrative	$20,400	
● Payroll Tax and Benefits	$38,785	
PROFESSIONAL AND CONTRACTED SERVICES	**$15,000**	**$21,840**
● Back-Office Provider	$15,000	
● Staff Professional Development		$21,840
SUPPLIES AND MATERIALS		**$179,015**
● Classroom/Teaching Supplies & Materials		$122,765
● Textbooks		$56,250
OTHER OPERATING COSTS	**$17,000**	**$57,395**
● Board Expense	$2,000	$8,000
● Office Expenses	$12,000	$8,736
● Staff Recruitment	$4,500	$8,153
● Student Recruitment/Marketing	$10,000	$22,500
● Travel	$100	$6,006
● Fundraising	$1,000	$4,000
CAPITAL OUTLAY	**$34,315**	**$341,750**
● Equipment/Furniture	$34,315	$200,200
Technology		$141,550

Total Planning Costs	**$300,000**
Total Implementation Costs	**$600,000**
Total Planning + Implementation Costs	**$900,000**

10. Describe how the eligible applicant will maintain financial sustainability after the end of the grant period.

    The Justice Hub plans to maintain financial stability beyond the end of the grant period by maintaining strong enrollment numbers (yearly), developing a strong fundraising plan that will help to provide additional funding needs, level a skilled and well connected board of directors to assist with fundraising efforts and to leverage existing relationships with educational funders locally and nationally.

    Attachments

- CSP1: Equitable Access and Participation
- CSP2: Charter Management Receipt of Funds

Evaluation criteria

A strong response will:

- ✔ Present a clear and robust educational program for the proposed charter school.
- ✔ Describe specific roles and responsibilities of charter school personnel, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.
- ✔ Present clear and strong plans to solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school.
- ✔ Present clear and robust plans to support the use of effective parent, family, and community engagement strategies to operate the proposed charter school.
- ✔ Present clear and viable plans to meet the transportation needs of the students at the proposed charter school.
- ✔ Identify at least three specific, measurable, attainable, relevant, and time-bound student outcome goals that will be reached by the beginning of Year 3 of operations.
- ✔ Present realistic and viable plans to evaluate data to determine progress towards meeting the outcome goals and how it will use that data to modify the program(s) - Include a preliminary timeline when updates on outcome goals will be reported to the board.
- ✔ Present allowable activities that are appropriate for the results expected.
- ✔ Identify personnel, materials and other identified expenses that support the outlined activities.
- ✔ Present funds that are reasonable and necessary for achieving the objectives.
- ✔ Present a clear plan to maintain financial sustainability after the end of the grant.

- ✔ Describe discipline structures and systems that align with the

ATTACHMENT CSP1

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers are foreseeable to equitable access and participation for any groups that will receive services funded by this federal grant.

☒ The applicant assures that **no barriers** are likely to exist to equitable access and participation for any groups receiving services funded by this grant.

☐ The applicant **foresees barriers** to equitable access and participation for the following groups that would receive services funded by this grant, as described below.

BARRIERS	EFFECTED GROUPS
☐ Gender-Specific Bias	
☐ Cultural, Linguistic, or Economic Diversity	
☐ Gang-Related Activities	
☐ Drug-Related Activities	
☐ Visual Impairments	
☐ Hearing Impairments	
☐ Learning Disabilities	
☐ Other Physical Disabilities or Constraints	
☐ Inaccessible Physical Structures	
☐ Absenteeism/Truancy	
☐ High Mobility Rates	

☐ Lack of Support from Parents

☐ Shortage of Qualified Personnel

☐ Lack of Knowledge Regarding Program Benefits

☐ Lack of Transportation to Program Activities

☐ Other Barriers

ATTACHMENT CSP2

Charter Management Organization Receipt of Funds

A Charter Management Organization (CMO) is defined as a nonprofit organization that operates or manages a network of charter schools linked by centralized support, operations, and oversight.

Check the appropriate box.

☒ The applicant is NOT affiliated with nor proposing to contract with a CMO. Skip this attachment.

☐ The applicant IS affiliated with or proposing to contract with a CMO.

If yes, check all that apply below and provide the following documentation:

☐ The CMO does not currently receive or will not receive CSP funds directly from the United States Department of Education. **No further documentation is needed.**

☐ The CMO currently receives CSP funds directly from the United States Department of Education. **Provide the Grant Award Notification Number (GAN#) associated with this CSP grant.**

☐ The CMO will receive CSP funds directly from the United States Department of Education. **Provide a description of the anticipated timeline of award, charter school campuses (including the states in which they will operate) that will benefit from the grant if awarded, and the anticipated award amount.**

☐ Other. **Provide a thorough explanation.**

Insert Material Behind this Page.
Also Include this Cover Page with Submission