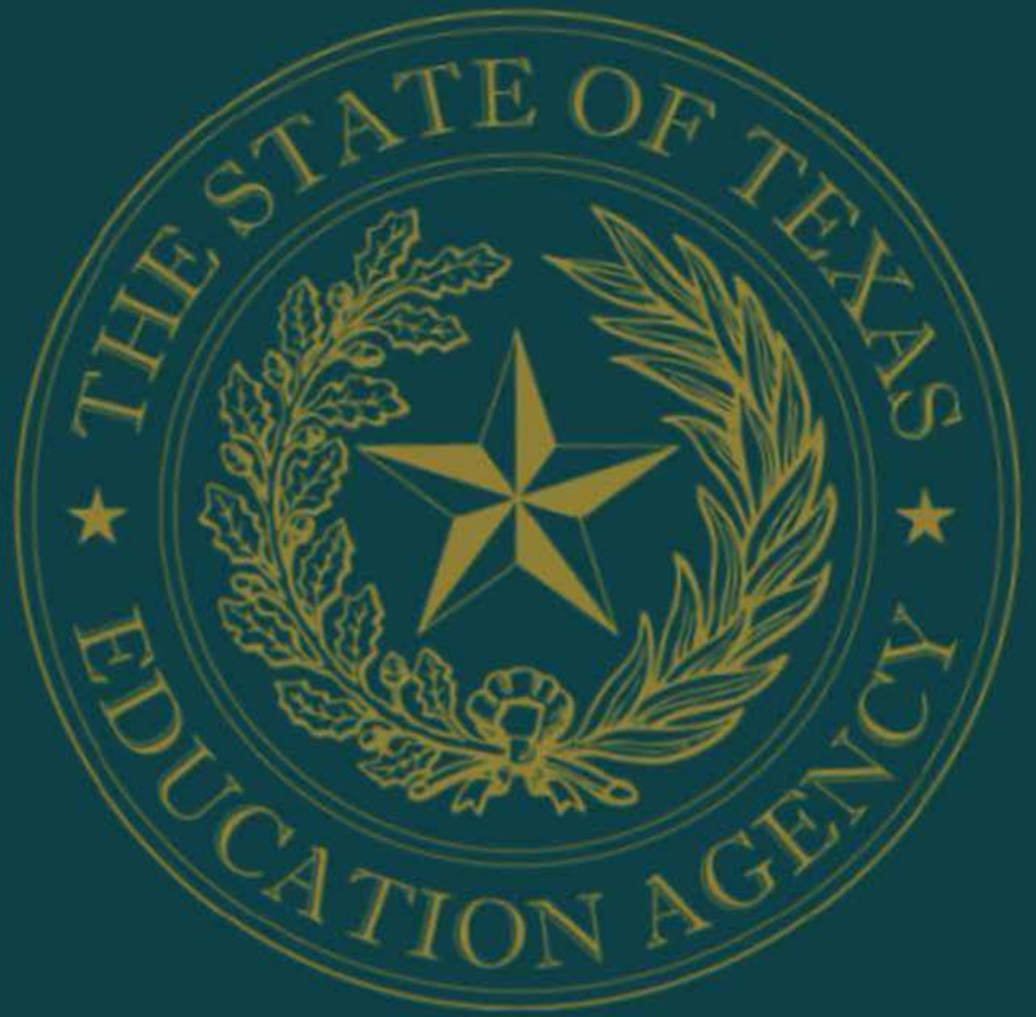


Texas Education Agency  
1701 North Congress Ave.  
Austin TX 78701



# GENERATION 27

OPEN ENROLLMENT CHARTER APPLICATION

NARRATIVE AND ATTACHMENTS

RFA: 701-22-100

SAS: 602-22

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# CHECKLIST

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- ✓ Mission, Vision, Design Elements
- ✓ High-Quality Instructional Materials and Instruction
- ✓ Special Populations
- ✓ Assessment of Learning
- ✓ Data-Driven Instruction
- ✓ Promotion, Retention, and Graduation
- ✓ School Culture and Safety
- ✓ Discipline

## GOVERNANCE

- ✓ Structure, Formation, and Community
- ✓ Goal Setting

## LEADERSHIP

- ✓ Superintendent Position

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- ✓ Staffing, Leadership, and Professional Development
- ✓ Teacher Support and Evaluation

## OPERATIONS & FINANCE

- ✓ School Calendar and Schedule
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- ✓ Request for Federal Start-Up Grant Funds
- ✓ Financial Plan

## CHARTER MANAGEMENT ORGANIZATION If applicable

- Portfolio Overview

- ✓ **LETTER OF SPECIAL ASSURANCES**

# CHECKLIST

## Attachments

Click on each attachment title to access the corresponding attachment coversheet.

### ELIGIBILITY

- E1 Articles of Incorporation
- E2 501(c)(3) Letter of Determination
- E3 Public Meeting Notice
- E4 Statement of Impact Notifications

### SCHOOL DESIGN

- SD1 Course Scope and Sequence
- SD2 Proposed Discipline Policy

### GOVERNANCE

- G1 Organizational Bylaws
- G2 Code of Ethics and Conflict of Interest Policy
- G3 Board Member Résumés and Affidavits

### LEADERSHIP

- L1 Superintendent Résumé
- L2 Superintendent Evaluation Tool
- L3 Leadership Team Résumés
- L4 Leadership Team Evaluation Tool

### OPERATIONS

- OP1 Organizational Charts
- OP2 Staffing Chart
- OP3 Staff Profile (HR) Forms
- OP4 Teacher Evaluation Tool
- OP5 Annual Calendar and School Schedule
- OP6 Admission and Enrollment Policy

### FINANCE

- F1 Detailed Start-Up Plan
- F2 Budget Narrative
- F3 Financial Plan Workbook
- F4 Evidence of Financial Support
- F5 Audit Report
- F6 Credit Report
- F7 IRS Form 990, 990-N, 990-EZ

### CHARTER MANAGEMENT ORGANIZATION

#### If applicable

- CMO1 Portfolio Overview Workbook
- CMO2 Financial History
- CMO3 Management Agreement
- CMO4 Organizational Charts
- CMO5 Commercial Lease Agreement

### START-UP GRANT

- CSP1 CMO Receipt of Funds
- CSP2 Equitable Access and Participation

# APPLICATION PROFILE

## New Heritage Academy

NAME OF PROPOSED CHARTER SCHOOL

Heritage Public Charter Schools

NAME OF SPONSORING ENTITY

The sponsoring entity is a:  501(c)(3) Nonprofit Organization

Governmental Entity

College or University

NEW OPERATOR

EXPERIENCED OPERATOR

### SCHOOL MODEL: Select from the Drop Down Menu

**I. CONTACT INFORMATION**

Contact Name:

Mailing Address:

Email Address:

Phone Number:

**II. GOVERNANCE/LEADERSHIP**

Chairperson of the School Governing Board:

Chief Executive Officer/Superintendent (if known):

**III. CHARTER MANAGEMENT ORGANIZATION [CMO]**

Organization Name:

States within the CMO Portfolio (use state abbreviations):

**IV. ENROLLMENT BOUNDARY & FACILITIES**

Number of Total Campuses Requested:

Anticipated District for Each Campus in Year 1:

Address for Each Campus [If Known] or Anticipated Zip Code for Each Campus in Year 1:

**V. STUDENT : TEACHER RATIO**

By Grade Level:

**VI. FISCAL YEAR**

Sponsoring Entity:

Charter School:

### VII. ENROLLMENT PROJECTIONS

State the estimated enrollment and check all grade levels to be served for each school year. By Year 3, at least one grade in which state assessments are administered must be offered.

	EE3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12
Year 1												45	45	60	75
Year 2												45	45	60	75
Year 3												90	90	120	150
Year 4												90	90	120	150
Year 5												90	90	120	150
At Capacity												90	90	120	150

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-Seven Open-Enrollment Charter Application Subchapter D Instructions and Guidance document.

**Bryndan Wright**

Digitally signed by Bryndan Wright  
Date: 2021.12.07 14:56:34 -06'00'

Electronic Signature of the Chair of the Sponsoring Entity

RFA 701-22-100

# APPLICATION PROFILE

**New Heritage Academy**

NAME OF PROPOSED CHARTER SCHOOL

**Heritage Public Charter Schools**

NAME OF SPONSORING ENTITY

The sponsoring entity is a:  501(c)(3) Nonprofit Organization  Governmental Entity  College or University

NEW OPERATOR

EXPERIENCED OPERATOR

SCHOOL MODEL:  Credit Recovery

**I. CONTACT INFORMATION**

Contact Name:

Mailing Address:

Email Address:

Phone Number:

**IV. ENROLLMENT BOUNDARY & FACILITIES**

Number of Total Campuses Requested:

Anticipated District for Each Campus in Year 1:

Address for Each Campus [If Known] or Anticipated Zip Code for Each Campus in Year 1:

**II. GOVERNANCE/LEADERSHIP**

Chairperson of the School Governing Board:

Chief Executive Officer/Superintendent (if known):

**V. STUDENT : TEACHER RATIO**

By Grade Level: 9-12 20:1  
GED 15:1

**III. CHARTER MANAGEMENT ORGANIZATION [CMO]**

Organization Name:

States within the CMO Portfolio (use state abbreviations):

**VI. FISCAL YEAR**

Sponsoring Entity:

Charter School:

**VII. ENROLLMENT PROJECTIONS**

State the estimated enrollment and check all grade levels to be served for each school year. By Year 3, at least one grade in which state assessments are administered must be offered.

	EE3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12
Year 1	225											45	45	60	75
Year 2	225											45	45	60	75
Year 3	450											90	90	120	150
Year 4	450											90	90	120	150
Year 5	450											90	90	120	150
At Capacity	450											90	90	120	150

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-Seven Open-Enrollment Charter Application Subchapter D Instructions and Guidance document.

**Bryndan Wright**

Digitally signed by Bryndan Wright  
Date: 2021.12.07 14:56:34 -06'00'

Electronic Signature of the Chair of the Sponsoring Entity

# EXECUTIVE SUMMARY

In no more than **two pages**, provide a descriptive summary of the key features of the proposed plan for the school that covers the following: (1) proposed community; (2) educational philosophy of the applicant team and an explanation of how that philosophy aligns with the school's mission, key design elements, and innovative design; (3) capacity of the proposed board and superintendent to successfully open and operate a high-quality charter school; and (4) an explanation of how the model will effectively serve students in the proposed community.

"As schools return to what at best may be a 'new normal', they will face doubled and tripled numbers of at-risk students across all grade levels. These students will present a new set of academic, behavioral, and trauma-impacted educational challenges," said Dr. Sandy Addis, Chairman of the National Dropout Prevention Center. "To prevent drastic and multiyear declines of graduation rates, districts must find ways to recover, remediate, accommodate, and somehow help these students to graduate." Dr. Addis goes on to say that, as a result of the pandemic's educational effects, the alternative schools and programs that districts have traditionally relied on to serve these students will be unable to accommodate the inevitable increase in students who will require specialized services. (<https://www.prnewswire.com/news-releases/national-dropout-prevention-center-releases-new-practice-guide-301252828.html>)

Heritage Public Charter Schools (HPCS) proposes to open a dropout recovery campus in Arlington, Texas. The campus will include a collaboration with Communities in Schools (CIS), GED preparation and testing through a High School Equivalency Program (HSEP), and provide a flexible school calendar and school hours that currently do not exist in the community. In this application we will demonstrate the community need, HPCS's capacity to open and operate a dropout recovery campus, and show how we will utilize both best practices and innovation to educate students at the New Heritage Academy.

## Proposed Community:

New Heritage Academy is to be located in a designated Opportunity Zone in Arlington, Texas. The Zone is located in a socio-economically depressed area in east Arlington. Its located entirely within Arlington ISD and is served by Sam Houston High School (SHHS), the largest high school in Tarrant County and one of the largest in Texas. According to its Texas Academic Performance Report (TAPR) SHHS alone has almost 200 high school dropouts annually. It has the highest dropout rate among Arlington ISD high schools and its 4-year longitudinal dropout rate has been as high as 3x's the state average. Further, it has the largest percentage, 92.6%, of economically disadvantaged students when compared to the other 15 schools listed in the demographics section.

## Educational Philosophy:

The HPCS educational philosophy is simple; all students are deserving of a caring and safe environment in which to learn; students respond best to adult guidance and instruction when the student knows the adult has their best interests at heart, and all students need to earn a high school diploma or its equivalent in order to advance in life.

## Board and Superintendent Capacity:

The emphasis in forming the HPCS governing board was on assembling a group professionals who have worked in or with schools, and are familiar with needs of the students we anticipate serving; hence, all board members have been, or are currently educators, or have lengthy histories of working with schools.

The proposed superintendent is the founder of Heritage Public Charter Schools. He has spent his entire educational career working with at-risk students. He has five years experience as a campus principal at a residential treatment facility serving post-adjudicated youth, and he has opened an ISD campus that served youth who were all in the custody of Child Protective Services. Additionally, he has previous experience with the establishment and operation of a GED program as well.

More detailed information on the proposed HPCS Board and superintendent is provided in other parts of the application.

## School Model Serving Community:

Our collaboration with the Communities in Schools (CIS) program, as well as the case management that their social workers will provide to our students, will be a critical component of our school's overall model. CIS is a dropout prevention program model that TEA and other stakeholders recognize as a proven model and one to be promoted in communities where it doesn't exist.. The CIS program is not currently offered in Arlington ISD, nor is it offered near where New Heritage Academy is to be located, as shown on the CIS map that has been attached. For post-adjudicated youth, and other high-needs students

# EXECUTIVE SUMMARY

we plan to provide more intensified case management services, as detailed in the key school design elements section of the application.

The GED program currently available in the Opportunity Zone where New Heritage Academy is to be located is a Department of Labor Adult Education GED program. Students may attend, but classes are only offered twice a week and for two hours each day. New Heritage Academy plans to offer a GED program available with the same class schedule and calendar as other students, but with slightly smaller student-to-teacher ratios.

See [Attachment E4 Statement of Impact Notifications](#).

**I. GEOGRAPHIC BOUNDARIES**

Fort Worth ISD  
Grand Prairie ISD  
Mansfield ISD  
Cedar Hill ISD  
Everman ISD  
Irving ISD  
Kennedale ISD  
Duncanville ISD

**II. PRIMARY GEOGRAPHIC BOUNDARY if applicable**

Arlington ISD

**III. PRIORITY POINTS [OPTIONAL]**

Proposed to locate [Year 1] in the attendance zone of a campus assigned an unacceptable performance rating for the last two years that performance ratings were issued.  
District: \_\_\_\_\_  
Campus Name: \_\_\_\_\_  
Campus Rating/School Year: \_\_\_\_\_  
Campus Rating/School Year: \_\_\_\_\_

Proposed to locate [Year 1] 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.

Census Tract Number: 48439122900  
County Name: Tarrant County

**IV. CAMPUS-LEVEL OPERATIONS**

Number of campuses in the occupied district that serve similar grade clusters (elementary, middle, secondary)	Traditional ISD	9
	Charter Campus	6

**V. CAMPUS GROWTH SCHEDULE**

Number of campuses opening in: Year 1  Year 2  Year 3  Year 4  Year 5

**VI. ELECTED STAKEHOLDERS [by last name and district] *Applicant may input multiple names on each line.***

STATE SENATORS	STATE REPRESENTATIVES	STATE BOARD OF ED.
Senator Birdwell District 22 Senator Hancock, District 9 Senator Johnson, District 16 Senator Powell, District 10 Senator West, Sistrict 23	Tinderholdt, Dist 94; Cason, Dist 92; Sherman, Dist 109; Collier, Dist. 95; Geren, Dist 99; Goldman, Dist.97; Romero Jr., Dist 90; Gonzalez, Dist 104; Meza, Dist 105; Anchia, Dist 103; Johnson, Dist 115; Cook, Dist 96; Burns, Dist 58; Davis, Dist 111; Harrison, Dist 10;	Hardy, District 11 Davis, District 14 Little, District 13

# LANDSCAPE Geographic Boundaries

See Attachment E4 Statement of Impact Notifications.

**I. GEOGRAPHIC BOUNDARIES**

Fort Worth ISD    Grand Prairie ISD  
 Mansfield ISD  
 Cedar Hill ISD  
 Everman ISD  
 Irving ISD  
 Kennedale ISD  
 Duncanville ISD  
 Arlington ISD

**II. PRIMARY GEOGRAPHIC BOUNDARY if applicable**

Arlington ISD

**III. PRIORITY POINTS [OPTIONAL]**

Proposed to locate [Year 1] in the attendance zone of a campus assigned an unacceptable performance rating for the last two years that performance ratings were issued.  
 District: \_\_\_\_\_  
 Campus Name: \_\_\_\_\_  
 Campus Rating/School Year: \_\_\_\_\_  
 Campus Rating/School Year: \_\_\_\_\_

Proposed to locate [Year 1] 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.

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Number of campuses in the occupied district that serve similar grade clusters (elementary, middle, secondary)

Traditional ISD	9
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Number of campuses opening in:    Year 1     Year 2     Year 3     Year 4     Year 5

**VI. ELECTED STAKEHOLDERS [by last name and district] Applicant may input multiple names on each line.**

STATE SENATORS	STATE REPRESENTATIVES	STATE BOARD OF ED.
Senator Birdwell District 22 Senator Hancock, District 9 Senator Johnson, District 16 Senator Powell, District 10 Senator West, Sistrict 23	Tinderholdt, Dist 94; Cason, Dist 92; Sherman, Dist 109; Collier, Dist. 95; Geren, Dist 99; Goldman, Dist.97; Romero Jr., Dist 90; Gonzalez, Dist 104; Meza, Dist 105; Anchia, Dist 103; Johnson, Dist 115; Cook, Dist 96; Burns, Dist 58; Davis, Dist 111; Harrison, Dist 10;	Hardy, District 11 Davis, District 14 Little, District 13

# LANDSCAPE Demographic Projections

Provide the anticipated demographic percentages for all campuses that will **open in Year 1**. Applicants must also provide demographic data for (1) the occupied district, (2) three contiguous districts, and (3) all campuses that serve similar grade clusters within five miles of the target zip code and/or community. Data is available on the [TEA Texas Academic Performance Reports website](http://TEA.TexasAcademicPerformanceReports.website) and [TXschools.gov](http://TXschools.gov).

## DEMOGRAPHIC PROJECTIONS [YEAR 1]

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	English Learner	At-Risk	Gifted Talented	Special Ed.
<b>Main Campus</b>												
<b>Arlington ISD</b>	25.8	47.1	17.9	.5	5.8	.2	2.8	74.3	29.6	59.7	10.0	8.4
Fort Worth ISD	21.0	64.3	11.0	.1	1.7	.1	1.7	85.5	35.5	70.6	12.8	10.4
Mansfield ISD	31.4	26.3	29.0	.3	7.9	.1	4.9	41.7	10.7	33.2	6.9	10.4
Kennedale ISD	25.2	26.5	37.9	.2	4.1	.5	5.6	48.6	9.9	37.9	8.8	9.0
Grand Prairie ISD	18.0	66.0	10.0	.4	3.3	.1	2.2	71.3	32.1	63.8	6.4	9.6
Winfree Academy	24.2	52.0	17.3	.0	1.4	0	5.1	57.4	14.4	97.1	0	12.3
Texas Leadership of Arlington	48.2	29.6	15.4	.8	.8	.3	4.9	70.4	8.9	55.8	0	10.5
Newman International Academy	41.8	24.1	23.2	.5	6.4	.4	3.7	55.6	16.8	28.1	7.9	6.5
Uplift Summit International HS	36.0	48.7	6.1	.0	6.7	0	2.5	69.5	13.1	34.4	0	5.3
Jean Masieu Academy	16.4	76.4	4.6	.5	0	0	2.1	72.3	49.2	51.3	0	5.6
Crosswinds High School	9.1	81.0	8.1	.2	.2	0	1.2	54.6	22.5	88.4	.2	9.9
Premier High School	40.4	45.3	9.8	0	.9	0	3.6	80.4	11.0	97.8	0	7.1
Grand Prairie Fine Arts Academy	17.5	52.2	24.7	.2	2.5	0	2.8	39.5	14.0	26.9	23.4	.3
South Grand Prairie HS	24.4	57.1	10.0	.4	5.4	.1	2.6	55.9	18.1	71.9	6.3	10.3
Grand Prairie HS	14.6	76.2	7.0	.3	.7	.1	1.1	76.3	37.9	84.9	2.5	9.9
Turning Point HS	35.0	52.5	5.0	0	2.5	0	5.0	87.5	27.5	97.5	5.0	5.0
Arlington HS	18.5	44.8	30.8	.5	3.0	.1	2.2	66.5	15.9	57.3	9.5	8.0

# LANDSCAPE

## Demographic Projections

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	English Learner	At-Risk	Gifted Talented	Special Ed.		
													+	-
Bowie HS	38.1	37.1	7.5	.2	15.5	.2	1.4	71.8	16.5	61.4	8.1	8.8	+	-
Lamar HS	35.0	41.7	16.7	.5	2.9	.3	2.8	73.9	18.7	70.8	6.2	9.6	+	-
Sam Houston HS	19.0	72.7	3.6	.2	3.7	.1	.7	92.6	38.9	83.0	7.0	8.7	+	-

### MISSION STATEMENT

State the mission of the proposed school.

The New Heritage Academy mission is to serve at-risk students with a flexible schedule, calendar and academic program, provide students with social-emotional support, and help students plan for future self-sufficiency and success.

### VISION STATEMENT

State the vision of the proposed school.

By applying best practices and research-based solutions, New Heritage Academy aspires to be a model dropout recovery and prevention campus. To ensure our mission is carried out, New Heritage Academy will adopt a continuous improvement approach and regularly evaluate program findings. New Heritage Academy staff are our most precious asset, and they will provide the social-emotional support our students need. We commit to a school culture and climate that values these team members. New Heritage Academy will invest in our staff to ensure they have what they need to serve students.

### DESIGN ELEMENTS

Describe the design elements of the proposed school.

The following key design elements of New Heritage Academy are aligned with the mission to serve at-risk students with a flexible schedule, calendar and academic program, provide students with social-emotional support, and help students plan for future self-sufficiency and success.

- Dropout Recovery Campus
- Community in Schools Program
- Phoenix Program
- Computer Based Instruction
- High School Equivalency Program
- Schedule and Calendar

Dropout Recovery Campus:

New Heritage Academy is to be a dropout recovery campus. Eligible students will meet the state's criteria for students at-risk of dropping out of school which includes each student who is under 21 years of age and who:

1. Is in grade 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
2. Was not advanced from one grade level to the next for one or more school years; (Note: From 2010-2011 forward, TEC 29.081 (d-1) excludes from this criteria pre-kindergarten or kindergarten students who were not advanced to the next grade level as a result of a documented request by the student's parent.)

3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. Is pregnant or is a parent;
5. Has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
6. Has been expelled in accordance with TEC §37.007 during the preceding or current school year; Is currently on parole, probation, deferred prosecution, or other conditional release;
7. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
8. Is a student of limited English proficiency, as defined by TEC §29.052;
9. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
10. Is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths", and its subsequent amendments; or
11. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home. (Texas Education Code).

### Community in Schools Program:

As mentioned, HPCS intends to partner with CIS to provide their proven dropout prevention program at New Heritage Academy. (Attachment: Letter from CEO of Tarrant County CIS).

CIS Texas aims to empower students to stay in school and succeed in life. The CIS model encourages students to finish high school. CIS works with educators, students, and parents to identify at-risk students' needs. Once needs are identified, CIS provides individual case management services to students and families to help them fully engage in learning. CIS tracks student data and educational outcomes. (TEA Website)

There are six components to the CIS Texas model:

1. Health & human services: including mental health and basic needs
2. Supportive guidance & counseling: both individual and group, and crisis response
3. Parental & family engagement: including home visits and consultation
4. Academic enhancement & support: including tutoring and extended learning time
5. College and career awareness: including preparation and transition
6. Enrichment activities: including mentoring and school engagement activities

(TEA Website)

The following numbers represent CIS student performance (case managed students) for 2019-2020:

- 99% stayed in school (Grades 7-12)
- 98% promoted to the next grade (Kindergarten-grade 11)
- 95% eligible seniors graduated
- 89% targeted for academics, improved
- 82% targeted for attendance, improved
- 82% targeted for behavior, improved

--96% targeted for social services met goals  
(TEA Website)

Texas leaders have committed supporting CIS and seeing it operate throughout Texas (TEC 33.152) and a commitment to promoting the program in communities where it does not exist (TEC 33.154).

Currently, CIS is not serving Arlington ISD students. (Attachment: Map of Tarrant County CIS program locations and proposed location for New Heritage Academy).

HPCS has budgeted to have three (3) CIS social workers (life coaches) to provide individual case management services to New Heritage Academy students. At capacity these life coaches would serve 225 students; Sam Houston High School has one social worker and has over 3,700 students.

Phoenix Program:

The Phoenix Program is to be administered through the schools life coaches and in essence recognizes some student populations require more intensive and comprehensive case management services. The idea and observed need stems from Mr. Wright's experiences as the principal serving post-adjudicated youth.

During Mr. Wright's tenure he observed approximately a thousand (1,000) students pass through the Brownwood program. He frequently watched young men arrive distressed and unruly, but most became stable during their time at the facility; in fact, a common comment from teachers was "I'm not sure why this student is here, he is doing so well." Staff were normally optimistic that those young men would return home and successfully reintegrate into their communities but was very often disappointed to learn they hadn't.

This was conspicuously illustrated in the summer of 2019 when two prior students returned home to Tarrant County and were killed within weeks of leaving the facility. Those senseless deaths prompted Mr. Wright to question what a school could do if anything to help these youth with community transition.

Currently, according to the Texas Education Code Sec. 37.006 a school district must enroll students returning from TJJD in their Disciplinary Education Program (DAEP) or Juvenile Justice Alternative Education Program (JJAEP). A school district may extend a student's DAEP placement beyond one semester if returning the student to the regular classroom poses a threat to others' safety or the learning process. (TJJD FAQ on youth aftercare).

Given the danger these young can pose to themselves and others, this policy is understandable. However, one can also see how this policy could influence the psyche a post-adjudicated youth. After working for a year or more on skills need to effectively transition home, and expecting a "clean slate" in which to apply them, many only discover upon release they can't return to a previous high school, even if they weren't in a DAEP or JJAEP when they were arrested. At this point some decide they can't "win" and elect to return to aberrant behaviors.

While this information is anecdotal and based on Mr. Wright's observations and experiences, the recidivism data suggests other possibilities may be worth exploring.

Currently seventy percent (70%) of post-released youth recommit some type of crime, even if its a parole violation or something similar. However, almost forty percent (40%) commit a crime significant enough to warrant reincarceration.

(Statewide Criminal and Juvenile Justice Recidivism and Revocation Rates: Texas Legislative Budget Board, 2019).

The Phoenix Program would seek out this population and others who would benefit from more intensive case

management services. Life coaches will form relationships with this group through daily interactions, provide outside mentors, and have open communication with a student's other stakeholders: parent or guardian, the mentor, and parole or probation officer, etc. The Phoenix Program will give these students wrap-around services providing accountability, a caring advocate and the more comprehensive services they need.

### Computer Based Instruction:

The school instruction will primarily take place in four (4) computer labs. We intend to have one lab serving 9th and 10th graders; one will serve 10th and 11th graders; one will serve 11th and 12th graders and one will serve the High School Equivalency Program (G.E.D) students. The labs will be at least 900 square foot in size, per TEA recommendation for specialized classrooms.

The curriculum will consist of the Apex Learning courses and tutorials and GED preparation software. The APEX Learning curriculum was chosen because of its design and their history working with alternative campuses, credit recovery and TJJD students.

APEX learning understands struggling students face many challenges to learning grade-level content for a variety of reasons, but most notably because they are below-proficient readers, English language learners, or students with learning gaps, and so their software has been designed to address these challenges.  
(<https://cdn.apexlearning.com/al/Struggling-Students-Special-Report.pdf>)

Additional details concerning this aspect of the academic program are described in other sections of the application.

### High School Equivalency Program:

To comply with the TEC 29.087, the HPCS Board shall hold a public hearing concerning the proposed High School Equivalency Program (HSEP) application before applying to operate a HSEP. In further compliance with the same statute, HPCS Board will hold subsequent annual hearings to review the performance of the program.

This program will be available to student eligible to attend based on criteria established in TEC 29.087.

Students are eligible to attend an HSEP if the student has been ordered by a court under Section 65.103, Family Code, or by the Texas Juvenile Justice Department to:

1. participate in a preparatory class for the high school equivalency examination; or
  2. take the high school equivalency examination administered under Section 7.111; or
- the following conditions are satisfied:
3. the student is at least 16 years old at the beginning of the school year or semester;
  4. the student is at-risk of dropping out of school, as defined by Section 29.081;
  5. the student & parent or guardian agree in writing to the student's participation;
  6. at least two school years have elapsed since the student first enrolled in ninth grade and the student has accumulated less than one third of the credits required to graduate under the minimum graduation requirements of the district or school.
  7. HSEP students will continue to take state assessments if they have completed a course that requires either a TAKS test or STAAR exam, and have not previously taken the exam. This is to comply with the Texas Education Code 39.023. However, if a student was court ordered to attend the HSEP under the Family Code, Truancy Court Proceedings, Section 65.103, they will be exempt from this testing requirement.

If authorized to operate an HSEP at New Heritage Academy, we will also institute the following TEA guidance:

1. Students will receive academic counseling prior to enrollment and during the student's time in the HSEP.
2. A pre-entry meeting will explore various program options and HSEP expectations.
3. An administrator, teacher, life coach, academic counselor, the student, and their parent or guardian should all try and participate in the pre-entry meeting.
4. Individual sessions with students will continue with students while in the HSEP and will be conducted by life coaches and academic counselors. The life coach will keep track of sessions, as with other students.

Further, following TEA guidance, the New Heritage Academy HSEP curriculum will be at the high school level and provided through Apex Learning, including a Spanish and English curriculum option; the program will provide a 15:1 Teacher student ratio, and students who successfully complete their GED will receive a graduation ceremony or a similar sort of celebration.

Schedule and Calendar:

HPCS intends to apply for the Optional Flexible School Day.

HPCS's eligibility is based on the students served: a student in any grade level is eligible to participate in an OFSDP if the student:

is at risk of dropping out of school, as defined by the Texas Education Code (TEC), §29.081, and because the campus is a dropout recovery campus as defined by the TEC, §29.081 (e-1) or (e-2).

HPSC will also convene the HPCS Board in a regular session meeting prior to application and allow for public comment.

The schedule and calendar are provided in the attachments portion of this application but they are key design elements so we will briefly describe them here.

The New Heritage Academy will operate as a four-day a week campus (Monday - Thursday).

1st Block:	7:25 am - 11:25am
Lunch/PLC:	11:30am - 12:15 pm
2nd Block:	12:15 pm - 4:15 pm
Transition/PLC:	4:15 pm - 4:30 pm
3rd Block:	4:35 pm - 8:35 pm

We believe having this schedule will serve the interest of the community and assist with recruiting both academic coaches and students. Retired teachers (academic coaches) could work the four-hour block and exceed their 20 hour a week work limitation, and teachers looking to increase their TRS retirement could work the evening block as well. Students who need to work would be available to work on Fridays.

The campus will still schedule the 43,200 instructional minutes, required of a dropout recovery campus, and include this scheduled instructional time for 180 instructional days (see calendar).

### **INNOVATIVE APPROACH**

Present a compelling rationale to explain how the school design is innovative and/or different than available programs in the proposed geographic boundaries.

In terms of how NHA will be innovative, its programs are blend of wholly original, improving on current community programs, and done differently or more successfully than ones already existing.

The following New Heritage characteristics and/or programs of New Heritage Academy are the key design elements and discussed there and in the executive summary, but we can address some more on the innovative aspects of each.

Further, these characteristics and programs align with our mission and what NHA intends to accomplish with our student population.

Flexible schedule, calendar and hours:

This fits the done differently category. Other programs exist that have different hours but none have a 4-day school week, or offer daily morning, mid-day and evening instructional blocks. Further, an Optional Flexible School Day would allow students to attend classes beyond one block, if the student needed or wanted to accelerate credit recovery or graduation.

Communities in Schools (CIS):

CIS doesn't exist in Arlington ISD, so would fit the wholly innovative program. A lot of our mission, will be implemented through the efforts of this partner. They would lead the effort to help the campus provide students social-emotional support and helping students will a future goal setting.

Phoenix Program:

Since this program is program would primary be provided through CIS services it too would be placed in the wholly innovative category. Recognizing students come to a dropout recovery campus for different reasons and require different levels support. For example, a pregnant teenager that was well adjusted and doing well in school likely would required different case management compared to a youth that was expelled for behavior or is post-adjudicated. Further, if the program exists anywhere in Texas, it is not actively recruiting post-adjudicated youth to their school, or if they are TJJD is unaware of it.

High School Equivalency Program (GED):

The GED program at New Heritage Academy would be an improvement over currently existing programs. The GED program that we base this observation on is an adult GED program offered through the US Department of Labor. That program offers in person tutorial twice a couple hours each day. New Heritage Academy will have a full HSEP program offering the program during the same time as the three other learning labs are offering classes. The intention is to also offer the GED prep course and testing in Spanish for those who need it.

New Heritage Staff will also receive training in Adverse Childhood Experiences (ACE's) and Trauma-Informed Care offered through the Department of Family and Protective Services (DFPS).

The idea is that people with a number of ACE's before the age of 18 have a greater likelihood for problems in life. The following are the original 10 ACE's as cited in the Kaiser-Permanente study.

### Abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse

### Neglect:

- Physical neglect
- Emotional neglect

### Household Dysfunction:

- Mental illness
- Divorce
- Substance abuse
- Violence against your mother
- Incarcerated relative

ACEs can set off a chain reaction that leads to poor performance in school, which leads to dropping out, which then leads to poverty and involvement in the justice system.

Students with three or more ACEs are 2.5 times more likely to fail a grade. Students with three or more ACEs are significantly more likely to perform below grade level, and be labeled as special education, suspended, expelled, or drop out of school.

Student suspension and other school discipline is linked to failure to graduate. Students who dropped out of high school were 63 times more likely to be incarcerated than college-graduates. High school dropouts are more than twice as likely to live in poverty.

(Education Brief: ACEs for educators, The Illinois ACEs Response Collaborative).

## PRACTICE AND PEDAGOGY

Identify specific research-based practices and pedagogical approaches that clearly support the proposed model.

Students that are struggling confront numerous and different challenges to achievement. Pupils struggle with grade-level teaching for a variety of reasons, but especially because they are poor readers, English language learners, or have learning gaps.

With these difficulties, many become discouraged—70% of high school dropouts state they dropped out in part because they weren't confident, they would be able to graduate—because the difficulties were just too great. (Bridgeland, John M., John J. Dilulio, Jr., and Karen Burke Morison. "The Silent Epidemic: Perspectives of High School Dropouts." Civic Enterprises, March 2006)

Sam Houston High School has over 34% of its student body, or roughly 1,200 kids, categorized as emerging bilingual (EB). New Heritage anticipates applications from that demographic, as well as those who are academically behind and on the verge of dropping out.

Apex Learning's grade-level lessons include extensive reading, language, and academic help. A wide range of literacy assistance are available, such as accessible text and read-aloud options. Introduce non-text representations of key academic topics, simple language, vocabulary aids, read-alouds, and translation options. For

students with learning gaps, the learning experience includes targeted remediation. It introduces new ideas in "blocks" that build on prior knowledge and keep students interested. A solid foundation is built on fundamental, relevant examples. The APEX curriculum includes targeted supports for struggling kids in reading, language development, and academic performance.

(APEX White Paper: Unlocking Success for Struggling Students, October 2018)

APEX will allow New Heritage academic coaches to know how students are progressing with the TEKs in real time in order to be able to intervene quickly. Formative assessment is one tool the academic coaches will use to know how students are doing.

The APEX CBI formative assessments are embedded in the lesson activities; thus, academic coaches can see the data allowing for early detection of student needs. Both academic coaches and students will be able to track academic achievement simultaneously.

# SCHOOL DESIGN

## High-Quality Instructional Materials and Instruction

### HIGH-QUALITY INSTRUCTIONAL MATERIALS [YEAR 1]

Identify the curricular resources for the grade levels to be served in Year 1, including core content areas and any additional enrichment courses to be offered (specific to the school design) in the blank content boxes. If the applicant will create the curriculum after a charter is awarded, cite guiding research behind the design in the description box. See [Attachment SD1 Course Scope and Sequence](#).

CONTENT AREA	GRADE(S)	INSTRUCTIONAL MATERIALS	COURSE(S) if applicable		
<b>Reading Language Arts</b>	9-12	APEX Learning	Tutorial - English I	+	-
<b>Reading Language Arts</b>	9-12	APEX Learning	Tutorial - English II	+	-
<b>Reading Language Arts</b>	9-12	APEX Learning	Tutorial - English III	+	-
<b>Reading Language Arts</b>	9-12	APEX Learning	English Foundations I	+	-
<b>Reading Language Arts</b>	9-12	APEX Learning	English Foundations II	+	-
<b>Reading Language Arts</b>	9-12	APEX Learning	English I	+	-
<b>Reading Language Arts</b>	9-12	APEX Learning	English II	+	-
<b>Reading Language Arts</b>	9-12	Apex Learning	English III	+	-
<b>Reading Language Arts</b>	9-12	APEX Learning	English IV	+	-
<b>Mathematics</b>	9-12	APEX Learning	Tutorial - Algebra I	+	-
<b>Mathematics</b>	9-12	APEX Learning	Tutorial - Geometry	+	-
<b>Mathematics</b>	9-12	APEX Learning	Tutorial - Algebra II	+	-
<b>Mathematics</b>	9-12	APEX Learning	Math Foundations I	+	-
<b>Mathematics</b>	9-12	APEX Learning	Math Foundations	+	-
<b>Mathematics</b>	9-12	APEX Learning	Algebra I	+	-
<b>Mathematics</b>	9-12	APEX Learning	Geometry	+	-
<b>Mathematics</b>	9-12	APEX Learning	Algebra II	+	-
<b>Mathematics</b>	9-12	APEX Learning	Math Models with Applications	+	-
<b>Mathematics</b>	9-12	APEX Learning	Pre- Calculus	+	-
<b>Mathematics</b>	9-12	APEX Learning	Statistics	+	-
<b>Science</b>	9-12	APEX Learning	Tutorial - Biology	+	-
<b>Science</b>	9-12	APEX Learning	Science Foundations	+	-
<b>Science</b>	9-12	APEX Learning	Integrated Physics and Chemistry	+	-
<b>Science</b>	9-12	APEX Learning	Environmental Systems	+	-
<b>Science</b>	9-12	APEX Learning	Biology	+	-
<b>Science</b>	9-12	APEX Learning	Chemistry	+	-
<b>Science</b>	9-12	APEX Learning	Physics	+	-

# SCHOOL DESIGN

## High-Quality Instructional Materials and Instruction

CONTENT AREA	GRADE(S)	INSTRUCTIONAL MATERIALS	COURSE(S) if applicable		
<b>Social Studies</b>	9-12	APEX Learning	Tutorial - US History	+	-
<b>Social Studies</b>	9-12	APEX Learning	World Geography Studies	+	-
<b>Social Studies</b>	9-12	APEX Learning	World History Studies	+	-
<b>Social Studies</b>	9-12	APEX Learning	US History since 1877	+	-
<b>Social Studies</b>	9-12	APEX Learning	Economics	+	-
<b>Social Studies</b>	9-12	APEX Learning	US Government	+	-
<b>Other or Enrichment</b>	9-12	APEX Learning	GED Preparation	+	-
<b>Other or Enrichment</b>	9-12	APEX Learning	Tutorial - STAAR - Algebra I/ Algebra II	+	-
<b>Other or Enrichment</b>	9-12	APEX Learning	Tutorial - STARR - English I/ English II/ English III	+	-
<b>Other or Enrichment</b>	9-12	APEX Learning	Spanish I	+	-
<b>Other or Enrichment</b>	9-12	APEX Learning	Spanish II	+	-
<b>Other or Enrichment</b>	9-12	APEX Learning	Communications	+	-
<b>Other or Enrichment</b>	9-12	APEX Learning	Health Education	+	-
<b>Other or Enrichment</b>	9-12	APEX Learning	Foundations of Personal Fitness	+	-
<b>Other or Enrichment</b>	9-12	APEX Learning	Principals of Health Science	+	-
<b>Other or Enrichment</b>	9-12	APEX Learning	Accounting I	+	-
<b>Other or Enrichment</b>	9-12	APEX Learning	Accounting II	+	-
<b>Other or Enrichment</b>	9-12	APEX Learning	Personal Finance Literacy	+	-
<b>Other or Enrichment</b>	9-12	APEX Learning	Principles of Business, Marketing and Finance	+	-
<b>Other or Enrichment</b>	9-12	APEX Learning	Business Law	+	-
<b>Other or Enrichment</b>	9-12	APEX Learning	Human Resources Management	+	-
<b>Other or Enrichment</b>	9-12	APEX Learning	Principles of Information Technology	+	-
<b>Other or Enrichment</b>	9-12	APEX Learning	Information Technology Applications	+	-
<b>Other or Enrichment</b>	9-12	APEX Learning	Art I/Art Appreciation	+	-
<b>Other or Enrichment</b>	9-12	APEX Learning	Music Studies/Music Appreciation I	+	-

Explain why the above instructional materials were selected and discuss how they fit the definition of high-quality. Indicate how these resources are research-based or externally validated.

APEX Learning was chosen because it is a well-established company with a national presence, has been externally validated with a number of studies and white papers, and has a track record of success working with alternative

schools. Additionally, the proposed superintendent has used APEX Learning software on a previous campus where he served as principal and he was pleased with the product.

Validation:

The National Dropout Prevention Center (NDPC) lists APEX Learning as one of its model programs.

The NDPC cites APEX Learning increasing graduation rates, decreasing dropout rates, graduating more at-risk students on time, and achieving at or above average on state and national examinations. They further list Houston ISD as having increased their graduation rate by 7% by using APEX Learning. Sarasota Florida Schools reduced their dropout rate by 10.8% in 5 years using Apex Learning, and students surpassed peers on EOC examinations, achieving 51.2 percentile vs. 48.8 percentile in Dorchester School District, SC schools. (<https://dropoutprevention.org/mpdb/web/program/194>).

Accelerated Learning Solutions (ALS) is a charter school network in Florida that offers 21 alternative high schools in five districts. ALS helps students who are at risk of not finishing high school in a regular environment as well as those who return to high school after dropping out.

Apex Learning is the only curriculum provider at all of the ALS schools. A third-party research firm, Hanover Research, looked at ALS schools performance compared to non-ALS charters, and they looked at public data from the 2016-2017 School Improvement Rating published by the Florida Department of Education.

Students in ALS schools achieved higher academic growth than students in non-ALS alternative charter schools in Florida that did not use Apex Learning curriculum, particularly in math. (<https://agenda.brevardschools.org/content/files/fhsal-brevard-complete-application.pdf>)

The Florida Standards Assessments (FSA) found that children in ALS schools grew more in English language arts (39.9%) than non-ALS students (35.8%), and in mathematics (78.9%) than non-ALS students (43.2%) in 2016–2017.

When grade level assessments were reviewed Students enrolled in ALS alternative high schools achieved significantly greater in English language arts and mathematics. (A Third-Party Study of the Effects of Apex Learning on School and Student Outcomes Hanover Research 2019, 3-4)

APEX Learning at the Oaks Campus:

Apex Learning is the software utilized at the Oaks Campus in Brownwood. One of the reasons for bringing in the software was TJJD already used it at their intake facility, Ron Jackson, across the street. TJJD youth spend about 30 days at Ron Jackson, being evaluated and waiting for a determination concerning where they will go to spend the remainder of their sentence.

During that month the TJJD youth work in the APEX Learning software and some of them are selected to serve their time at The Oaks. To potentially smooth the transition and The Oaks decided to look at the APEX Learning software. After trying out a APEX Learning demo, the staff was impressed and a decision was made to switch to APEX Learning. This allowed students to could pick up immediately where they left off in the software at Ron Jackson without losing any of that academic time.

Along the same lines, one thing that was fairly consistent among that TJJD youth was that they would frequently quit performing schoolwork in the last few weeks of their incarceration.

If students didn't think they had enough time to complete a course, they anticipated they would only earn credit if

they completed a courses and if they perceived they didn't have time to complete a course they would just stop working. This was often disruptive to the learning environment because others often would follow their example.

Because New Heritage Academy will use APEX Learning, which is still utilized by TJJD, students who transfer to New Heritage Academy will not have this problem. Especially if New Heritage Academy life coaches are a part of a youths' transition plan, because the youth would know they could start in the software right where they were when they exited TJJD, which could provide motivation to continue working on their courses.

## ENGAGEMENT STRATEGIES

Explain how the curriculum includes or will include specific strategies for students to engage with content through connections to their prior knowledge, individual backgrounds, and provide knowledge of the world and other perspectives. Discuss plans for regular review of curricular materials and modification (if needed).

For learning to occur, students must be engaged in content. The Student Engagement Instrument (SEI) is one tool for gauging school engagement. It has been used to identify elements that promote or hinder engagement. In a 2006 review of 1,931 ninth grade students' responses to the SEI instrument's components, found the most important factor was determined to be social—whether teachers care about students and whether the classroom setting is physically and emotionally secure. (Appleton, Christenson, Kim, & Reschly, 2006)

These will be the guiding principles for New Heritage Academy. It is vital to our success that students believe that ALL of New Heritage staff are on their “team” and working for their success. This is an important school and personnel attribute, and efforts will be made to hire employees that understand its importance and have the ability to form meaningful and appropriate student relationships.

Staff will also be trained on how to create a physically and emotionally safe classroom environment—where students feel emotionally safe enough to risk and fail. This environment is created when a culture of respect is created and differences are celebrated.

It's remarkable that the study above identifies connection and classroom atmosphere as the most significant criteria for engagement, despite the fact that they have nothing to do with curriculum; nonetheless, successful instructors understand this to be true.

Successful instructors also know in order for students to engage with the curriculum, it must be "engaging" or of interest to them.

The APEX digital curriculum increases student interest in learning by making topics interesting through engaging media, immersive experiences, innovative ways of framing problems, and links to real-world concerns outside of the classroom. The APEX digital curriculum also uses scaffolding of its course content and each student has a “zone of Proximal development.” The idea is to keep the curriculum engaging by making it challenging enough to stave off boredom but not so difficult that students become frustrated and give up.

(APEX: Increased Student Achievement Correlates to Engaging and Motivating Digital Curriculum, Horn 2017)

Another reason HSPC has committed to using the APEX learning curriculum is because of companies' dedication to making the curriculum culturally responsive and woven into its design. APEX includes the experiences, viewpoints, and contributions of from diverse populations, which also creates interest, understanding and engagement. We believe seeing themselves in the curriculum helps to engages students and motivates to want to know more. (<https://www.apexlearning.com/index.php/culturally-responsive-curriculum>)

### **DIFFERENTIATED INSTRUCTION**

How will differentiation appear in daily lesson planning and activities? Identify school-wide, research-based instructional strategies that specifically benefit students with disabilities, English learners, and gifted and talented students.

Because New Heritage Academy will offer a computer-based curriculum with the courses that have already been built with plans and scope and sequence included, academic coaches won't be doing large-scale "daily lesson planning or activities," like they would if they were primarily teaching whole group instruction or at least all of their students were taking the same course.

However, they will still have some flexibility to influence the curriculum and differentiate it for students. As has been explained in the "accelerated" topic, activities can be removed from an APEX Learning course if a student demonstrates TEKS concept mastery and the academic coach doesn't believe additional activities would inculcate the TEKS any more than it already is.

Academic coaches could do something similar to differentiate the instruction. For example if a student learns best and prefers writing to demonstrate learning, then the academic coach has the ability to replace or add an assignment with a written one.

The tutorials can also differentiate for student level, which will also be discussed in closing-learning gaps. However, briefly, tutorials can also be incorporated into a credit course and turn the course into a hybrid. Academic coaches will be taught how to do this during the APEX Learning PD. Since it is anticipated that many of our students will be functioning below grade level, we will want to utilize tutorials because they assist with closing learning gaps.

Apex tutorials have adaptive pretests by unit of instruction. A unit will be built, and the content can go back as far as 3 grade levels to teach TEKS concepts the student did not master. This is an example of how APEX Learning is differentiated for academic levels.

The curriculum will also differentiate for emergent bilingual (EB) students as well. The software is available in 20 different languages; thus, the ESL academic coach in collaboration with an EB student's regular academic coach, can determine how much of the curriculum should be in the EB student's native language. The APEX Learning courses, when selected, will translate all the course materials. Further, a student can select having the text read the course content as well, which is also helpful for below-grade-level readers.

### **ACCELERATED LEARNING**

Describe plans to accelerate student learning and mastery of grade-level TEKS, including staffing supports, extended time and learning, and high-quality materials.

All New Heritage Academy students will have the ability to accelerate their learning. Since the program and progress will be individualized, students will determine their own pace, with a base-line expectation for progress.

Participation will be a part of a student's grade. Base-line completion for most courses and most students is eight (8) to nine (9) weeks to earn a half credit.

# SCHOOL DESIGN

## High-Quality Instructional Materials and Instruction

This is based on a four-day a week schedule and 60 minutes classes. If students want to accelerate credit recovery or a graduation plan, they will be able to schedule classes beyond the 240 minute (4 hour block), however once they have met their 43,200 annual instructional minutes their school year will be complete.

The APEX Learning software also has an adaptive pre-test for courses. This will be particularly helpful to students who have already taken a course but didn't earn credit for it. During the pretest when a student demonstrates mastery of a TEK then that concept is removed from the course build for that student. This too will help students accelerate course completion.

Further, when multiple activities exist in the software for one TEK and the coach sees evidence the standard has been mastered, then activities can be removed from courses at the academic coach's discretion.

## STAFFING PROJECTIONS: SPECIAL EDUCATION

Estimated Number of SPED Teachers

1

Estimated Number of SPED Support Staff

2

## IDENTIFYING AND SERVING SPECIAL EDUCATION STUDENTS

Describe the methods for identifying, evaluating, and appropriately placing students with disabilities in the most appropriate educational setting. Discuss how the school will meet requirements of Child Find.

New Heritage Academy will develop Special Education Operating Procedures in line with the Legal Framework that will describe all methods for identifying, evaluating, and placing students with disabilities in the least restrictive environment, while still providing FAPE.

Child Find is a component of the Individuals with Disabilities Education Improvement Act (IDEA) 2004 that requires States and Local Education Agencies (school districts and charter schools) to identify, locate, and evaluate all children with disabilities residing in the State, regardless of the severity of their disabilities, and who are in need of special education and related services. (<https://www.esc4.net/services/special-education-solutions/child-find>)

NHA will work with local school districts and the community to ensure that all students in need of services are evaluated and identified if needed. Child Find posters will be placed in public areas with appropriate contact info listed. Additionally, teachers will be trained to recognize struggling learners, and refer and evaluate as necessary.

Describe the design of the free appropriate public education (FAPE) model that will meet students with disabilities' unique needs in the least restrictive environment (LRE). Outline a thorough continuum of services.

NHA will ensure that all students in special education will be served in the Least Restrictive Environment, while still providing FAPE for all. The continuum of services will include: inclusion support, resource instruction, and life skills.

All students will be assessed to determine their level of support needed, and prior ARD records reviewed. When possible, the inclusion model will be used, as this allows the content specialist to provide the instruction. If needed, a more restrictive setting will be available and the special education teacher will determine what those services need to look like. Accommodations and / or modification of the curriculum will follow ARD committee recommendations. Student progress will be measured via IEP progress reports and progress monitoring.

How will the school assess for over-identification and representation of particular student groups in special education programs?

Significant Disproportionality (SD) is an ongoing issue in Texas schools. SD is the over-representation of minority students identified with a learning disability or other type of disability under the Individuals with Disabilities Education Act (IDEA). The factors that contribute to disproportionality are the influence of poverty, test bias, unequal resource allocation, the referral process, and behavior management practices, as well as cultural mismatch.

To prevent disproportionality, NHA will bolster prevention efforts by ensuring provision of high- quality, rigorous

# SCHOOL DESIGN

## Special Populations: **Special Education**

curriculum and behavioral supports, conducting universal academic and social-emotional screening to identify students at risk for difficulties, and providing evidence-based interventions. Additionally, NHA will ensure that a quality pre-referral intervention process is designed and implemented. A quality pre-referral process provides general educators with the supports necessary to ensure that students' needs are met in the general classroom, if at all possible. ([http://serge.ccsso.org/question\\_4\\_6.html](http://serge.ccsso.org/question_4_6.html))

It is important to note that SD will likely be a real issue at NHA, due to the high percentage of EB students likely to be enrolled. With this said, documenting all efforts to meet the needs of these students prior to the referral process will play a vital role in reducing disproportionality. When a student's English proficiency is limited, it may be difficult for a teacher to tell if academic problems are due to a disability or a language difference. In such cases, the teacher must informally assess the student's English language proficiency. Enhancing traditional tests with other assessments such as classroom observations and performance measures can provide the information needed to develop appropriate lessons or identify alternative teaching strategies. (<http://www.ericdigests.org/1998-3/minority.html>)

If serving middle and/or high school grades, discuss plans related to graduation and/or transition for students with disabilities. If not, put "NA" in the response box below.

The law that governs the individualized transition plan is the Individuals with Disabilities Education Act (IDEA), which aligns with the No Child Left Behind Act. As stated in the IDEA, transition services are to be available as part of the IEP. This includes assessments of the child by a team, resulting in goal-setting in the following areas:

- Training
- Education
- Employment
- Independent living skills if necessary

Schools must offer transition services leading to fulfillment of these goals, which must be set by the time the child reaches age 16. That means transition planning really starts before the child turns 16. In Texas, transition planning must start prior to the student turning 14.

At New Heritage Academy, transition planning will begin prior to the age of 14. This will be completed with an interest inventory as well as teacher and parent checklists. The students graduation plan will be determined based on the transition inventories, and updated annually in the student's ARD. The needs of the student, the relevant goals, and the plan of action to fulfill those goals must all be documented and kept on file at the school.

Parents must also be informed on the progress of the student toward meeting those transition goals. Prior to the age of 16, transition goals must be included to address training, education, employment, and independent living skills. A coordinated set of activities will be developed to guide the transition process, and will be updated annually as well. In the ARD prior to graduation, a summary of performance will be completed.

A summary of performance is a document the school must provide before the student graduates from high school

or turns 22 years old. It summarizes academic and functional performance levels and transition needs at the time the student completes school. It must be specific, meaningful, and written so the student can understand it. It must make recommendations about how to help the student meet his or her postsecondary goals. The SOP should be reviewed at the student's final transition planning meeting.

### **MONITORING AND EVALUATING SPECIAL EDUCATION PROGRESS**

Discuss plans for monitoring and evaluating progress of students with mild, moderate, and severe disabilities to ensure attainment of students' goals as set forth in their Individualized Education Program (IEP), including all staff responsible.

At NHA, student progress will be evaluated at least 3 times per year using the NWEA MAP TEST. The NWEA MAP Test (Measures of Academic Progress) is an adaptive achievement and growth test. It creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each individual student. (<https://www.testingmom.com/tests/nwea-map-test/>)

This assessment will monitor progress throughout the year, and will gauge success on the STAAR test as well. Additionally, the student PLAAFP will be developed based on the strengths and weaknesses determined via the MAP Test. The PLAAFP will in turn be used to create the student's IEP. At the same interval as report cards, an IEP progress report will be sent home notifying parents of progress made towards the IEP.

Student digital portfolios will be used to house all student documentation as well as special education data. Accommodations, BIPS, and other student data will be stored in the digital portfolios. Teachers will use the portfolios to access all pertinent student data, as well as to show evidence of accommodations. Work samples indicating accommodations will be placed into the portfolios, as well as inclusion, IPI, behavior, and related service logs.

Special education staff will be responsible for monitoring student progress and updating IEPs; general education teachers will work in collaboration with special education to develop the IEPs and document accommodations, inclusion, and remediation.

## STAFFING PROJECTIONS: ENGLISH LEARNERS

Estimated Number of Bilingual/ESL Teachers

2

Estimated Number of Bilingual/ESL Support Staff

2

## IDENTIFYING ENGLISH LEARNERS

Describe the methods for identifying and appropriately placing English learners in appropriate instructional settings.

The home language survey (HLS) is the first step in the screening process to identify students who might be Emergent Bilingual (EB) or English Learner (EL) students eligible for the ESL program. The cumulative record is reviewed upon enrollment to identify each student's language needs. Since this school will serve students in grades 9-12, prior school enrollment records, when available, will serve as the primary resource for identification.

According to Texas Administrative Code, for students previously enrolled in a Texas public school, the receiving district shall secure the student records, including the home language survey and language proficiency assessment committee documentation as described in § 89.1220(l) of this title (relating to Language Proficiency Assessment Committee), as applicable. All attempts to contact the sending district to request records shall be documented. Multiple attempts to obtain the student's home language survey shall be made.

If the HLS indicates a language other than English is spoken in the home, the district will review the record for LPAC information from previous schools. Additionally, state TELPAS (Texas English Language Proficiency Assessment System) records will be searched to locate previous testing results. In the event of a lack of documentation of English language assessments, the district will follow state guidance for identification of English language learners.

Describe the research-based instructional programs, practices, and strategies that will be implemented to allow English learners the opportunity to master grade-level academic content and develop their language proficiency in English through: (1) Outlining the specific bilingual education program/model to be implemented and teacher certification requirements or (2) Stating that English learners will be served through content-based ESL instruction and distinguish that if the EL population meets the "20 Student Rule," then students with Spanish as the primary language will be served through a bilingual education model, if appropriate.

English teachers are required to be ESL certified to provide instruction and intervention for EB students. Since the campus will serve students in grades 9-12, the bilingual education model is not an option.

Apex Learning digital curriculum supports English language learners in a variety of ways.

- Multiple methods of content presentation
- Multiple modes of student expression
- Multiple ways to engage students

Assessment and personalized learning plans make academic content accessible to English learners as they complete modules that support core academic classes.

Scaffolding Makes Content Accessible. Apex Learning curriculum includes supports and scaffolds to make academic content accessible.

- Self-pacing: Students work at their own pace, providing enough time to master each concept.
  - Audio assistance: Students may listen as they read. Research indicates below-proficient readers can read at proficient when texts are accompanied by audio support.
  - Formative feedback: Meaningful praise for correct answers and encouraging feedback for incorrect answers reinforce student achievement within self-checks and assessments.
  - Stepping out: Complex tasks such as solving a proof or writing an essay are broken down into smaller steps with appropriate explanation and guidance.
  - Study assistance: Study sheets, including graphic organizers, note-taking guides, and practice questions aid students as they learn new concepts and review for assessment.
- ([http://cdn.apexlearning.com/documents/Exceptional\\_Learners.pdf](http://cdn.apexlearning.com/documents/Exceptional_Learners.pdf))

## MONITORING AND EVALUATING ENGLISH LEARNER PROGRESS

Discuss plans for monitoring and evaluating the progress of English learners, including students who have exited the program. Include all staff responsible (such as Language Proficiency Assessment Committee administrator or designee).

Texas requires school districts to have policy and procedures for the selection, appointment, and training of members of the Language Proficiency Assessment Committee (LPAC).

Required Campus LPAC Membership: the campus administrator, a professional ESL educator, a parent of a current English language learner (this role is now optional, but is preferred as a best practice.) Additionally, an ARD representative must be present at all LPAC meetings regarding ELs receiving special education services, and an LPAC representative must be present in all ARDs regarding ELs.

APEX digital learning includes ongoing progress monitoring features. In addition, English teachers will monitor ESL student progress through informal observations and interactions during daily instruction. State assessments, including the TELPAS, provide detailed progress reports that are used in LPAC decision-making in conjunction with ongoing APEX reports and professional observations.

Texas English Language Proficiency Assessment System (TELPAS): The TELPAS or TELPAS Alt is administered to all English Learners in Grades 9 -12, including ELs with parental denials until they are reclassified as English Proficient in PEIMS. The ARD committee in collaboration with the LPAC may determine that an EL receiving Special Education services should not be assessed in reading, writing, listening, and/or speaking for reasons associated with the student's disability.

A reclassified, or exited, student must be monitored every 6 weeks for two consecutive years after exiting the program. Grades and assessments should be reviewed. If a student is not making appropriate academic progress, he/she should be offered all available interventions and/or may be re-classified as an EL.

When an LPAC is held for a monitored student in year one or two, included will be the homeroom or English Language Arts teacher to evaluate discipline and classroom

progress. In addition, for a special education student, a representative from the special education department should be invited.

LPACs review the progress of English proficient students during the two years after they have been reclassified and recommend appropriate instructional services for those who are not being academically successful based on the following criteria:

- The student does not meet state performance standards in English on the STAAR assessments for the applicable grade level.
- The student does not have passing grades in all subjects and courses taken.

For such students, a plan of intensive instruction provided by the school must be documented and placed in the student cumulative file.

A reclassified, or exited, student must be monitored every 6 weeks for two consecutive years after exiting the program. Grades and assessments should be reviewed. If a student is not making appropriate academic progress, he/she should be offered all available interventions and/or may be re-classified as an EL.

Subject to parental consent, LPACs are responsible for re-enrolling students in an English Language program for those students who were reclassified as English proficient and who are not performing satisfactorily.

## **ADDRESSING THE ACHIEVEMENT GAP**

Describe how the school will meet the needs of identified at-risk and underperforming students; reference the (1) qualified staff (including ratio), and the (2) structure(s) or programs that will support students such as counseling, academic interventions, or other services.

According to pre-employment testing company Harver, "Cognitive ability is the strongest predictor of job success for all employment levels across industries. It helps to gain an understanding of the candidate's ability to learn, apply new knowledge, and solve problems. At HPCS we agree with Harver's assessment and will get the best qualified staff possible and we will also pre-employment test candidates, which is a surprisingly inexpensive cost for the proven benefits of the practice. As illustrated in our HR profiles we will require other things as well. NHA will have minimum and preferred GPAs required similar to what the Teach for America program requires.

The GED program will have a student/academic coach ratio of 15:1 and the regular learning labs will have a student/academic coach ratio of 20:1. NHA academic coaches will meet the criteria of public charter schools.

The life coaches provided by the CIS of Tarrant county will support student with counseling and the students family if needed as well as assist with monitoring academics.

## **MONITORING PROGRESS IN REDUCING THE ACHIEVEMENT GAP**

Discuss the plans for monitoring the progress in reducing achievement gaps, including research-based programs.

Concerning the Achievement Gap the school's emphasize will be on using APEX Tutorials to reduce learning gaps. This has top has been addressed in multiple sections of this application, therefore we won't spend a great deal of time reiterating in this answer. Academic coaches will monitor; learning gaps are an academic measure that will be reported on monthly to the HPSC Board and the APEX Tutorials is a product proven at reducing grade level gaps in learning.

**LOCAL ASSESSMENTS [EE3–GRADE 2]**

- The proposed charter school will serve grades EE3–Grade 2.
- The proposed charter school will not serve grades EE3–Grade 2.

**LOCAL ASSESSMENTS [GRADES 3–12]**

Summative and formative assessments the school will use to assess student progress and achievement throughout the year.

GRADES	DESCRIPTION OF ASSESSMENT	TIMEFRAME	ANNUAL PERFORMANCE GOALS		
<b>Summative</b>	NWEA Map Growth	Before end of school year or before disenroll	Gains in reading and math	+	-
<b>Formative</b>	NWEA Map Growth	At Enrollment or beginning of the year and mid-year	Gains in reading a math	+	-
<b>Formative</b>	Tests of Adult Basic Education (TABE)	Before Admission to HSEP	N/A	+	-

### **ACADEMIC DATA ANALYSES**

Describe how data related to students' academic progress will be analyzed. Explain how school leaders and teachers will use this data to drive professional development and to inform and differentiate instruction to improve student learning. Identify other sources of data (local or otherwise) that will be collected and analyzed, if any.

Describe plans for implementing programs to address learning gaps based on collected data, including personnel responsible for data collection schedules and monitoring effectiveness of the interventions.

Tutorials is the main program for reducing learning gaps:

"Whether the goal is to enhance instruction, provide remediation, or ensure every student meets the expectations of the standards, Apex Learning Tutorials meet diverse learning needs. Tutorials personalize learning with prescriptive pretests and adaptive learning plans containing prerequisite and grade-level content modules. The innovative module structure builds knowledge, develops critical thinking skills, and deepens understanding. Real-time data serves as a gauge for teachers to evaluate student mastery of the standards." (APEX: Best Practices: Planning Digital Curriculum Programs).

Teachers will incorporate APEX Tutorials into the courses built for students, and after each unit pretest the course will be built going back up to 3 grade levels to fill learning gaps that exist.

Gains in reducing learning gaps will be compiled monthly and reported to the Board as one of our performance indicators.

### **EQUITABLE INFORMATION ACCESS AND DISSEMINATION**

How (and when) will students, parents, and guardians be able to access their individual grades, local assessment results, school correspondence, and any other important information? Identify specific steps taken to overcome barriers to access for various students and families.

Regarding dissemination academic information to stakeholders such as a parent, guardian, parole or probation officer. In APEX Learning system these persons are called "coaches," but we will describe them as stakeholders and they are considered anyone who help students stay on track and motivated.

Weekly Progress Reports are sent to stakeholders through email. This report summarizes and details a student's progress in all of the courses he or she is currently enrolled in or has just completed. Course averages, activity scores, on-time information, and time spent in the course are all included. New Heritage Academy academic coaches will add the stakeholders email address to a student's user profile in order for them to receive Weekly Progress reports. These stakeholders are visible to students, but they cannot be added or removed.

The stakeholder email includes an overview of the courses in which a student is currently enrolled, as well as a link to the full report. Each course is assigned to a classroom, and the names and email addresses of the New Heritage Academy academic coaches are posted for each classroom.

The Weekly Report will tell the stakeholder when a student last accessed a course, and if the student hasn't accessed a course in more than 7 days, the Last Access date will become red and a warning will appear.

There is a Quality of Work column displays the student's course average for all completed and scored activities. Quality of Work does not include extra credit activities or coursework outside of Apex Learning that the teacher may have assigned.

There is also a "Stoplight" feature column in the Weekly Report. New Heritage Academy academic coaches will assign due dates and this feature will indicate if student assignments are being completed on time.

- Green will indicate the student has completed 80% or more of the activities due as of the report date.
- Yellow will indicate the student has completed between 60% and 79% of the activities due as of the report date.
- Red will indicate the student has completed 59% or less of the activities due as of the report date.

A student's average for completed activities due to date is reported as well.

A final grade column will also be displayed in this system and will also include any grades New Heritage Academy academic coaches input outside APEX Learning, such as participation grades.

(<http://cdn.apexlearning.com/documents/Coach-Getting-Started-Guide.pdf>)

APEX Learning has formed a partnership with NWEA and we understand student Map Growth assessments will also be available to stakeholders in this system.

### LOCAL PROMOTION AND RETENTION POLICY

For all proposed grades, describe the policies and standards for promoting students from one grade to the next and exiting students who complete the educational program. Also, include the method(s) that will be used to inform the public of the promotion and retention policy.

The standard for grade promotion will be the earned credits listed below. The policy (process) is the academic counselor, who is also responsible for maintaining graduation plans and for reviewing those plans before assigning students to a new course, will notify students of their classification.

This is the classification New Heritage Academy intends to use, but students, particularly those attending the school for credit recovery with plans to transfer back to another high school, will sign a document that they have been informed other schools may not use this classification.

Classification	Credits
9th Grade - Freshman	0-5
10th Grade - Sophomore	6-10
11th Grade - Junior	11-12
12th Grade - Senior	16-22

### GRADUATION REQUIREMENTS [GRADE 9–12]

- The proposed charter school will serve grades 9–12.
- The proposed charter school will not serve grades 9–12.

Describe how the school will meet Texas high school graduation requirements, including endorsements and preparing students for college, career, and/or military service.

New Heritage Academy will offer the Foundation High School Program with endorsement, but will follow TEC Section 28.025 (b), allowing students to graduate under the Foundation High School Program without earning an endorsement if, after the student’s sophomore year, the student and the student’s parent/guardian are notified of the benefits of graduating with an endorsement and the student’s parent/guardian gives written permission for the student to opt out of an endorsement. (TEA Opt-out Form)

Students will be informed if they earn their high school diploma under the Foundation School High School Program without endorsement and want to pursue post-secondary education they must first attend a community college before enrolling at a 4-year university.

New Heritage Academy students must pass five STAAR EOC assessments—Algebra I, English I, English II, Biology, and U.S. History—to earn a high school diploma as required in TEC §39.025, unless a student meets the criteria for graduation TEC §28.0258 and they are waived of that EOC assessment requirement by an Individual Graduation Committee. An Admission Review and Dismissal (ARD) committee can also decide a special education may graduate without passing the the EOC assessments.

New Heritage Academy also will comply with (TAC), §74.39, graduation requirement to instruct students in how to

properly interact with peace officers.

Foundation High School Program (22 Credits)(26 Credits with Endorsement)

English (4 Credits)

English I

English II

English III

1 Advanced

(English IV for endorsement)

Mathematics (3 Credits & 4 with Endorsement)

Algebra 1

Geometry

1 Advanced

(Algebra II with endorsement)

Science (3 Credits & 4 with Endorsement)

Biology

IPC or 1 Advanced

1 Advanced

(Chemistry & Physics for Endorsement)

Social Studies (3 Credits & 4 for Endorsement)

World History or World Geography

US History

US Govt (½ Credit)

Economics (½ Credit)

(Add either World History or World Geography for Endorsement)

Languages other than English (2 Credits)

2 Credits in the same language or

2 credits from Computer Science I,II,III

(2 credits in same language is only option for endorsement)

Physical Education (1 Credit)

Fine Arts (1 Credit)

Electives (5 Credits)

Endorsements: STEM, Business and Industry, Public Services, Arts and Humanities, Multidisciplinary Studies

New Heritage Academy will also offer High School Equivalency Program (HSEP) and GED prep and testing.

GED Graduation Requirements and Classifications:

Test Subjects	Passing Scores	College Ready	College Credit Eligible
Mathematics	145	165-174	175-200
Language Arts	145	165-174	175-200
Science	145	165-174	175-200
Social Studies	145	165-174	175-200

**SUPPORTS FOR STUDENTS AT RISK OF RETENTION**

Describe the systems, structures, and supports the school will put into place for students who are at risk of not meeting the proposed promotion or graduation requirements.

As a dropout recovery campus New Heritage Academy program is built on the premise that students are at risk of not graduating and are not a grade level.

- The ability to recover or accelerate credits available through the APEX Learning curriculum and flexible schedule offered
- Social emotional supports and academic monitoring provided by the CSI program
- Academic coaches will monitor progress in real time and intervene quickly if a student is struggling

**ATTESTATION: PUBLIC NOTICE OF LOCAL POLICY**

The board presiding over this application and any subsequent charter operations affirm and acknowledge the following:

- By the start of the school year, a district shall make public the requirements for student advancement under Texas Education Code, §28.021.

## COMMUNICATING SCHOOL CULTURE

Describe how the school's culture will be communicated to stakeholders, including any artifacts or specific practices.

New Heritage will communicate culture to staff starting with when they are recruited, followed with when they interview; it will be reinforced in staff meetings and in professional development sessions.

Culture will be communicated to other stakeholders using via the HPCS website, social media and newsletters. If events warrant informing stakeholders of events that occurred at school or at school-related function contrary to our culture we will use a variety of communication methods, to include calls, texts and emails.

Other communications, outside of culture, like campus information, organizational communications, calendars, news, announcements, push notifications, absence notifications and more will be a part of an app through Gabbart Communications.

The proposed superintendent, Mr. Wright, admires the ideas captured in the he former Core Beliefs from Dallas ISD.

Dallas ISD Core Beliefs: (Former)

- 1) Our main purpose is to improve student academic achievement
- 2) Effective instruction makes the most difference in student academic performance
- 3) There is no excuse for poor quality instruction
- 4) With our help, at risk students will achieve at the same rate as non-at risk students
- 5) Staff members must have a commitment to children and a commitment to the pursuit of excellence

If contracted, Mr. Wright will encourage the HPCS Board to formulate Core Beliefs in addition to its mission and vision statements, using the Core Beliefs above as a starting point--creating something that captures the essence of why the school exists, something succinct and memorable.

## DRESS CODE POLICY

The proposed charter school will not have a required dress code policy. If no, skip this question.

Identify supports in place for families who may require assistance in acquiring uniforms.

The New Heritage Academy will not require school uniforms.

The New Heritage Academy Dress Code Policy goal is to foster an environment conducive to learning while still acknowledging significant student freedom of choice and expression.

The general philosophy of New Heritage Academy regarding dress is to promote positive relationships while minimizing disruptions to the educational process within the schools caused by individual attire. Please come to school dressed appropriately for the educational setting, decent, and modest. Any clothing, jewelry, accessory,

writing on notebooks, or grooming style that, by virtue of its color, arrangement, trademark, or any other attribute denoting gang membership or advocating drug or alcohol use, sex, violence, or disruptive behavior is considered inappropriate. When school staff determines that a student's clothing is interfering with the educational process, the school reserves the right to change the dress of a student or students\*\*.

\*\*Campus director or assistant campus director will make this final determination.  
(<http://www.wallawallalincolnhs.org/about-our-school/student-guidelines>)

## PEACE OFFICERS, SCHOOL RESOURCE OFFICERS, AND SECURITY PERSONNEL

The school will have the following security presence: Security Personnel

Briefly describe the roles and expectations of the proposed peace officer, school resource officer, and/or security personnel. What data will the superintendent and board review? What processes will be executed to ensure equitable implementation across all student groups?

Ensuring campus safety and security will be a priority at HPCS. We will do all possible, collectively and collaboratively, to guarantee that our students, faculty and, and staff learn and work in a safe atmosphere.

Security:

At a minimum HPCS will hire a Tier 3 (armed) security officer for New Heritage Academy. However, we will also explore the possibility of hiring a Texas Commission on Law Enforcement (TCOLE), either through an agreement with the local policy department or an outside contractor, but this will be determined by availability and cost feasibility.

State Compliance:

First, HPCS will comply with security audit requirements for New Heritage Academy in Arlington and any future campuses as per TEC 37.108. We will conduct a safety and security audit at least once every three years and follow the audit procedures established by the Texas School Safety Center (TSSC).

As the Texas State Safety Center (TSSC) states, though TEC 37.108 requires an audit, the process designed by TSSC is more closely aligned with a safety and security self-assessment. This ongoing "self-assessment" will formally take place through a school safety committee.

School Safety Committee:

HPCS, in compliance with TEC (TEC) 37.109 will establish a School Safety and Security Committee in accordance with guidelines from the TSSC.

The HPCS Safety and Security Committee membership will include in year one:

Superintendent/Campus Director  
Operations Manager  
Life Coach (CIS Social Worker)  
Teacher

Campus Security Officer  
School Board President  
School Board Member  
Parent

### School Safety Committee Actions:

The committee shall participate on behalf of the charter in developing and implementing emergency plans consistent with the charter's multi-hazard emergency operations plan required by Section 37.108(a) to ensure that the plans reflect specific campus, facility, or support service needs.

The committee shall provide the charter with any campus, facility, or support services information required in connection with a safety and security audit required by Section 37.108(c), or another report required to be submitted by the charter to the Texas School Safety Center.

The committee shall review each report required to be submitted by the district to the TSSC to ensure that the report contains accurate and complete information regarding each campus, facility, or support service in accordance with criteria established by the Center.

The committee will ensure that emergency operations plans (EOPs) meet the requirements as stated in TEC 37.108.

The committee should also ensure that campuses and facilities are conducting emergency preparedness training and testing of the charter's emergency operations plan (EOP) through drills and exercises.

Per TSSC recommendation the committee will meet at least once each semester, to review and update the district's multi-hazard emergency operations plan. This review should ensure that planning, training and exercises are conducted in collaboration with first responders, local emergency management personnel, neighboring school districts, local health authorities and appropriate state and federal agency representatives.

Safety committee meetings will include an agenda and minutes will be kept for each meeting and those documents will be maintained by the district for three years.

After each Safety and Security Committee meeting, a report will be provided to the HPCS Board and the first meeting following the Safety and Security Committee meeting, and any information that could compromise the safety and security of the campus will be conveyed in closed session of the School Board.

([http://www.swisd.net/UserFiles/Servers/Server\\_681353/File/Community/Safety%20Committee/Safety%20&%20Security%20Committee%20Guidelines.pdf](http://www.swisd.net/UserFiles/Servers/Server_681353/File/Community/Safety%20Committee/Safety%20&%20Security%20Committee%20Guidelines.pdf))

**DISCIPLINE POLICY**

See [Attachment SD2 Proposed Discipline Policy](#).

**SUSPENSION AND EXPULSION SUMMARY**

List any discretionary offenses for which a student **will** be removed from the learning environment.

TYPE	OFFENSE		
<b>Suspension</b>	Assault with bodily injury , on or within 300 feet of school property or at a school-related activity TEC 37.006(a)(2)(B) * Suspension length will vary by offense and be up to the discretion of the Campus administrative team	+	-
<b>Suspension</b>	Sexual or gender-based harassment * Suspension length will vary by offense and be up to the discretion of the Campus administrative team	+	-
<b>Suspension</b>	Inappropriate sexual conduct toward a student or employee * Suspension length will vary by offense and be up to the discretion of the Campus administrative team	+	-
<b>Suspension</b>	Stealing * Suspension length will vary by offense and be up to the discretion of the Campus administrative team	+	-
<b>Suspension</b>	Inappropriate exposure of body parts * Suspension length will vary by offense and be up to the discretion of the Campus administrative team	+	-
<b>Suspension</b>	Bullying [TEC 37.0832(a)] that encourages a student to commit or attempt to commit suicide. Inciting violence against a student through group bullying. Releasing or threatening to release intimate visual material [Tex. Civ. Prac. & Rem. Code 98B.001] of a minor or of an adult student without the student's consent TEC 37.0052 * Suspension length will vary by offense and be up to the discretion of the Campus administrative team	+	-

TYPE	OFFENSE	+	-
<b>Suspension</b>	<p>Harassment of a district employee in the form of initiating a communication and in the course of the communication making an obscene comment, request, suggestion, or proposal with intent to harass, annoy, alarm, abuse, torment, or embarrass the employee, on or within 300 feet of school property or while attending a school-related activity</p> <p>TEC 37.006(a)(2)(G); TPC 42.07(a)(1)</p> <p>Obscene means containing a patently offensive description of or a solicitation to commit an ultimate sex act, including sexual intercourse, masturbation, cunnilingus, fellatio, or anilingus, or a description of an excretory function. [TPC 42.07(a)(3)]</p> <p>* Suspension length will vary by offense and be up to the discretion of the Campus administrative team</p>	+	-
<b>Suspension</b>	<p>Harassment of a district employee in the form of threatening to inflict bodily injury on the employee or to commit a felony against the employee, a member of the employee's family or household, or the employee's property, on or within 300 feet of school property or while attending a school-related activity. Harassment of a district employee in the form of conveying a false report regarding the death or serious bodily injury of another person, on or within 300 feet of school property or while attending a school-related activity. Harassment of a district employee by sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend the employee, on or within 300 feet of school property or while attending a school-related activity</p> <p>TEC 37.006(a)(2)(G); TPC 42.07(a)(2); TEC 37.006(a)(2)(G); TPC 42.07(a)(3)</p> <p>* Suspension length will vary by offense and be up to the discretion of the Campus administrative team</p>	+	-
<b>Suspension</b>	<p>Possessing or using razors, box cutters, pocketknives, or other knives with a blade of less than 5 1/2 inches. Possessing or using various other dangerous objects, including knuckles. (Knuckles include any instrument that consists of finger rings or guards made of a hard substance and designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.</p> <p>* Suspension length will vary by offense and be up to the discretion of the Campus administrative team</p>	+	-
<b>Suspension</b>	<p>Fighting or scuffling. Threats against students, staff, or school property</p> <p>* Suspension length will vary by offense and be up to the discretion of the Campus administrative team</p>	+	-
<b>Suspension</b>	<p>Selling, giving, delivering, possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, on or within 300 feet of school property or at a school-related activity, if not punishable as a felony. Improper use, possession, or being under the influence of prescription drugs or over the counter drugs</p> <p>TEC 37.006(a)(2)(C)</p> <p>* Suspension length will vary by offense and be up to the discretion of the Campus administrative team</p>	+	-

TYPE	OFFENSE	+	-
<b>Suspension</b>	<p>Selling, giving, delivering, possessing, using, being under the influence of, or committing a serious act or offense while under the influence of alcohol, on or within 300 feet of school property or at a school-related activity</p> <p>TEC 37.006(a)(2)(D)</p> <p>* Suspension length will vary by offense and be up to the discretion of the Campus administrative team</p>	+	-
<b>Suspension</b>	<p>Abusable volatile chemical offense, on or within 300 feet of school property or at a school-related activity</p> <p>TEC 37.006(a)(2)(E)</p> <p>Chapter 37 addresses DAEP or expulsion for conduct containing the elements of offenses related to abusable volatile chemicals under Texas Health &amp; Safety Code sections 485.031-.034, including possession, use, and delivery to a minor</p> <p>* Suspension length will vary by offense and be up to the discretion of the Campus administrative team</p>	+	-
<b>Suspension</b>	<p>On- or off-campus retaliation against any school employee</p> <p>TEC 37.006(b)</p> <p>* Suspension length will vary by offense and be up to the discretion of the Campus administrative team</p>	+	-
<b>Suspension</b>	<p>Bullying [TEC 37.0832(a)] that occurs on or is delivered to the site of a school-sponsored or school-related activity on or off school property. Bullying [TEC 37.0832(a)] that occurs on a publicly or privately owned school bus or vehicle used for transportation of students to or from school or a school-sponsored or school-related activity. Cyberbullying [TEC 37.0832(a)] that occurs off school property or outside of a school-sponsored or school related activity if the cyber bullying: interferes with a student's educational opportunities; or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity</p> <p>* Suspension length will vary by offense and be up to the discretion of the Campus administrative team</p>	+	-
<b>Suspension</b>	<p>Invasive visual recording, on or within 300 feet of campus or at a school related activity</p> <p>TEC 37.006(a)(2)(A)</p> <p>* Suspension length will vary by offense and be up to the discretion of the Campus administrative team</p>	+	-
<b>Suspension</b>	<p>Unlawful disclosure or promotion of intimate visual material on or within 300 feet of school property or at a school-related activity</p> <p>TEC 37.006(a)(2)(A)</p> <p>* Suspension length will vary by offense and be up to the discretion of the Campus administrative team</p>	+	-

TYPE	OFFENSE	+	-
<b>Suspension</b>	<p>Sexual misconduct punishable as Title 5 felony off campus and not at a school-sponsored or school-related activity if: student receives deferred prosecution; court finding of delinquent conduct; or superintendent reasonably believes that student engaged in the conduct</p> <p>TEC 37.006(c)</p> <p>Title 5 felonies are violent offenses defined in Texas Penal Code chapters 19-22. A list of Title 5 felonies can be found in the TASB Model SCOC glossary a</p> <p>* Suspension length will vary by offense and be up to the discretion of the Campus administrative team</p>	+	-
<b>Suspension</b>	<p>Possession or promotion of child pornography on or within 300 feet of school property or at a school-related activity</p> <p>TEC 37.006(a)(2)(A)</p> <p>* Suspension length will vary by offense and be up to the discretion of the Campus administrative team</p>	+	-
<b>Suspension</b>	<p>Drug- or alcohol-related misconduct [TEC 37.006(a)(2)(C), (D)], on school property or at a school-related activity, if punishable as a felony. Or same conduct within 300 feet of school property or while on the property or at a school-related activity of another Texas district</p> <p>TEC 37.007(a)(3), TEC 37.007(b)(3)</p> <p>* Suspension length will vary by offense and be up to the discretion of the Campus administrative team</p>	+	-
<b>Suspension</b>	<p>Voyeurism, on or within 300 feet of school property or at a school-related activity, if victim is a child under the age of 14</p> <p>TEC 37.006(a)(2)(A)</p> <p>Voyeurism is punishable as a felony if the victim is a child under the age of 14 at</p> <p>* Suspension length will vary by offense and be up to the discretion of the Campus administrative team</p>	+	-
<b>Suspension</b>	<p>Title 5 felony or aggravated robbery off campus and not at a school sponsored or school-related activity if: student receives deferred prosecution; a court or jury finds that student engaged in delinquent conduct based on the conduct; or superintendent reasonably believes that student engaged in the conduct</p> <p>TEC 37.006(c)</p> <p>* Suspension length will vary by offense and be up to the discretion of the Campus administrative team</p>	+	-

TYPE	OFFENSE	+	-
<b>Suspension</b>	<p>Conviction, deferred adjudication, or probation based on continuous sexual abuse of a child or disabled individual, sexual assault, or aggravated sexual assault of another student attending the same campus, upon request of the victim's parent and if there is not another campus in the district to which the offending student may be transferred</p> <p>TEC 25.0341(b)(2), 37.0051</p> <p>Student shall be removed/ suspended or expelled in accordance with state law. A limitation imposed by Chapter 37, Subchapter A, does not apply to placement under this section. [TEC 37.0051]</p> <p>* Suspension length will vary by offense and be up to the discretion of the Campus administrative team</p>	+	-
<b>Suspension</b>	<p>Public lewdness or indecent exposure, on or within 300 feet of school property or at a school-related activity</p> <p>TEC 37.006(a)(2)(F)</p> <p>* Suspension length will vary by offense and be up to the discretion of the Campus administrative team</p>	+	-
<b>Expulsion</b>	<p>Intentionally, knowingly, or recklessly carrying on or about the student's person a handgun on school property or at a school related activity. Or the same activity or conduct within 300 feet of school property or while on the property or at a school-related activity of another Texas district</p> <p>20 U.S.C. 7151; TEC 37.007(a)(1), 37.007(e)</p> <p>The federal Gun-Free Schools Act, which is incorporated into Chapter 37, requires expulsion for one year except that a superintendent may modify the expulsion in writing on a case-by-case basis. [20 U.S.C. § 7151(b)(1); Tex. Educ. Code § 37.007(e).] Exception: The Act does not apply to a firearm that is lawfully stored inside a locked vehicle on school property, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety. [20 U.S.C. § 7151(g).]</p>	+	-
<b>Expulsion</b>	<p>Breach of computer security if a student accesses a district's computers, computer system, or computer network and knowingly alters, damages, or deletes district property or information</p> <p>TEC 37.007(b)</p>	+	-
<b>Expulsion</b>	<p>Deadly conduct, on or within 300 feet of school property or at a school related activity</p> <p>TEC 37.007(b)(2)(D)</p>	+	-
<b>Expulsion</b>	<p>Terroristic threat or false alarm involving a public school</p> <p>TEC 37.006(a)(1), TEC 37.007(b)(1)</p>	+	-

TYPE	OFFENSE	+	-
<b>Expulsion</b>	<p>Documented serious misbehavior while on suspension.</p> <p>TEC 37.007(c)</p> <p>Serious misbehavior means: (1) deliberate violent behavior that poses a direct threat to health or safety; (2) extortion, meaning gaining of money or property by force or threat; (3) coercion; (4) public lewdness; (5) indecent exposure; (6) criminal mischief; (7) hazing; or (8) harassment in the form of initiating a communication and in the course of the communication making an obscene comment, request, suggestion, or proposal with intent to harass, annoy, alarm, abuse, torment, or embarrass a student or employee</p>	+	-
<b>Expulsion</b>	<p>Assault with bodily injury against a school employee or volunteer, on or within 300 feet of school property or at a school-related activity. On- or off-campus retaliatory assault with bodily injury on a school employee or volunteer</p> <p>TEC 37.006(a)(2)(B), TEC 37.007(b)(2)(C)</p>	+	-
<b>Expulsion</b>	<p>Continuous sexual abuse of a young child or disabled individual on school property or at a school-related activity</p> <p>TEC 37.007(a)(2)(I)</p>	+	-
<b>Expulsion</b>	<p>Sexual assault, or aggravated sexual assault against another student, on or off school property</p> <p>TEC 37.007(b)(4)</p>	+	-
<b>Expulsion</b>	<p>Aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, criminal attempt to commit murder or capital murder, or aggravated robbery against another student, on or off school property</p> <p>TEC 37.007(b)(4)</p>	+	-
<b>Expulsion</b>	<p>Arson, on campus or at a school related activity. Or the same activity or conduct within 300 feet of school property or while on the property or at a school-related activity of another Texas district</p> <p>TEC 37.007(a)(2)(B)</p>	+	-
<b>Expulsion</b>	<p>On- or off-campus retaliation through conduct containing the elements of a violent or weapons-related offense [TEC 37.007(a)] against a school employee or volunteer. Or the same activity or conduct within 300 feet of school property or while on the property or at a school-related activity of another Texas district</p> <p>TEC 37.007(d)</p>	+	-
<b>Expulsion</b>	<p>Drug- or alcohol-related misconduct [TEC 37.006(a)(2)(C), (D)], on school property or at a school-related activity, if punishable as a felony. Or the same activity or conduct within 300 feet of school property or while on the property or at a school-related activity of another Texas district</p> <p>TEC 37.007(a)(3)</p>	+	-

TYPE	OFFENSE		
<b>Expulsion</b>	Continuous sexual abuse of a young child or disabled individual on school property or at a school-related activity. Or the same activity or conduct within 300 feet of school property or while on the property or at a school-related activity of another Texas district  TEC 37.007(a)(2)(I)	+	-
<b>Expulsion</b>	Indecency with a child, on school property or at a school-related activity. Or the same activity or conduct within 300 feet of school property or while on the property or at a school-related activity of another Texas district  TEC 37.007(a)(2)(D)	+	-
<b>Expulsion</b>	Sexual assault or aggravated sexual assault, on school property or at a school-related activity. Or the same activity or conduct within 300 feet of school property or while on the property or at a school-related activity of another Texas district  TEC 37.007(a)(2)(A)	+	-
<b>Expulsion</b>	Criminally negligent homicide, on school property or at a school-related activity. Or the same activity or conduct within 300 feet of school property or while on the property or at a school-related activity of another Texas district  TEC 37.007(a)(2)(H)	+	-
<b>Expulsion</b>	Manslaughter, on school property or at a school-related activity. Or the same activity or conduct within 300 feet of school property or while on the property or at a school-related activity of another Texas district  TEC 37.007(a)	+	-
<b>Expulsion</b>	Aggravated robbery, on school property or at a school-related activity. Or the same activity or conduct within 300 feet of school property or while on the property or at a school-related activity of another Texas district  TEC 37.007(a)(2)(F)	+	-
<b>Expulsion</b>	Aggravated kidnapping on school property or at a school-related activity. Or the same activity or conduct within 300 feet of school property or while on the property or at a school-related activity of another Texas district  TEC 37.007(a)(2)(E)	+	-
<b>Expulsion</b>	Aggravated assault on campus or at a school-related activity. Or the same activity or conduct within 300 feet of school property or while on the property or at a school-related activity of another Texas district  TEC 37.007(a)(2)(A)	+	-
<b>Expulsion</b>	Murder or attempt to commit murder on school property or at a school related activity. Or the same activity or conduct within 300 feet of school property or while on the property or at a school-related activity of another Texas district  TEC 37.007(a)(2)(C)	+	-

TYPE	OFFENSE		
<b>Expulsion</b>	Intentionally, knowingly, or recklessly carrying, or intentionally or knowingly possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, on school property or at a school-related activity. Or the same activity or conduct within 300 feet of school property or while on the property or at a school-related activity of another Texas district	+	-
	TEC 37.007(a)(1)  Prohibited weapon means an explosive weapon, machine gun, short-barrel firearm, armor-piercing ammunition, chemical dispensing device, zip gun, tire deflation device, improvised explosive device, or certain silencers. [TPC 46.05]		
<b>Expulsion</b>	Intentionally, knowingly, or recklessly carrying on or about the minor student's person a location restricted knife on school property or at a school-related activity. Or the same activity or conduct within 300 feet of school property or while on the property or at a school-related activity of another Texas district	+	-
	TEC 37.007(a)(1); TPC 46.02(a-4)  Location-restricted knife means a knife with a blade of over five and one-half inches. [TPC 46.01(6)]		

## DISCIPLINE DATA ANALYSES

Discuss plans, if any, to conduct analyses that will evaluate student discipline data. Identify the specific demographics that will be analyzed, including but not limited to, race, ethnicity, gender, socioeconomic factors, disability (including Section 504 designation), as well as at-risk indicators, etc. If no analyses are planned, provide a compelling reason for their omission.

In preparation for monthly HSPC Board Meetings:

Disciplinary Data Analysis Protocols

STEP ONE:

- 1) Indicator: New Heritage Academy identifies any circumstance where the school is not compliant with Student Code of Conduct and any applicable state or federal laws.
- 2) Review: discipline data to formulate a report representing student data and if the school is adhering rules governing the discipline of students:
  - a) What number/percentage of students have been suspended or expelled?
  - b) Do any students have an excessive number of ISS and/or OSS days?
  - c) What were the reasons for suspensions?
  - d) Are there patterns or trends by teacher, grade, student, subgroup?
  - e) If trends are patterns are noted, reflect on potential root causes and implications for change.
  - f) Were reviews BIP completed prior to repeated suspensions? Was the BIP implemented with fidelity? Was implementation documented?
  - g) Have any students been suspended beyond 10 days? If yes, were services provided?

STEP TWO:

- 1) Complete a School Discipline Data Analysis Sheet to document analysis, potential trends/patterns and student

specific findings to discuss with the HPCS Board.

STEP THREE:

- 1) Review progress from previous reports for and establish timeline to rectify any discrepancies or concerns.  
(Adapted from GDOE doc)

### FORMATION

See [Attachment E1 Articles of Incorporation](#)  
[Attachment E2 501\(c\)\(3\) Letter of Determination](#)  
[Attachment G1 Organizational Bylaws](#)  
[Attachment G2 Code of Ethics and Conflict of Interest Policy.](#)

### CURRENT BOARD MEMBERS

**Please note, Sole Member Board structures are not permitted for purposes of this application.**

See [Attachment G3 Board Member Résumé and Affidavits.](#)

BOARD MEMBER	STATUS	CITY	PRIMARY SKILL SET		
Geoffrey Mitchell	Voting	Grand Prairie	Educational Leadership	+	-
DeAnna Burt	Voting	Troy	Educational Leadership	+	-
James (Jim) Gibbs	Voting	Grand Prairie	Public Relations	+	-
Phillip Wambsganss	Voting	Mansfield	Finance	+	-
Lesla Gowins	Voting	Grandview	Other	+	-

### ROLES AND RESPONSIBILITIES

#### Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(I)

Describe the roles and responsibilities of the sponsoring entity, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners. If an applicant believes that any component of this question is addressed elsewhere in the application, cite the section(s) and subsection(s) of the response material e.g., Experienced Operator-Charter Management, Supervisory Responsibilities.

The HPCS Board (sponsoring entity) responsibilities are to support the schools mission, bylaws and contract; responsible for financial management of the school; responsible for evaluating the superintendents performance, and establishing Board and school policy.

Through purchased ESC 11 contracts HPCS would access Ascender (SIS) and instructional contract access to some professional development opportunities.

CSS's contract role and responsibilities are provided in Talent Management and Development: Staffing, Leadership, and Professional Development (PEIMS) and in Operations and Finance: Finance Plan (Systems, Policies, Processes)

### REPRESENTATION

Discuss the extent to which the makeup of the board is representative of the anticipated community and students of the proposed school.

The "occupied" district for New Heritage Academy is Arlington ISD. Members of the Heritage Public Charter School Board were chosen based on their educational backgrounds. Many of the members have lived or worked in Arlington, Texas, but more importantly, they have all dedicated a portion of their professional lives to making a difference in the lives of students.

Board President: Geoffrey Mitchell is of African-American descent and is from and grew-up in south Dallas and lived and worked in Arlington, Texas for many years.

Member: Phillip Wambsgans was born in Spain, where his parents lived for many years. Upon his return from Spain Phillip attended Arlington ISD schools, Phillip is very comfortable in cross-cultural environments. His company has relationships with all of the AISD high schools where he has "Go Centers" (College Advisory Offices), he and is very familiar with AISD student populations.

Member: Lesa Gowins is originally from Arlington, Texas, had a challenging childhood and is very empathetic, particularly concerning disadvantaged youth. She has worked in Arlington ISD and graduated from Sam Houston High School.

Member: Jim Gibbs is originally from Glen Rose, Texas, where his father served as superintendent of schools. Jim also spent many years living in Arlington, Texas. Jim has worked almost exclusively with minority students during his career in education and understands the Arlington student community well.

Member: Deanna Burt is presently employed by Mullin ISD as the Special Populations Director. Mullin ISD is a very small central Texas district that also provides educational services through partnerships with a variety of organizations across the state. The majority of the contracted organizations have large minority and highly at-risk populations. Mrs. Burt is well-versed in the New Heritage Academy anticipated student needs. She has over 20 years experience in Texas public schools and has her Texas superintendent certification.

Chairman: Bryndan Wright (Will be removed from the HPCS Board if the charter contracts with TEA). Mr. Wright was born, attended elementary and junior high in the Opportunity Zone where for New Heritage Academy is to be located. He attended an high school in Arlington too, but dropped out as a 10th grader. After dropping out of high school he also spent 9 months at a residential treatment facility for troubled and adjudicated youth. He has a GED, formerly taught history and government at Sam Houston High School, and studied Spanish at the Universidad Interamericana de Puerto Rico and speaks Spanish at an intermediate level. He considers working with the anticipated student population for NHA a calling and he's uniquely qualified for the role.

\*\*Arlington ISD has a 48% student Hispanic population, and Sam Houston High School has a 72% student Hispanic population.

\*\*\*We would like to add at least two Hispanic members to the HSPC Board. Those persons have those persons chosen but they didn't have enough time to complete the affidavits before submission, but if chosen for interview we expect they will be available to serve. Both potential board members have fantastic backgrounds and would be great assets; both are fluent Spanish speakers, and one is a former Spanish teacher who now works in finance and has a masters in educational administration; the other is a human resources vice-president for a large nationwide corporation.

## STAKEHOLDER ACCOUNTABILITY

Identify the processes and structures that the proposed board will have in place to ensure transparent accountability and engagement with all stakeholders.

The HPCS will follow all the Open Meeting Act requirements for posting and for transparency. The Board will post their contact information online in compliance with House Bill 963, requiring that they do so. The Board will receive training from CSS and will comply with any other obligations that rest with it.

Briefly outline the procedure to be followed after a parent, student, or staff member has an objection or grievance regarding a governing board policy or decision, administrative procedure, or practice at the school.

### Heritage Public Charter Schools - Local Grievance Process

#### Level One – School or Campus Principal

A formal grievance is first filed, in writing, with the school or campus administrator. This should be filed within ten (10) business days from when the reason for the complainant occurred or was made known to the complainant. The written complaint should be completed on the Heritage Public Charter Schools Level One Complaint Form found on the Heritage Public Charter Schools website. Complainants are also encouraged to include any other supporting documentation relating to your complaint when submitting the completed form.

#### Level Two – Superintendent or Superintendent’s Designee

If you did not receive the relief requested at Level One or if the time for a response has expired, you may request a conference with the Superintendent or designee to appeal the Level One decision. The appeal notice must be filed in writing, on the Heritage Public Charter Schools Level Two Complaint Form provided on the Heritage Public Charter Schools website. You should include your original complaint form and all other documents you had submitted and received at Level One. You may also include any other supporting documentation relating to your complaint.

#### Level Three – HPCS School Board

If you did not receive the relief requested at Level Two or if the time for a response has expired, you may appeal the decision to the Heritage Public Charter Schools Board. The appeal notice must be filed in writing, on the Heritage Public Schools Level Three Complaint Form provided on the Heritage Public Charter Schools website. You should include your original complaint form and all other documents you had submitted and received at Level One and Level Two. You may also include any other supporting documentation relating to your complaint.

(<https://tea.texas.gov/sites/default/files/Local%20Grievance%20Process.pdf>)

**Informal Grievance:** In the event a parent, student or staff member has an objection or grievance regarding board policy or decision, administrative procedure, or practice at the school, this informal process can be tried before starting the formal process above:

#### Step one – School Personnel (Teacher/Lead)

Within a reasonable time period, complainant should contact school personnel (Teacher, Department leader) to discuss complaint so that school personnel can fully understand the situation and gather all the information needed. School personnel will then contact “offender” to gather evidence to support or deny the grievance. School personnel will mediate if possible (find outside source if necessary).

#### Step two – School leadership (Assistant Campus Director/Campus Director)

If you did not receive the relief requested at step one or if the time for a response has expired, Complainant

# GOVERNANCE

## Structure, Formation, and Community

should contact school leadership to appeal the decision made at the first level. You should contact school leadership with your original complaint, all documentation from the previous step, any other supporting documentation relating to your complaint and the reason why the first step was not remedied successfully. School leadership will then investigate the situation and discuss with personnel their reason for decision. School administration will then either support decision made by personnel, continue mediation process, or take action necessary to end the conflict/complaint.

### Step 3 – Proceed to formal grievance

If you did not receive the relief requested at step Two or if the time for a response has expired, you may proceed to the formal grievance process listed above.

\* If at any time the actions or behaviors of any party in the grievance are illegal. Law enforcement and or legal counsel will be sought.

Corrective Action: In the event corrective action is needed by the Board regarding academic, operational, or financial concerns, the following procedure should be followed:

Step one – Charter Leadership/HPCS Board will determine which policy has been violated (charter regulations, discrimination, school policies, fiscal mismanagement, operational inadequacies, or other grave offences). Documentation will be presented in a timely manner and charter leadership will assess the extent of the violation.

Step two – Charter leadership/HPCS Board will discuss with school leadership or superintendent why the problem persists. They will examine all facts and documentation provided and brainstorm solutions to correct the problem.

Step three – Charter leadership/HPCS Board will establish criteria needed to correct problem. Examine the proposed solutions to meet the criteria established and implement a corrective action plan.

\* If at any time the actions or behaviors of the violator are illegal. Law enforcement and or legal counsel will be sought.

**STUDENT OUTCOME GOALS AND PROGRESS MEASURES**

**Charter School Program Start-Up Grant - SMART Goals**

Identify three to five specific Student Outcome SMART Goals (specific, measurable, attainable, relevant, time-bound) that will be achieved by the beginning of Year 3 (August 2025). Include all progress measures that will be used to track each goal.

	OUTCOME GOAL	PROGRESS MEASURES
<b>Goal 1</b>	98% of students either graduate with a high school diploma, a GED or recover the number of credits needed to catch up with their graduation cohort and return to a traditional isd high school or charter	All data will be tracked in either of APEX, Google Portfolios or Ascender.
<b>Goal 2</b>	98% of students will work with a CSI Life Coach to establish a goal beyond their High School diploma which will include: 1) apply to attend a community college, vocational school 2) participate in a presentation by the military service branch recruiters, 3) complete a vocational assessment to assist with pursuit of a career	All data will be tracked in either of APEX, Google Portfolios or Ascender.
<b>Goal 3</b>	98% students will complete FAFSA application	All data will be tracked in either of APEX, Google Portfolios or Ascender.
<b>Goal 4</b>	100% of students will attend their classes at least 90% of the time.	All data will be tracked in either of APEX, Google Portfolios or Ascender.
<b>Goal 5</b>		

Describe how the board will use evaluation data to determine progress towards meeting the outcome goals. Include a preliminary timeline when updates on outcome goals will be reported to the board.

The HPCS will evaluate these goals quantitatively on a monthly basis and they will be in a the monthly Board Report. Lonestar Governance wasn't selected as the Boards evaluation tool; however, if contracted the Board may review Lonestar Governance as a evaluation tool, should they prefer to focus only on student outcomes.

How will the board hold the superintendent accountable for meeting the proposed goals? What system will be used to track and monitor progress towards the goals?

The HPCS Board will evaluate the superintendent based on Board goals. The performance indicators will be measurable and reported monthly in the Board Report, which is how progress will be measured.

## SUPERINTENDENT SALARY RANGE

Salary Range [Proposed School] including (\$) per student

\$106,000 - \$115,901 (TASB for size) NHA, \$515

Salary [Occupied District] including (\$) per student

\$421,873, Arlington ISD, \$7.43

## COMMUNITY INPUT

Discuss the extent to which the board (and supporting application team) solicited specific input from community members, potential staff, or potential parents to assess their priorities and desired qualifications in a superintendent.

The HPCS Board only recently formed and has not been able to solicit input from community stakeholders on any topics.

## SUPERINTENDENT QUALIFICATIONS

List all specific qualifications for the superintendent in [Attachment OP3 Staff Profile HR Forms](#).

## SELECTION OF CANDIDATE

The applicant has identified a candidate to serve as the founding superintendent. If so, provide their  qualifications and experience in [Attachment L1 Superintendent Resume/Job Description](#).

Discuss the recruitment process and why this individual is qualified to lead the proposed school in achieving its mission. Describe evidence of the leader's ability to effectively serve the anticipated population.

Qualifications to lead Heritage Public Charter Schools/New Heritage Academy:

Mr. Wright began teaching and coaching at Morningside Middle School in Ft. Worth ISD. In his second year, his principal promoted him to school athletic coordinator, where he was responsible for all the school's athletic programs.

Morningside Middle School had a predominantly African-American student population. His football teams had only one loss during his 3 year tenure, and they won a Fort Worth ISD Middle School Championship.

Mr. Wright then left education and earned a master's degree in public administration from the University of Texas at Arlington's School of Urban and Public Affairs, worked in state and federal government, and founded a full-service insurance agency with an employee benefits focus.

Mr. Wright returned to the classroom as a Texas History teacher and volunteer football coach at Balch Springs Middle School in Dallas ISD. He worked at this campus during its inaugural year, which he considers one of his most instructive years he's had in education. The focus of Dallas ISD when Mike Miles served as Superintendent was on classroom engagement strategies and ensuring students could demonstrate what they were taught. The Balch Springs campus was mostly Hispanic and low-income. Mr. Wright also completed his principal certification and administrative internship at Balch Springs.

Mr. Wright's last position in the classroom was at Sam Houston High School in AISD. He taught US History and

# LEADERSHIP Superintendent Position

American Government and served as a 9th grade substitute assistant principal. Mr. Wright was approached to join the SHHS staff after the principal overheard Mr. Wright give a presentation concerning student college admissions and how to parents and students can pay for college.

Mr. Wright assumed his first full-time administrative role with Mullin ISD. He was hired to open a campus in Leveland, Texas (Lubbock Area). Parkview School served students in custody of Child Protective Services (now Department of Family and Protective Services). Mr. Wright launched the Parkview campus and undertook all the activities required to open it: staffing, equipment, utilities and phones, etc.

Mr. Wright remained at Parkview School for six months when MISD asked him to assume the principal position at the Oaks Campus in Brownwood, where they needed some administrative help.

Mr. Wright finished that year and four more as the principal at the Oaks Campus in Brownwood, a campus which served post-adjudicated state and county youth, all of whom were adjudicated in county courts or were in the care of the Texas Juvenile Justice Department.

In the summer of 2019 Mr. Wright joined International Leadership of Texas, one of largest charter school systems in Texas with over 20,000 students. He served as Chief Operations Officer and had organizational oversight of campus security, transportation, facilities and maintenance, new construction and real estate acquisition, international teachers and students, development, and some government relations responsibilities.

Mr. Wright has years of experience preparing campus improvement plans, drafting organizational budgets and performing hundreds of classroom observations and evaluations using both the PDAS and T-TESS evaluation tools.

Ability to Serve Anticipated Population:

Mr. Wright's entire teaching experience in Arlington ISD, Dallas ISD and Ft. Worth ISD has been in schools serving at-risk and minority populations.

Mr. Wright's 5 years experience working as a campus administrator were all at alternative campuses serving post-adjudicated youth or those in custody of Child Protection Services (DFPS).

Further, Mr. Wright is from the Opportunity Zone where the proposed school is to be located.

Mr. Wright has overcome some of the same life challenges as the anticipated student population. Born to a teenage mother, his early childhood was marked by poverty; as an elementary school student he was diagnosed with a learning disability and repeated a grade. His late teenage years were troubled, resulting in his placement at the Paul Anderson Youth Home (PAYH). He earned his GED while a resident at the PAYH before going on to earn three degrees and post graduate work toward a Ph.D in Educational Administration.

Mr. Wright is a dedicated Spanish learner. He studied Spanish and played college basketball at la Universidad Interamericana de Puerto Rico. He has traveled extensively through Mexico and Central America. He frequently practices Spanish and teaches English with language partners in various Spanish-speaking countries around the world and he speaks Spanish at an intermediate Spanish level (B1-B2)

Mr. Wright's work and life experiences have all provided him the capacity to successfully operate the charter and work with the anticipated NHA students.

- The applicant has NOT identified a candidate to serve as the founding superintendent. If not, provide a sample job description in [Attachment L1 Superintendent Resume/Job Description](#).

## EVALUATION OF SUPERINTENDENT

Explain how the superintendent will be evaluated. Include the frequency, evaluation tool to be used, evaluators, and desired or expected outcomes. [See Attachment L2 Superintendent Evaluation Tool](#).

The superintendent will receive an annual evaluation. The evaluation tool is attached and it was adapted from the TASB model; thus, since it is an adaptation there is no link to the TASB tool. The evaluators are the Heritage Public Charter Schools Board. The elements evaluated are described in the attached tool.

# TALENT MANAGEMENT AND DEVELOPMENT

## Staffing, Leadership, and Professional Development

### STAFFING STRUCTURE

See [Attachment OP1 Organizational Charts](#)  
[Attachment OP2 Staffing Chart](#)  
[Attachment OP3 Staff Profile \(HR\) Forms.](#)

### STAFFING PLAN AND TIMELINE

Describe the strategy, plans, and timeline to recruit, hire, assign, and retain highly qualified, diverse instructional and support staff who will support the operation of the proposed school.

Jim Collins in his business classic Good to Great contends a great vision without great people to execute it is irrelevant. He further contends that organizations are going to face chaos and disruption, but successful ones have people who can adapt and problem solve no matter what the circumstance. Collins went so far as to write that organizations should know the "who" even before they know the "what."

HPCS also understands the importance of putting the right people in the right jobs. We will partner with Criteria Corporation so we can have potential employees pre-employment tested for both cognitive and personality testing. Not all people can work with at-risk youth. Also, we value intelligence and hard work, so on for most of our professional level positions we will have a minimum GPA, similar to Teach for America's 2.5 GPA requirement for program teachers, and a preferred one listed in our job descriptions and ad postings. Because the community we want to serve in has a student percentage of over 70% Hispanic and EB student population percentage of over 35%, we will also try and find as many qualified candidates that are English/Spanish bilingual. Hiring the kind of talent that is dedicated to making a difference will be a challenge, but we will get it done because it is so important.

Discuss specific goals to meet the timelines for hiring staff. How will progress towards the goals be measured?

Our specific hiring goals are the following: The superintendent comes on Oct 2022. He conducts the interviews and recruits the staff. Asst. Director 6/1/2023. Academic Coaches, Counselor, Aides hired by 7/1/23. Business Mgr and Oper Mgr, Security Guards and IT Director to be hired by 6/1/23.

These hiring goals will be measure monthly and performance measured by the HPCS Board.

Outline plans to ensure that the school remains fully staffed throughout the school year and strategies for addressing potential staff turnover.

The first thing HPCS can do all we can to hire the "right" people in the first place. As described above we will do that by being very selective in making those hiring decisions. Second, it's been said that people don't leave a job they leave a boss. At New Heritage Academy all those in leadership will be servant-leaders and willing to do anything other employee would be asked to do. Creating this as part of the culture should help in retaining employees, but if we do have any turnover, we will simply cover the position with other staff, including administrative staff, until the position can be filled.

# TALENT MANAGEMENT AND DEVELOPMENT

## Staffing, Leadership, and Professional Development

### **PEIMS [PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM]**

Identify the position(s) that will facilitate all duties associated with PEIMS data collection and reporting, including: salary, formal PEIMS coordinator position (or not), and training that will be offered prior to Year 1.

The NHA operations manager will have the campus PEIMS responsibilities. This person will be training by and work with CSS to ensure PEIMS compliance and accuracy. The position is a professional position and requires a bachelors degree and will have a salary range of \$50K to \$60K a year. The activities below represent CSS's PEIMS services commitment to HPCS.

CSS PEIMS Services Included:

- Overall, the PEIMS service from CSS implements a coaching and support model to charter functions that impact PEIMS through in-person, email, on line training or phone support for the district- focusing on processes and procedures that directly impact the PEIMS submissions and Core Collections
- Robust support for TSDS and all applicable Core Collection submissions (Fall, Summer, Mid-Year, Extended Year and Resubs), including performing the actual submission within TSDS up to Supt review and approval
- Perform the Unique ID Assignment (UID)for students and send discrepancy reports back to the district to be resolved
- Perform a weekly UID Enrollment Tracking submission
- Limited support for smaller or indirectly related submissions (ex: such as OCR, including coaching and on-call support
- FSP 6 weeks submission support
- Assist with understanding, identifying and verifying the data elements required for the upcoming PEIMS submission
- Assist with review of where the elements are coded in your Student Software
- PEIMS data audits highlighting anomalies as well as apparent data issues
- Perform the TSDS PEIMS process and Core Collection submission process, including pulling interchanges, deciphering errors and making recommendations on how to fix errors.
- Perform a PEIMS audit during or after the completion of each original submission to ensure data integrity in preparation for a resubmission (if needed).
- Provide TSDS reports after the completion of each submission for the district to verify and have signed by district personnel.
- Provide a PEIMS Data Review to ensure submission accuracy, with an additional review of resubmission data to highlight changes.
- Offer Guidance on master schedule development
- Annually perform calendar minutes audit
- Annually perform PK qualifier audit

### **INSTRUCTIONAL LEADERSHIP TEAM**

Identify the proposed roles and responsibilities of the school's instructional leadership team beyond the superintendent. Identify the areas each role will oversee or facilitate. [See Attachment L3 Leadership Team Résumés.](#)

ROLE/POSITION	AREA OF OVERSIGHT AND RESPONSIBILITIES		
		+	-

# TALENT MANAGEMENT AND DEVELOPMENT

## Staffing, Leadership, and Professional Development

### EVALUATION OF LEADERSHIP [NON-SUPERINTENDENT]

Explain how leadership will be evaluated. Include the frequency, evaluation tool to be used, evaluators, and desired or expected outcomes. [See Attachment L4 Leadership Team Evaluation Tool.](#)

The assistant campus director will receive a mid-year and end-of year evaluation from the superintendent using T-Pess Evaluation Tool and the expected outcome is--productive and helpful. <https://tpess.org/>

### PROFESSIONAL DEVELOPMENT FRAMEWORK

Discuss the core components of the professional development framework. Include (1) how these components will support effective implementation of the educational program, (2) the extent to which professional development will be conducted internally or externally, and (3) whether it will be specialized for specific staff or uniform for the entire staff.

The professional development will take place during 17 whole days during the year calendar. 10 of those days will be prior to the start of school. Educational staff will receive APEX training from the vendor. Education staff will also receive classroom management and engagement strategies training internally. There will be compliance training for all provided by Safe Schools. Both administrators will receive T-TESS training and the superintendent will take T-PESS training. All staff with complete 2 hours of trauma-informed care training via Department of Family and Protective Services.

Present plans to train teachers in supporting the needs of the lowest-performing students, English learners, and students with disabilities.

HPCS has committed to hiring two ESL teachers and one SPED teacher and all three will have Texas teacher certification. We would engage them to provide professional development sessions on how to effectively teach low-performing students and English learners.

### PROFESSIONAL DEVELOPMENT SCHEDULE [YEAR ZERO]

Budgeted Amount: 6,875

Using the chart below, provide a tentative schedule for professional development that will take place prior to the school opening. Identify content to be included during this induction period and how teachers will be trained to deliver any unique aspects of the educational program.

TIMEFRAME	CONTENT FOCUS	DELIVERY DESIGN	PROVIDER		
Whole Day	APEX Digital Curriculum	In-Person	APEX Staff	+	-
Partial Day	Trauma-Informed Care	On-line	Department of Family and Protective Services	+	-
Whole Day	Engagement Strategies	In-Person	HPCS Admin	+	-
Whole Day	Classroom Management	In-Person	HPCS Admin	+	-
Whole Day	Teacher Workshops 50+ Options TBD	In-Person and On-line	ESC 11	+	-

# TALENT MANAGEMENT AND DEVELOPMENT

## Staffing, Leadership, and Professional Development

TIMEFRAME	CONTENT FOCUS	DELIVERY DESIGN	PROVIDER		
Whole Day	Compliance Courses — Bloodborne Pathogens — Bullying Prevention — Child Abuse & Maltreatment — Copyright — FERPA — Internet Safety — Section 504 — Sexual Harassment — Suicide Prevention — Texas Educator's Code of Ethics	On-line	ESC-11/Safe Schools	+	-

Discuss how and when teachers will be compensated for their time during the induction period.

With the personal monies listed in the finance section and then reimbursed with CSP Grant funds.

### PROFESSIONAL DEVELOPMENT SCHEDULE [FOLLOWING YEAR ZERO]

Outline the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure will accommodate this plan.

Currently, there are seven (7) scheduled staff days (beyond the 10 scheduled days before school starts). The professional development days will be full days scheduled on Fridays, which is easy to facilitate since students are only scheduled Monday - Thursday. The PD content will be TBD based on student performance data a staff need. For instance if academic staff is having difficult working with APEX tutorials and the learning gaps are not showing any progress because of that, additional APEX Tutorial training will be offered, etc.

### STAFF CLIMATE SURVEY

Discuss the school's plan for conducting staff climate surveys and how the data will be used.

Climate surveys provide school leaders the needed information to assist them with addressing staff concern, recruitment, and retention. TASB HR Services provides school districts private online surveys that can be customized. Heritage Public Charter Schools will join TASB as an affiliate member, a non-voting membership available to Charter Schools. We will employ them to manage our staff climate survey. TASB HR Services will design, administer and report the results of each Web-Based Survey Conducted. TASB HR Services provides: Research-based sample survey; Customized survey to meet your schools needs; Demographic analysis; Summary of employee comments by frequency; Complete report with easy to read graphs and tables.

Employee surveys can be a great tool to assess working climate, but without a good response rate, school leaders only have a partial picture. (<https://www.tasb.org/services/hr-services/hrx/home/>) Heritage Public Charter Schools will work to get 100% participation, while 65% to 75% is considered "good" across various industries. (TASB HR, Trends, 2019). To avoid "survey response fatigue" HPCS will survey New Heritage Academy staff twice per year - once at mid-year, and once at the end of the school year. We will also try to ensure convenience by having the surveys accessible by phone or tablet, which TASB indicates that their surveys support. Post Survey: Heritage Public Charter Schools won't simply undertake employee surveys to learn more about our employees' thoughts and

# TALENT MANAGEMENT AND DEVELOPMENT

## Staffing, Leadership, and Professional Development

feelings. After the school has reviewed the findings of an employee survey, it's critical to establish and implement a follow-up communication strategy. It's usual for survey respondents to believe that their opinion goes unnoticed and that completing the survey isn't worth their time or effort. These impressions can be avoided by proactive district communication following a survey.

Heritage Public Charter Schools will always be looking for opportunities to thank the New Heritage Academy staff for their efforts, even with things like completing a staff climate survey and allowing school leadership to access their survey results. HPCS will follow TASB's Suggestion to start communicating with employees as soon as the survey is completed, even before an action plan is created and look to include the following list of things to cover in the employee communication: Acknowledgment and appreciation for staff that participated in the survey; Reiteration of the importance and confidentiality of staff feedback; Areas for improvement identified from results; Areas of success identified from results; Most improved categories over the years the survey has been conducted; Outline and estimated timeline of actions from the district, in response to results; Clarity on whether staff can expect to receive additional updates regarding the survey; Contact information for the person in the district that staff can reach out with questions.

"Being as transparent as possible with this process can enhance responses and increase participation in future employee survey results, employee culture, and perception of district leadership" (TASB: Steps to take after conducting employee surveys, 2019:)

# TALENT MANAGEMENT AND DEVELOPMENT

## Teacher Support and Evaluation

### TEACHER SUPPORT

Explain how teachers will be supported and developed each school year including mentoring, observations, and feedback. Also address any specific supports for novice teachers.

Teachers will have 17 days of professional development in year one, including 10 days before the 2023-2024 school year. If the Mentor Allotment is available in 2023-2024 and we have staff that meet the criteria of at least three years classroom experience for the mentor and two years or less for the mentee, we will apply for the program.

### TEACHER EVALUATIONS

Provide the title of the evaluation tool, if identified:

T-TESS

Explain how teachers will be evaluated. Include the frequency, evaluation tool to be used, evaluators, and desired or expected outcomes. [See Attachment OP4 Teacher Evaluation Tool.](#)

Teachers will be evaluated using T-TESS <https://www.teachfortexas.org/>. Academic coaches will be evaluated using the T-Tess evaluation tool. Academic coaches are to receive one 10 minute walk-through (minimum) each semester and one full observation (minimum) annually. However, academic coaches will be told administrators will try increase the numbers of observations, especially for novice coaches. Administration will proceed in the spirit in which T-TESS was created which is to be a constructive tool and observations won't become "gotcha" sessions. Just as we want academic coaches to convey to students that the coach is on their "team," we want to create the same atmosphere for academic coaches, so they also feel administration is on their team!

### TEACHER GROWTH

Discuss the school's plan for supporting teachers in need of performance growth.

Growth Plan Guidance

The primary purpose is to assist employees in succeeding and should be utilized when an employee is not performing up to expectations, is unsure about work responsibilities/expectations, or is not improving and termination is imminent.

Administrator should document classroom behavior based on classroom observations both before and after developing a growth plans. Documentation may help to justify the necessity for a growth strategy and guide the exact instructions that are required. Following the development of the growth plan, documentation based on walk-throughs will demonstrate compliance with directions and aid in the establishment of a pattern of behavior. Inform the employee of areas that require improvement or modification, such as instructional issues/student performance, compliance with laws/policies/procedures, or other job-related behaviors like tardiness, timely submission of required reports, or problems with communication or cooperation.

Indicate the basis for the needed growth plan: policy, job description, T-TESS, Code of Ethics, etc.  
Create a list of requirements that will assist the employee to comply with the given directive(s) (attend training, etc.)  
Establish a timetable for completing each professional development activity.

# TALENT MANAGEMENT AND DEVELOPMENT

## Teacher Support and Evaluation

Specify instructions for behavioral changes, as well as proof that such changes are taking place. Give employee enough time to grow and progress. The duration of time will vary based on a variety of factors, including: What is the complexity of the change? What were the results of earlier evaluations? Is the behavior correctable?

If, at the end of the plan, the employee has met all of the objectives, the person's job should be continued. If, at the discretion of the supervisor, the most significant but not all goals are completed, employment may be retained, and the plan may be extended to enable additional time to meet all goals. If an employee fails to meet the plan's requirements, the supervisor should submit a recommendation to the superintendent to terminate the person's employment.

(Adapted from Growth Plans and Documentation: Planning for the Best while Preparing for the Worst, Erik Nichols and Debbie Esterak Rogers, Morris and Grover, L.L.P. December 10, 2015)

# OPERATIONS AND FINANCE

## Community Engagement and Student Recruitment

### COMMUNITY MEETING

Provide information on all community meetings that occurred within 18 months of the Generation 27 application deadline. See [Attachment E3 Public Meeting Notice](#).

MEETING DATE	LOCATION	IN-PERSON/VIRTUAL	ATTENDANCE		
Nov 22, 2021	Zoom	Virtual	15 participants	+	-

### COMMUNITY ENGAGEMENT

#### Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(IV)

Describe how the board and applicant team have assessed and built parent and community demand for the proposed school. Discuss specific outreach strategies that were used.

Efforts were made to conduct outreach to specific community leaders, specifically those who would have an understanding of the ill effects of heavy dropout rates. Meetings were set with Tarrant County Juvenile Court Judge Alex Kim, Tarrant County Sherriff Bill Waybourn and Judge Mary Tom Curnutt of Arlington. Judge Kim shared that the largest group of young people adjudicated delinquent in Tarrant County come from Arlington; Sheriff Waybourn is well-known in Tarrant County as someone who has invested years working with at-risk youth, having 10 children, some of whom are foster kids and some are adopted. Judge Curnutt oversees all the failure to attend cases (truency cases for Arlington ISD. They all agreed the community would benefit from adding a dropout recovery campus to Arlington, and each decided to go on the "record" and support the application with letters. (See letters in attachments). Further, we met with the Communities in Schools CEO, Lindsey Garner, about partnering with HPCS since their mission aligns with ours and CIS doesn't currently serve in Arlington. She also agreed and has submitted letter in support of this application.

Describe plans to support the ongoing use of effective parent, family, and community engagement and solicitation strategies to implement and operate the proposed charter school.

Involvement of the community will be important for creating positive feelings for our school and for engaging the community to help our students. Parental involvement will be a critical component. We will meet with parents early on determine how they want to have their voice heard, including the potential for the creation of a parental advisory council or other some other vehicle or forum in which parents can provide input. NHA will insure two-way communication is able to take place and open communication will be encourage. We will use both traditional and non-traditional communication channels such as newsletters, mailings, email, open homes, school social events, Early and sustained outreach will be our goal.

NHA will also have community liaison position and they will provide community outreach and work as a conduit for parents and community organizations to involve themselves in the life New Heritage Academy.

### STUDENT RECRUITMENT PLAN [YEAR 1]

Outline the plan for student recruitment and marketing efforts. Specifically, note any outreach to low-income families, English learners, students with disabilities, or other groups at risk of academic under-achievement or attainment.

MONTH YEAR	TASK	TARGET STUDENT GROUP (if any)	ESTIMATED EXPENSE		
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# OPERATIONS AND FINANCE

## Community Engagement and Student Recruitment

MONTH YEAR	TASK	TARGET STUDENT GROUP (if any)	ESTIMATED EXPENSE		
11/22	Direct Mail inviting persons to go to our website and to attend a informational meeting	HS age students who live w/n a 3 mi radius of the school	\$1,000	+	-
11/22 - 7/23	Facebook and Instagram Ads	Recovery or Student Dropouts	\$1,500 a month \$13,500 total	+	-
2/23	Direct Mail inviting persons to go to our website and to attend a informational meeting	HS age students who live w/n a 3 mi radius of the school	\$1,000	+	-
5/22	Direct Mail inviting persons to go to our website and to attend a informational meeting	HS age students who live w/n a 3 mi radius of the school	\$1,000	+	-

### ADMISSION AND ENROLLMENT PERIOD

Tentative Application Window Begins/Ends:

Lottery Date:

MONTH/YEAR	ADMISSION AND ENROLLMENT GOALS	PROGRESS MEASURES		
Example [Nov. 2022]	Example [75 applications received by end of Nov.]	Example [# of applications received in previous month]		
Dec 1- Apr 30	125 applicants	25 applications per month	+	-
May 1 - July 30	100 applicants	33 applicants per month	+	-

See [Attachment OP6 Admission and Enrollment Policy](#).

What system will be used to track and monitor progress towards these goals?

**THE SECTION IS REQUIRED BUT NOT SCORED**

**IDENTIFIED FACILITY**

The applicant has not identified a facility or property for the first campus.

Physical Address:

Current Owner:

Current Use:

**PURCHASE OR LEASE PLAN**

Identify and outline the anticipated acquisition plan (purchase, lease, etc.). If purchasing, provide a concise description of (1) who will be the initial purchaser--charter developer, bank, lending institution, etc., (2) repayment plans, and (3) projected costs to build or modify the facility.

As noted, an aquisition plan has not be determined; however, we have had conversations with a former CVS that is in the Opportunity Zone HPCS has committed to. Also, very preliminary communication has taken place with a company that could assist with a build and then contract with HPCS for a lease purchase. And Rubicon Representation has committed to assisting HPCS to find a suitable location and tenant representation.

**STRUCTURAL DESIGN**

Briefly describe the proposed structural design of the school (stand-alone building, modulars, portables, etc.).

At the time of this submission, the anticipated structure would be a conventional stand-alone building.

**CONTINGENCY LOCATIONS AND/OR COMMUNITIES**

Present a prioritized list of zip code contingencies that would guide a new facility search if the intended location/zip code became unavailable or unfeasible. Note: More than one zip code may be included in each contingency. All contingent zip codes must be aligned to the proposed geographic boundaries.

Alternate Zip Code(s) 1:  HPCS is committed to locating in an Opportunity Zone in Arlington, Texas. The Zone is entirely located in 76010; thus, no contingency zip codes are provided.

Alternate Zip Code(s) 2:

Alternate Zip Code(s) 3:

# OPERATIONS AND FINANCE

## School Schedule and Transportation Services

### DAILY AND WEEKLY SCHEDULE

See [Attachment OP5 Annual Calendar and School Schedule](#).

### YEARLY CALENDAR [YEAR 1]

See [Attachment OP5 Annual Calendar and School Schedule](#).

Address how the school calendar and schedule will support plans to accelerate student learning and mastery of grade-level TEKS.

This information has been addressed in other parts of the application so we will only provide a synopsis. The calendar will include 180 instructional days and those classes will occur during a 4-day a week schedule. The daily schedule will consist of 4 hour blocks and there will be 3 of them. HPCS also intends to apply for the Optional Flexible School Day, allowing students to attend school beyond the 240 minute school day allocated for a dropout recovery campus.

### STUDENT TRANSPORTATION PLANS

#### Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(E)

Describe the plan for meeting the transportation needs of all the students at the proposed charter school.

Heritage Public Charter Schools does not plan to offer student transportation services to the general population; however, it would fulfill its obligation to provide transportation for SPED student that required transportation via the student's IEP.

### REQUIRED TRANSPORTATION SERVICES

The sponsoring entity presiding over this application and any subsequent charter operations affirm acknowledgment of the following:

- Transportation is included as a *Related Service* under the regulations in the Individuals with Disabilities Education Act, 34 CFR §300.34(a) and (c)(16).  
  
Such related services would include any travel to and from school and between campuses; travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.
- If a child with a disability requires transportation as a related service, **the sponsoring entity will be legally responsible for providing that transportation.**

Describe the plan for meeting the transportation needs of: (1) students receiving special education who would be unable to attend classes without transportation services outlined in their IEP and (2) students eligible under Section 504 of the Federal Rehabilitation Act who would be unable to attend classes without special transportation services.

We will use Handitran of Arlington should any New Heritage Academy SPED student need transportation services per the students IEP. A monthly Handitran pass would be purchased by HPCS and the charter would seek

## OPERATIONS AND FINANCE

### School Schedule and Transportation Services

reimbursement from the state. We anticipate a SPED population of approximately 10% or 22 students (based on SHHS SPED demographics). HPCS has budgeted for 2 of those 22 students may need transportation services.

### CHARTER SCHOOL PROGRAM START-UP GRANT

#### Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(V)

Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed charter school. See [Attachment F1 Detailed Start-Up Plan](#).

Activities during the planning year will be--hire superintendent, contract with CSS, contract for Oasis lottery software. Gabbart Communications website and ancillary services, ESC 11 contracts, staff and student recruitment, phone installation, computers, two months rent, insurance, staff professional development, school furniture, staff reference books. The total CSP spent equals \$517,216.

### DISAGGREGATED COSTS

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. See [Attachment CSP2 Equitable Access and Participation](#).

COST AREA	SPECIFIC START-UP ACTIVITY	PLANNING ACTIVITY BUDGET	IMPLEMENTATION ACTIVITY BUDGET		
<b>Payroll</b>	Hire Superintendent/Campus Dir	115000	9583	+	-
<b>Payroll</b>	Hire Community Liaison		5166	+	-
<b>Payroll</b>	Hire Security Guards		12788	+	-
<b>Payroll</b>	Hire Campus IT Director		8312	+	-
<b>Payroll</b>	Hire Operations Manager		8814	+	-
<b>Payroll</b>	Hire Business Manager		8814	+	-
<b>Payroll</b>	Hire Aides		17904	+	-
<b>Payroll</b>	Hire Counseling Staff		25898	+	-
<b>Payroll</b>	Hire Academic Coaches		55839	+	-
<b>Payroll</b>	Hire Asst Campus Director		22987	+	-
<b>Professional Contracted Services</b>	Charter School Success		19403	+	-
<b>Professional Contracted Services</b>	Gabbart Communication		5536	+	-
<b>Professional Contracted Services</b>	ESC 11		10400	+	-
<b>Professional Contracted Services</b>	Oasis		1625	+	-
<b>Supplies and Materials</b>	Books		650	+	-
<b>Other Operating Costs</b>	PD and Student Testing		11998	+	-

# OPERATIONS AND FINANCE

## Start-Up Year

COST AREA	SPECIFIC START-UP ACTIVITY	PLANNING ACTIVITY BUDGET	IMPLEMENTATION ACTIVITY BUDGET		
<b>Other Operating Costs</b>	Recruiting: Staff and Student		23083	+	-
<b>Other Operating Costs</b>	Phone, Internet		2600	+	-
<b>Other Operating Costs</b>	Building		27000	+	-
<b>Other Operating Costs</b>	Insurance		5017	+	-
<b>Capital Outlay</b>	Furniture		38741	+	-
<b>Capital Outlay</b>	Security System		18783	+	-
<b>Capital Outlay</b>	Computers		61275	+	-

**TOTAL PLANNING ACTIVITY COSTS**

115000

**TOTAL IMPLEMENTATION ACTIVITY COSTS**

402216

**TOTAL PLANNING + IMPLEMENTATION ACTIVITY COSTS**

517216

**FINANCIAL SUSTAINABILITY**

**Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(V)**

Describe how the eligible applicant will maintain financial sustainability after the end of the grant period.

If contracted, HPCS will not have prior-year attendance data for TEA to utilize, so we will provide TEA a student population estimate via the FSP Estimate Data Report by the August 1 of 2023.

After year one TEA will produce a Summary of Finances (SOF) report for HPCS (June/July) with attendance predictions based on past year data. FSP Six-Week Attendance and ADA forecasts represent statistics from the past school year. School will operate on FSP funds.

(TEA Office of School Finance: Foundation School Program (FSP) Estimate Data Report)

**BOARD OVERSIGHT: MONITORING IMPLEMENTATION OF START-UP**

Describe how the board will monitor the implementation of the start-up plan, start-up grant, and associated budget.

The HPCS Board will begin meeting in November of 2022. Charter School Success (CSS) is to be contracted to provide finance or "back-office business services. CSS will provide monthly financial reports and these will be shared with the HPSC Board which will meet monthly during the schools planning and start-up phases and beyond. Monthly Board Reports will include finance and the other activities to be tracked from the start-up plan.

### FINANCIAL HISTORY

See [Attachment F5 Audit Report](#)  
[Attachment F6 Credit Report](#)  
[Attachment F7 IRS Form 990, Form 990-N, Form 990-EZ.](#)

### APPLICATION SUPPORT SERVICES

Identify any individual(s) or organization(s) outside of the applicant team that prepared, assisted, and/or financially contributed to this application and/or community engagement.

INDIVIDUAL/ORGANIZATION	DESCRIPTION	PAID (Y/N)		
N/A			+	-

### DETAILED FINANCIAL PLAN

See [Attachment F2 Budget Narrative](#) and [Attachment F3 Financial Plan Workbook](#).

### SYSTEMS, POLICIES, PROCESSES

Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll.

If contracted, HPCS intends to work with Charter School Success for comprehensive services which would include of Financial Compliance, Payroll, Accounts Payable, Board Finance Reporting, Audit Support, PEIMS and Budget Management. This full package is integrated and will assist HPCS with TEA and federal compliance requirements.

#### CSS Finance Services

- Accounting and Bookkeeping, Month-end and Year-end
- Post all journal entries
- Balance general ledger
- Reconcile liability accounts, quarterly
- End of month closing and reporting, ensuring all current activity is booked in the proper month
- Monthly bank reconciliation on all accounts cash, bond and investment accounts, within 10 business days AFTER all supporting documentation is provided by your charter to CSS
- Post cash receipts provided by your charter
- Post all TEA payments from the TEA payment report
- Close out fiscal year
- Perform the monthly federal drawdowns of all grant funds available in the Expenditure Reporting application of TEASE, performed once per month in the month following the posted expenses
- Track funds encumbrance
- Account for any long-term debt structure which does not include any quarterly or annual debt covenants requirements.
- Travel: No travel beyond the initial onboarding process.
- Budget Creation, Analysis and Financial Reporting
- Develop with your administration, a Budget Planning and Review Schedule
- On-site budget sessions (up to 2) to develop the following year's budgets
- Input budget to the finance system utilizing the full TEA required account coding structure
- Board Reporting: Monthly budget to actual reporting and analysis, completed within approximately 15

business days after month-closing. This is dependent upon CSS receiving all necessary documentation in a timely manner.

- Budget amendment recommendation, preparation and review with your administration, as a part of the Board reporting above
- CSS representatives will attend the annual budget approval board meeting upon charter's request

### CSS Payroll Processing:

- Process all regular payroll submitted by your charter for a maximum of two pay dates per month, or three pay dates per month for biweekly payroll employers, based on the information submitted by the charter to CSS by the unique payroll calendar due date (established schedule), which serves as agreement linking pay periods to pay dates and all processing deadlines and activities in-between. Payroll processing requests or submission of data to be processed that occurs outside of this established schedule is not considered to be a part of this agreement and may not be processed. Any additional payroll runs will incur additional charges.
- Process all supplemental payroll runs scheduled 45 days in advance of the associated pay date
- Process employee deductions with monthly audits to the benefit provider invoices
- Maintain employee pay information electronically and compliant with PEIMS reporting format
- Prepare, report and pay when applicable: IRS/EFTPS, TRS TEAM, 941s, TWC and other relevant payroll garnishments
- Process terminations - calculate final pay outs, notification of termination must be provided to CSS by the date that all payroll data is due for client
- Electronically record employee leave and time away from work activities per your policies
- Print and distribute payroll checks and/or arrange direct deposits
- Disburse benefit provider checks as part of the payroll cycle, linked to deductions
- Prepare, print, and distribute W2s annually
- As part of the onboarding process, your assigned CSS Finance Director will work with you to work out a mutually agreeable schedule for this process.
- Travel: No travel beyond the initial onboarding process. Extremely Limited Travel during Covid-19 pandemic.
- TRS/TEAM Reporting (TxEIS Clients Only)
- CSS will process your TexNet payment, which is to be made by the 6th of every month. CSS will then do all extracts and edits, then upload files to the portal. We will also work to resolve errors and getting reports to completion.

## ROLES AND RESPONSIBILITIES

Identify the roles and responsibilities of the school's governing board, administration, and any vendors regarding school finances.

TYPE	POSITION TITLE	DUTIES AND RESPONSIBILITIES		
<b>Governance</b>	HPCS Board Treasurer	Approval required for all purchases over a specified amount TBD by the HPCS School Board	+	-
<b>Administrative</b>	Superintendent/Campus Director	Oversight responsibility for day-to-day financial expenditures	+	-
<b>Administrative</b>	HPCS Board President	Approval required for all purchases over a specified amount TBD by the HPCS School Board	+	-
<b>Vendor</b>	Charter School Success	Finance/Accounting/PEIMs	+	-

TYPE	POSITION TITLE	DUTIES AND RESPONSIBILITIES	+	-
<b>Vendor</b>	ESC 11	Ascender (SIS) for financial tracking, budget, attendance, etc	+	-

### INTERNAL CONTROLS

List the organization's preliminary internal accounting controls and describe how and when the controls will be fully developed by the start of Year 1.

Internal Accounting controls will be established by Charter School Success and will comply with Generally Acceptable Accounting Practices (GAAP). Controls will be established by November 2022 if not before.

### FINANCIAL TRANSPARENCY

Explain how and when the school will make its finances public, including plans for posting the adopted budget and dissemination of its Annual Financial and Compliance Report (AFR).

Since HPCS has chosen a fiscal year end of Aug 31; thus, its AFR will be due January 28th (150 days later).

HPCS will following the State guidance and submit the documentation through the established TEAL account.

Since Charter School Success will be assisting HPCS with all TEA finance submissions and providing overall financial guidance, we will consult with CSS to determine the appropriate time to adopt and disseminate the HPCS budget.

However, as a general rule HPCS will opt for transparency and openness whenever possible and is committed to organizational integrity and will demand highly ethical practices from all its staff and contractors.

### CONTRACTED SERVICES

Describe contracted services, if any, and associated selection criteria that will be implemented by the charter school.

TYPE	DESCRIPTION OF SERVICES AND COSTS	VENDOR SELECTION CRITERIA		
<b>Audit Services</b>	Annual Audit Service/\$15k to \$20K	Accounting firm qualified to conduct school audits	+	-
<b>Back Office Support</b>	Charter School Success/\$60 to \$70K	Interview and references	+	-
<b>Education Services</b>	ESC 11/SIS/Basic/Instruc Contract/\$5k to \$8K	None	+	-
<b>Food Service</b>	Breakfast and Lunch food service/Passthrough	FSMC vendor will be selected from approved list per RFP.	+	-
<b>Payroll</b>	Charter School Success/See Above	Interview and references	+	-
<b>Transportation</b>	Handitran of Arlington/\$55 a month per student if a student qualifies (see transportation response)	Economic and reliable service provider in Arlington, Texas	+	-
<b>Other</b>			+	-

### EXTERNAL FUNDING ASSUMPTIONS

This section is a brief summary. Indicate the amount and sources of funds, property, or other resources expected to be available through the following:

<b>Banks/Lending Institutions</b>	\$85,000 secure loans via bank/investment accounts (letters available)
<b>Foundations</b>	None
<b>Grants</b>	None
<b>Corporations</b>	None
<b>Other</b>	\$50,000 no interest start-up loan from family; \$240,000 HELOC

See [Attachment F4 Evidence of Financial Support](#).

### FUNDRAISING INITIATIVES

Describe any planned fundraising efforts, the goals of the fundraising campaign(s), and who will lead these efforts.

No fundraising efforts have been made. However, some of the historically active charter school-funders will be contacted. One well-known foundation has moved its focus to supporting schools in the Houston and San Antonio and away from the DFW market; however, perhaps because of the nature and mission of New Heritage Academy they would have an interest in supporting us--we will reach out and find out. Mr. Wright will lead the effort.

**STOP!**

- The applicant proposes to contract with a Charter Management Organization (CMO). Complete the Portfolio Overview section on the next page, followed by the Letter of Special Assurances section.
- The applicant does not propose to contract with a Charter Management Organization (CMO). Complete the Letter of Special Assurances section on the next page.

# LETTER OF SPECIAL ASSURANCES

Name of Proposed Charter School:

**New Heritage Academy**

Name of Sponsoring Entity:

**Heritage Public Charter Schools**

The Board Chair of the proposed sponsoring entity shall initial all assurances below to confirm awareness and understanding of responsibilities established herein.

Initial above each blank line.

## OPEN MEETINGS REQUIREMENTS

**JBW** 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.

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:

- JBW**
- 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

**JBW** 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

**JBW** 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 Texas Education Code (TEC) §37.007(a) or an offense listed in Article 62.001(5) Code of Criminal Procedure.

## ANNUAL TRAINING REQUIREMENTS

**JBW** 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

**N/A** 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.

## RESIDENTIAL FACILITY TRAINING

**N/A** 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

**JBW** 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.

**JBW** 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.

**JBW** 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.

**JBW** 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.

**JBW** 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, and limited to, 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.

## PUBLIC MEETINGS

**JBW** The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment E4 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:

- JBW**
- 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 an approved 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.

**JBW** 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.

**JBW** 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).

**JBW** 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 CHECKLIST

**JBW** 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

**JBW** 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

**JBW** 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 Guns-Free Schools Act*. See 20 U.S. Code § 7151.

**JBW** 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 affected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

**JBW** 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

**JBW** The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the Generation 27 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.

**JBW** 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.

**JBW** 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 that the chosen financial accounting system will adhere to the following requirements, upon award of a charter:

- JBW**
- 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.

**JBW** 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.

**JBW** The applicant provides assurance that it has, or will have before serving students, on file an appropriate 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.

**JBW** 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:

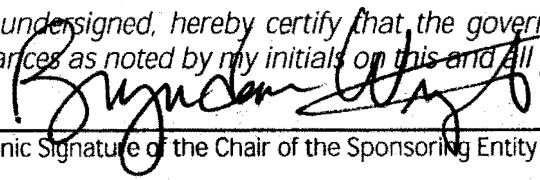
- a. in accordance with TEC, Chapter 12, is exempt from significant State or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section;
  - b. is created by a developer as a public school, or is adapted by a 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
- JBW** 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**

**JBW** 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.



Electronic Signature of the Chair of the Sponsoring Entity

# ATTACHMENT E1

## Articles of Incorporation

Provide the original Articles of Incorporation filed with the Texas Secretary of State or the state of incorporation (and any restated Articles of Incorporation and Articles of Amendment). If the sponsoring entity was incorporated after **January 1, 2006**, submit the Certificate of Formation and the Certificate of Filing in place of the Articles of Incorporation.

All forms submitted to the state must be dated prior to **December 6, 2021**.

Insert material behind this page.

Also include this cover page with submission.

# **Heritage Public Charter Schools**

A Texas Non-Profit Corporation

## **AMENDED ARTICLES OF INCORPORATION**

### **ARTICLE I NAME**

#### **1.01 Name**

The name of this corporation shall be Heritage Public Charter Schools. The business of the corporation may be conducted as Heritage Public Charter Schools or Heritage Preparatory Academy.

### **ARTICLE II DURATION**

#### **2.01 Duration**

The period of duration of the corporation is perpetual.

### **ARTICLE III PURPOSE**

#### **3.01 Purpose**

Heritage Public Charter Schools is a non-profit corporation and shall operate exclusively for Educational and charitable purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future Federal tax code.

The purpose of Heritage Public Charter Schools is to advance public education in the Dallas / Fort Worth, Texas area by operating and managing a public charter school in Arlington, Texas, which will provide public school choice, challenge students academically and prepare students to be successful in college and life.

#### **3.02 Public Benefit**

Heritage Public Charter Schools is designated as a public benefit corporation.

### **ARTICLE IV NON-PROFIT NATURE**

#### **4.01 Non-profit Nature**

Heritage Public Charter Schools is organized exclusively for charitable and educational purposes that qualify as exempt under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code. No part of the net earnings of Heritage Public Charter Schools shall inure to the benefit of, or be distributable to its members, trustees, officers, or other

private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.

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

Heritage Public Charter Schools is not organized and shall not be operated for the private gain of any person. The property of the corporation is irrevocably dedicated to its educational and charitable purposes. No part of the assets, receipts, or net earnings of the corporation shall inure to the benefit of, or be distributed to any individual. The corporation may, however, pay reasonable compensation for services rendered, and make other payments and distributions consistent with its purpose (Sec 3.01) and these Articles.

#### **4.02 Personal Liability**

No officer or director of this corporation shall be personally liable for the debts or obligations of Heritage Public Charter Schools of any nature whatsoever, nor shall any of the property or assets of the officers or directors be subject to the payment of the debts or obligations of this corporation. Directors and Officers Insurance Policies will be provided all officers and directors at the expense of the corporation.

#### **4.03 Dissolution**

Upon termination or dissolution of the Heritage Public Charter Schools, any assets lawfully available for distribution shall be distributed to one (1) or more qualifying organizations described in Section 501(c)(3) of the Internal Revenue Code of 1986 (or described in any corresponding provision of any successor statute) which organization or organizations have a charitable purpose which, at least generally, includes a purpose similar to the terminating or dissolving corporation.

The organization to receive the assets of the Heritage Public Charter Schools hereunder shall be selected by the discretion of a majority of the managing body of the Heritage Public Charter Schools and if its members cannot so agree, then the recipient organization shall be selected pursuant to a verified petition in equity filed in a court of proper jurisdiction against the Heritage Public Charter Schools by one (1) or more of its managing body which verified petition shall contain such statements as reasonably indicate the applicability of this section. The court upon a finding that this section is applicable shall select the qualifying organization or organizations to receive the assets to be distributed, giving preference if practicable to organizations located within the State of Texas.

In the event that the court shall find that this section is applicable but that there is no qualifying organization known to it which has a charitable purpose, which, at least generally, includes a purpose similar to this corporation, then the court shall direct the distribution of its assets lawfully available for distribution to the Treasurer of the State of Texas to be added to the general fund.

#### **4.04 Prohibited Distributions**

No part of the net earnings or properties of this corporation, on dissolution or otherwise, shall inure to the benefit of, or be distributable to, its members, directors, officers or other private person or individual, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III, Section 3.01.

#### **4.05 Restricted Activities**

No substantial part of the corporation's activities shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene (including the publishing or distribution of statements) in any political campaign on behalf of or in opposition to any candidate for public office.

#### **4.06 Prohibited Activities**

Notwithstanding any other provision of these Articles, the corporation shall not carry on any activities not permitted to be carried on (I) by a corporation exempt from federal income tax as an organization described by Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (II) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

### **ARTICLE V BOARD OF DIRECTORS**

#### **5.01 Governance**

Heritage Public Charter Schools shall be governed by its Board of Directors.

#### **5.02 Directors**

The initial directors of the corporation shall be:

- |               |                    |  |
|---------------|--------------------|--|
| 1. Chairman:  | James B. Wright    | 1410 Merion Drive, Mansfield, TX 76063       |
| 2. Secretary: | Phillip Wambsganss | 1836 Gertie Barrett Rd., Mansfield, TX 76063 |
| 3. Treasurer: | Hal B. Helton      | 14037 Lost Spurs Rd., Roanoke, TX 76262      |

### **ARTICLE VI MEMBERSHIP**

#### **6.01 Membership**

Heritage Public Charter Schools shall have no members. The management of the affairs of the corporation shall be vested in a Board of Directors, as defined in the corporation's bylaws.

### **ARTICLE VII AMENDMENTS**

**7.01 Amendments**

Any amendment to the Articles of Incorporation may be adopted by approval of two-thirds (2/3) of the board of directors.

**ARTICLE VIII  
ADDRESSES OF THE CORPORATION**

**8.01 Corporate Address**

The address of the corporation is:

Heritage Public Charter Schools  
1410 Merion Drive Mansfield, TX 76063

The mailing address of the corporation is:

Heritage Public Charter Schools  
1410 Merion Drive Mansfield, TX 76063

**ARTICLE IX  
APPOINTMENT OF REGISTERED AGENT**

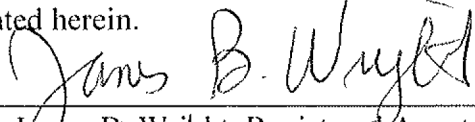
**9.01 Registered Agent**

The registered agent of the corporation shall be:

James B. Wright                      1410 Merion Drive Mansfield, TX 76063

**ACKNOWLEDGMENT OF CONSENT  
TO APPOINTMENT AS REGISTERED AGENT**

I, James B. Wright, agree to be the registered agent for Heritage Public Charter Schools as appointed herein.

  
\_\_\_\_\_  
James B. Wright, Registered Agent  
Date: 7/8/2015

**ARTICLE X  
INCORPORATOR**

The incorporators of the corporation are as follow:

James B. Wright                      1410 Merion Drive Mansfield, TX 76063

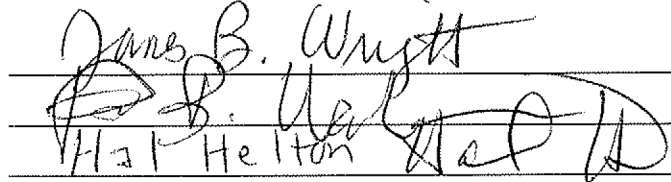
**CERTIFICATE OF ADOPTION OF ARTICLES OF INCORPORATION**

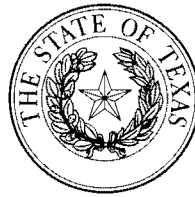
We, the undersigned, do hereby certify that the above stated Articles of Incorporation of Heritage Public Charter Schools were approved by the board of directors on 1/8/2015 and constitute a complete copy of Articles of Incorporation of the Heritage Public Charter Schools

James B. Wright

Phillip Wambsganss

Hal B. Helton





## Office of the Secretary of State

### CERTIFICATE OF FILING OF

Heritage Public Charter Schools  
File Number: 802108660

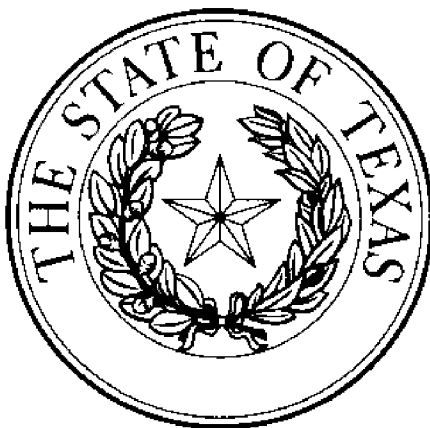
The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation has been received in this office and has been found to conform to the applicable provisions of law.

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

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

Dated: 11/30/2014

Effective: 12/01/2014



*NANDITA BERRY*

Nandita Berry  
Secretary of State

Possibly filed  
previously

# ATTACHMENT E2

## 501(c)(3) Letter of Determination

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

If the applicant does not have the 501(c)(3) Letter of Determination at the time of application submission, at a minimum, provide proof of filing to demonstrate that an IRS Form 1023 was submitted by **December 6, 2021**.

**Note:** Applicants submitting proof of filing with the IRS must provide to the TEA the 501(c)(3) Letter of Determination issued by the IRS granting the entity tax-exempt status no later than **May 23, 2022**. Failure to submit the Letter of Determination may result in the applicant being removed from the application process.

Insert material behind this page.

Also include this cover page with submission.

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

DEPARTMENT OF THE TREASURY

Date: **APR 01 2015**

HERITAGE PUBLIC CHARTER SCHOOLS  
1410 MERION DR  
MANSFIELD, TX 76063-3761

Employer Identification Number:  
47-2534540  
DLN:  
17053022321035  
Contact Person:  
MITCHELL P STEELE ID# 31360  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
August 31  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
December 1, 2014  
Contribution Deductibility:  
Yes  
Addendum Applies:  
Yes

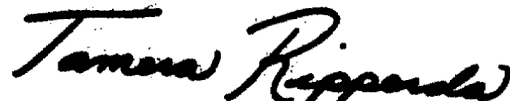
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

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

Sincerely,



Director, Exempt Organizations

Letter 947

ATLANTA GA 39901-0001

In reply refer to: 0752857574  
Nov. 18, 2021 LTR 4168C 0  
47-2534540 000000 00

00064150  
BODC: TE

HERITAGE PUBLIC CHARTER SCHOOLS  
% HERITAGE PUBLIC CHARTER SCHOOLS  
1410 MERION DR  
MANSFIELD TX 76063-3761



111918

Employer ID number: 47-2534540  
Form 990 required: Y

Dear Taxpayer:

We're responding to your request dated Nov. 08, 2021, about  
HERITAGE PUBLIC CHARTER SCHOOLS

We issued you a determination letter in APRIL 2015, recognizing  
you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)  
(03).

We also show you're not a private foundation as defined under IRC  
Section 509(a) because you're described in IRC Sections 509(a)(1) and  
170(b)(1)(A)(ii).

Donors can deduct contributions they make to you as provided in IRC  
Section 170. You're also qualified to receive tax deductible bequests,  
legacies, devises, transfers, or gifts under IRC Sections 2055, 2106,  
and 2522.

In the heading of this letter, we indicated whether you must file an  
annual information return. If you're required to file a return, you  
must file one of the following by the 15th day of the 5th month after  
the end of your annual accounting period:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual  
information return or notice for 3 consecutive years, we'll revoke  
your tax-exempt status on the due date of the 3rd required return or  
notice.

You can get IRS forms or publications you need from our website at  
[www.irs.gov/forms-pubs](http://www.irs.gov/forms-pubs) or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m.,

0752857574  
Nov. 18, 2021 LTR 4168C 0  
47-2534540 000000 00  
00064151

HERITAGE PUBLIC CHARTER SCHOOLS  
% HERITAGE PUBLIC CHARTER SCHOOLS  
1410 MERION DR  
MANSFIELD TX 76063-3761

local time, Monday through Friday (Alaska and Hawaii follow Pacific time).

Thank you for your cooperation.

Sincerely yours,



Teri M. Johnson  
Operations Manager, AM Ops. 3

# ATTACHMENT E3

## Public Meeting Notice

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 27 open-enrollment charter school.

### **ALLOWABLE VENUES:**

#### Virtual Meeting Option

Applicants may hold a public virtual meeting in fulfillment of this attachment requirement. Any virtual meetings must be published in accordance with the notice requirements outlined below. The public notice must also contain the access link, password (if any), and all other directions to participate in the meeting. Applicants may **not** require prospective attendees to RSVP and/or register.

#### In-Person Meeting Option

Applicants may hold an in-person meeting in fulfillment of this attachment requirement. Applicants are encouraged to practice social-distancing policies and procedures for all in-person meetings.

All meetings must take place no earlier than **18 months** before the charter application submission date. Any public meetings that were held before **June 7, 2020** are not eligible for consideration.

Anyone may attend and participate in the public meeting. All submitted notices must be dated prior to **December 1, 2021**.

**NOTICE FORMAT:** All public notices/advertisements must be published in a newspaper of general distribution within the geographic boundaries of the proposed charter school. Any public notice in newspaper(s) with limited or exclusively digital circulation (*Greensheet, Dallas Observer, Austin Chronicle, etc.*) **will not fulfill** this attachment requirement.

**SUBMISSION FORMAT:** Provide a scanned/photocopy of the official public notice/advertisement that was printed in the newspaper. The copy of the notice that is provided in this application **must** include the name of the publication and the publication date.

Each public notice must also include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting;
- Names of all board members from the sponsoring entity; and
- If virtual, directions to access and participate in the meeting including the access link.

**ADDITIONAL REQUIREMENT:** Applicants must also provide email notification to all members of the Texas State Board of Education (SBOE), Texas Senate, and Texas House of Representatives who represent the geographic area to be served by the proposed school at least 5 business days before each meeting.

**Applicants must include [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov) in the CC line of the email.**

Each email must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting;
- Names of all board members from the sponsoring entity; and
- If virtual, directions to access and participate in the meeting.

Insert material behind this page.

Also include this cover page with submission.



---

## Fwd: Notice of Public Meeting

1 message

---

**Bryndan Wright** <bwright@heritagepublicschools.org>  
To: Fred Wright <fredwright49@gmail.com>

Mon, Nov 29, 2021 at 3:12 PM

### **J. Bryndan Wright**

*Founder & Superintendent*

Heritage Public Charter Schools

1410 Merion Drive

Mansfield, TX 76063

C. 682.386.1112

[bwright@heritagepublicschools.org](mailto:bwright@heritagepublicschools.org)

----- Forwarded message -----

From: **Bryndan Wright** <bwright@heritagepublicschools.org>

Date: Mon, Nov 15, 2021 at 5:14 PM

Subject: Notice of Public Meeting

To: <pat.hardy.1109@gmail.com>, <aicha.david@tea.texas.gov>, <pam.little@tea.texas.gov>, <jessica@jessicafortexas.com>, <terry.meza@house.texas.gov>, <yvonne.davis@house.texas.gov>, <brian.harrison@house.texas.gov>, <carl.sherman@house.texas.gov>, <kelly.hancock@senate.texas.gov>, <nathan.johnson@senate.texas.gov>, <brian.birdwell@senate.texas.gov>, <jeff.cason@house.texas.gov>, <rafael.anchia@house.texas.gov>, <julie.johnson@house.texas.gov>, <ramon.romero@house.texas.gov>, <nicole.collier@house.texas.gov>, <tony.tinderholot@house.texas.gov>, <Dewayne.burns@house.texas.gov>, <david.cook@house.texas.gov>, <beverly.powell@senate.texas.gov>, <craig.goldman@house.texas.gov>, <charlie.geren@house.texas.gov>

Cc: <charterapplication@tea.texas.gov>

All:

A public meeting will be held via Zoom to discuss a proposed dropout recovery campus that could draw students from an area you represent.

Name of proposed campus/school: New Heritage Academy

Sponsoring Entity: Heritage Public Charter Schools

Time/Date/Location: 6-7pm, November 22, 2021, Zoom

Zoom ID/Password: ID 737 072 8731 Password 0SFYVF

Board: Dr. Geoffrey Mitchell, Phillip Wambsganss, DeAnna Burt, Lesa Gowins, James Gibbs

#### How to join a Zoom meeting on a web browser

- 1) Open Chrome.
- 2) Go to [join.zoom.us](https://join.zoom.us).
- 3) Enter meeting ID provided by the host/organizer and password.
- 4) Click Join. If this is your first time joining from Google Chrome, you will be asked to open the Zoom client to join the meeting.

Regards,

### **J. Bryndan Wright**

*Founder & Superintendent*

Heritage Public Charter Schools

1410 Merion Drive

Mansfield, TX 76063

C. 682.386.1112

[bwright@heritagepublicschools.org](mailto:bwright@heritagepublicschools.org)

---

**Fwd: Notice of Public Meeting**

1 message

**Bryndan Wright** <bwright@heritagepublicschools.org>

Mon, Nov 29, 2021 at 3:13 PM

To: Fred Wright [REDACTED]

**J. Bryndan Wright***Founder & Superintendent*

Heritage Public Charter Schools

1410 Merion Drive

Mansfield, TX 76063

C. 682.386.1112

[bwright@heritagepublicschools.org](mailto:bwright@heritagepublicschools.org)

----- Forwarded message -----

From: **Bryndan Wright** <bwright@heritagepublicschools.org>

Date: Tue, Nov 16, 2021 at 4:38 PM

Subject: Notice of Public Meeting

To: &lt;royce.west@senate.state.tx.us&gt;, &lt;tony.tinderholt@house.texas.gov&gt;

Cc: &lt;charterapplication@tea.texas.gov&gt;

All:

A public meeting will be held via Zoom to discuss a proposed dropout recovery campus that could draw students from an area you represent.

Name of proposed campus/school: New Heritage Academy

Sponsoring Entity: Heritage Public Charter Schools

Time/Date/Location: 6-7pm, November 22, 2021, Zoom

Zoom ID/Password: ID 737 072 8731 Password 0SFYVF

Board: Dr. Geoffrey Mitchell, Phillip Wambsganss, DeAnna Burt, Lesa Gowins, James Gibbs

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- 4) Click Join. If this is your first time joining from Google Chrome, you will be asked to open the Zoom client to join the meeting.

Regards,

**J. Bryndan Wright***Founder & Superintendent*

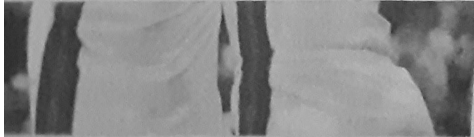
Heritage Public Charter Schools

1410 Merion Drive

Mansfield, TX 76063

C. 682.386.1112

[bwright@heritagepublicschools.org](mailto:bwright@heritagepublicschools.org)



YOUNG KWAK AP

...pressed by Gonzaga center Chet  
...during the second half Saturday in

...a  
shooting cooled off in the  
second half. Allen had a  
pair of baskets during an  
8-2 run that cut Gonzaga's  
lead to 60-49 with 10  
minutes left.

A 3-pointer by Bolton  
and five straight points by  
Timme pushed Gonzaga's  
lead to 72-53 with 6:47 left.  
But Texas put together a  
13-5 run, including consec-  
utive 3-pointers by Allen  
and Marcus Carr, to cut  
Gonzaga's lead to 77-66.

...ded 16  
...ga (2-0),  
...ol-record  
...ome

HALTOM CITY, TEXAS; AND REVISING  
THE OFFICIAL ZONING MAP IN AC-  
CORDANCE THEREWITH; PROVIDING  
THAT THIS ORDINANCE SHALL BE  
CUMULATIVE OF ALL ORDINANC-  
ES; PROVIDING A SEVERABILITY  
CLAUSE; PROVIDING A PENALTY  
FOR VIOLATIONS HEREOF; PROVID-  
ING A SAVINGS CLAUSE; PROVIDING  
FOR PUBLICATION IN THE OFFICIAL  
NEWSPAPER; AND PROVIDING AN  
EFFECTIVE DATE.

SECTION 6.

Any person, firm or corporation who  
violates, disobeys, omits, neglects or  
refuses to comply with or who resists  
the enforcement of any of the provi-  
sions of this Ordinance shall be fined  
not more than Two Thousand Dollars  
(\$2,000.00) for each offense. Each  
day that a violation is permitted to ex-  
ist shall constitute a separate offense.

SECTION 8.

The City Secretary of the City of Hal-  
tom City, Texas, is hereby directed to  
publish in the official newspaper of the  
City of Haltom City, Texas, the caption,  
Section 1, penalty clause, publica-  
tion clause and effective date clause  
of this Ordinance one (1) time within  
ten (10) days after the first reading of  
this Ordinance as required by Section  
10.01 of the Charter of the City of Hal-  
tom City, Texas.

SECTION 9.

This Ordinance shall be in full force  
and effect from and after its passage

...ten (10) days after the first reading of  
this Ordinance as required by Section  
10.01 of the Charter of the City of Hal-  
tom City, Texas.

SECTION 9.

This Ordinance shall be in full force  
and effect from and after its passage  
and publication as required by law,  
and it is so ordained.

PASSED AND APPROVED ON FIRST  
READING THIS 8TH DAY OF NOVEM-  
BER, 2021.

IPL0049234  
Nov 15 2021

Public Notice

HPCS will hold a public meeting via  
Zoom on 11/22/21 from 6-7pm. Zoom  
ID: 737 072 8731 Password: 0SFYVF  
Topic: proposed dropout recovery  
charter school to be located in Arling-  
ton, Texas. HPCS board: G. Mitchell,  
D. Burt, P. Wambsgans, J. Gibbs, L.  
Gowins.  
IPL0049246  
Nov 15 2021

LEGAL NOTICE

Application has been made  
with the Texas Alcoholic Bev-  
erage Commission for a Mixed  
Beverage Permit with Food  
and Beverage Certificate by  
SWH Arlington South, LLC dba  
Aloft Hotel, 4432 South Collins  
Street, Arlington, Tarrant Coun-

PHOTO COURTESY OF THE CITY OF HALTOM CITY

**BRICK, STONE MASONRY**  
AMJ Masonry - Mailboxes, Repair and  
Stone Borders 682-558-8086

All Phases home/rentals/remodel/  
repairs, handyman, 25yrs of satisfied  
customers & friends 817-455-1382

PLUMBING

A to Z Military/Senior Disc All Repairs  
24/7-FREE est.817-323-3418

**Carpet Repair & Re-Stretching**  
Over 40yr exp. Call 817-841-  
7888 or 469-831-3907

**FENCING AUTOMATIC GATES.**  
**PLATINUM PERFORMANCE**  
**FENCE! FREE EST! 817-879-3181**

Painting and home repairs, interior/  
exterior, wood and sheet rock repairs,  
817-291-6399

**HOLIDAY SPECIALS**  
**BOSWELL PAINTING**

Int/Ext, carpentry/drywall, 34 yrs.  
FTW/Member BBB A+  
Quality & Price Can't Be Beat!  
Call Rick at 817-235-3779

**Electrical Contractor Veteran**  
Owned & Operated. Comm. Res &  
Ind'l. 682-258-9906 TECL #26354



Beaufort Gazette  
 Belleville News-Democrat  
 Bellingham Herald  
 Bradenton Herald  
 Centre Daily Times  
 Charlotte Observer  
 Columbus Ledger-Enquirer  
 Fresno Bee

The Herald - Rock Hill  
 Herald Sun - Durham  
 Idaho Statesman  
 Island Packet  
 Kansas City Star  
 Lexington Herald-Leader  
 Merced Sun-Star  
 Miami Herald

el Nuevo Herald - Miami  
 Modesto Bee  
 Raleigh News & Observer  
 The Olympian  
 Sacramento Bee  
 Fort Worth Star-Telegram  
 The State - Columbia  
 Sun Herald - Biloxi

Sun News - Myrtle Beach  
 The News Tribune Tacoma  
 The Telegraph - Macon  
 San Luis Obispo Tribune  
 Tri-City Herald  
 Wichita Eagle

## AFFIDAVIT OF PUBLICATION

Account #	Order Number	Identification	Order PO	Amount	Cols	Depth
78151	171617	Print Legal Ad - IPL0049246		\$223.64	1	11 L

**Attention:** HERITAGE PUBLIC  
 Not specified

**Public Notice**

HPCS will hold a public meeting via Zoom on 11/22/21 from 6-7pm. Zoom ID: 737 072 8731 Password: 0SFYVF. Topic: proposed dropout recovery charter school to be located in Arlington, Texas. HPCS board: G. Mitchell, D. Burt, P. Wambsganss, J. Gibbs, L. Gowins.  
 IPL0049246  
 Nov 15 2021

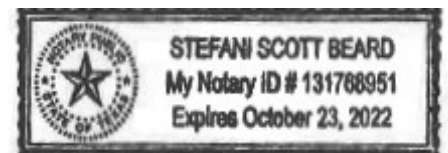
### THE STATE OF TEXAS COUNTY OF TARRANT

Before me, a Notary Public in and for said County and State, this day personally appeared Amanda Grisham, Bid and Legal Coordinator for the Star-Telegram, published by the Star-Telegram, Inc. at Fort Worth, in Tarrant County, Texas; and who, after being duly sworn, did depose and say that the attached clipping of an advertisement was published in the above named paper on the listed dates:

No. of Insertions: 1  
 Beginning Issue of: 11/15/2021  
 Ending Issue of: 11/15/2021

Sworn to and subscribed before me this 15th day of November in the year of 2021

Notary Public in and for the state of Texas, residing in Dallas County



Extra charge for lost or duplicate affidavits.  
 Legal document please do not destroy!



Texas Education Agency Division of Charter School Administration  
1701 North Congress Avenue  
Austin, TX 78701

To Whom it May Concern:

Apex Learning is a company that offers a full range of curriculum to a variety of schools and districts across the country.

These include alternative campuses because we recognize the traditional classroom doesn't work for every student. Alternative learning options give struggling students ownership over their learning so they can go at their own pace and learn in their own way. With Apex learning, they get high-quality, standards-based curriculum, and the scaffolds and supports that expose them to grade-level coursework.

Digital curriculum empowers struggling students by giving them more control over their learning. In a non-traditional setting, they no longer have the frustration of trying to learn a concept or skill after the teacher has moved on to the next topic. Our instructional design is also differentiated by presenting concepts in different ways, including interactive activities and animated explanations to keep students engaged and motivated.

Recently, Bryndan Wright, with Heritage Public Charter Schools reached out to us concerning an alternative campus he would like to open in North Texas. We previously had worked with Mr. Wright when he served as the principal of an alternative campus serving Texas Juvenile Justice Department (TJJD) students in Brownwood, Texas.

Apex has a long-standing history of over eight years working with TJJD using Apex Learning Courses and Tutorials.

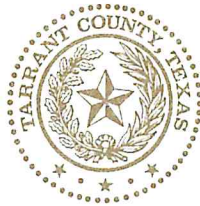
Mr. Wright utilized the Apex Learning software on his campus in ensure TJJD students would receive full credit for their previous work in the Apex Learning software and to ensure a smooth transition to the new academic setting.

While we understand the proposed new campus won't serve TJJD students exclusively, as mentioned, Apex is used in some of the largest school's systems in Texas and we are ready to again work with Mr. Wright to supply the digital curriculum needed for his proposed alternative campus, including full courses for credit, tutorials, remediation, and G.E.D preparation.

Sincerely,

A handwritten signature in black ink, appearing to read "Jonathan Guerra".

Jonathan Guerra  
Texas Director, Apex Learning



# TARRANT COUNTY

## OFFICE OF THE SHERIFF

**Bill E. Waybourn**  
Sheriff  
817/884-3098  
Fax 817/212-6987

PLAZA BUILDING  
200 TAYLOR STREET  
SEVENTH FLOOR  
FORT WORTH, TEXAS 76196

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

Dear Commissioner,

As the Tarrant County Sheriff, I am intimately familiar with how important it is that we do all we can to help keep juvenile offenders from progressing to the adult penal system—to break the prevalent school to prison pipeline. In Tarrant County we house up to 4,100 adult inmates at any one time, and many of those inmates began committing criminal offenses as juveniles.

Thus, when I learn of new and innovative programs whose aim it is to break that cycle, I am happy to lend my support and my expertise to help with the project.

I recently met with Bryndan Wright with Heritage Public Charter Schools (HPCS) to discuss his plans to open a dropout recovery school in Tarrant County. While I understand his proposal will generally work with youth at-risk of dropping out of school, we also discussed a program component whose focus will be students in need of more intensive interventions, such as post-adjudicated youth, those in foster care, homeless or child protective services.

For this reason, I am supporting this New Heritage Academy charter application and can certainly see the need in our county for this type of program offering and its application is granted, I will offer my help and assistance to see it succeeds in its mission.

Sincerely,

Bill Waybourn  
Sheriff, Tarrant County Texas



Texas Education Agency  
Division of Charter School Administration  
1701 North Congress Avenue  
Austin, TX 78701

To Whom it May Concern:

My name is Chad Hennings and I serve as a Partner and the Chief Operating Officer with Rubicon Representation, LLC.

Rubicon is a full-service real estate company, with a strong background in tenant representation and commercial development. We help tenants by identifying and analyzing potential buildings, structuring transactions, and negotiating leases or purchase agreements to provide our clients with optimal results to meet their real estate needs.

In a recent meeting with Bryndan Wright of Heritage Public Charter Schools (HPCS), he shared his plan to establish a dropout prevention campus in East Arlington. We were impressed with his commitment to making a difference in the lives of at-risk youth in the Arlington community and we offered to help.

Rubicon would be pleased to assist the school in finding a suitable location, provide tenant representation as needed, space planning, and help ensure the school meets all state and federal regulatory requirements for use as a commercial space.

Sincerely,

A handwritten signature in black ink, appearing to read 'Chad Hennings', is written over the printed name.

Chad Hennings  
COO/Partner Rubicon Representation, LLC



Mike Morath  
Commissioner of Education  
Texas Education Agency  
Wm. B. Travis Building, 1701 N. Congress Avenue  
Austin, TX 78701

Dear Commissioner Morath,

At Communities In Schools (CIS) of Greater Tarrant County, our mission is to surround students with a community of support, empowering them to stay in school and achieve in life. We believe the solution to dropout prevention is simple; young people thrive when adults care about them on a one-on-one level. CIS provides one-on-one, intensive case management and wraparound services for at-risk students by qualified, caring adults who are licensed social workers. By placing CIS social workers directly onto partner school campuses full-time, we ensure that students and their families are provided with individualized needs assessments, home visits, and follow-up support to connect them with local services and resources to address a wide range of barriers to student success.

Nationally, the CIS program provides support for students in 2,900 school districts in 26 states across America. Here in Tarrant County, CIS has grown from working with two schools 29 years ago to now serving 57 schools across 11 Tarrant County school districts. Our evidence-based program has a long track record of success at helping students improve in academics, attendance, behavior, retention, and promotion. Each year, more than 95% of the high school seniors receiving case management services graduate high school.

CIS is supportive of Heritage Public Charter School's (HPCS) program focus, goals and design through their proposed New Heritage Academy, to support at-risk students in their pursuit to graduate from high school. Furthermore, given the opportunity, CIS is interested in partnering with HPCS in the future to provide case-management support to students. We support the proposed Academy and look forward to the opportunity for potential partnership with program as early as academic year 2023-2024.

Sincerely,

Lindsey Garner  
President & CEO  
Communities In Schools of Greater Tarrant County

November 4, 2021

Texas Education Agency  
Division of Charter School Administration  
1701 N. Congress Avenue

To Whom it May Concern,

I am the Executive Director of Higher Education Servicing Corporation. We are a nonprofit organization established in 1978 and are focused on helping Texas students and families pursue and achieve a higher education. We have three sister nonprofit corporations that are all sponsored by the City of Arlington, Texas and work to support this same general purpose. These sister organizations include – North Texas Higher Education Authority, Inc., Arlington Higher Education Finance Corporation, and Greater Texas Cultural Education Facilities Finance Corporation. All these organizations in their own unique way support higher education and student success in Texas.

Specifically, the Arlington Higher Education Finance Corporation and the Greater Texas Cultural Education Facilities Finance Corporation have been working with Texas charter schools since 2010 by issuing low-cost bonds to help schools serve at-risk students and communities. To date, we have issued approximately \$3 billion in tax-exempt bonds for dozens of Texas schools and have donated over \$750,000 in proceeds to support educational outreach efforts and scholarships.

I am writing in support of Mr. Bryndan Wright and the proposed Heritage Public Charter Schools. I have known Mr. Wright for over 30 years and been closely following his professional career in education and his aspirations towards launching a high-achieving and innovative charter school for more than two decades. Mr. Wright is a brilliant educator with a unique background and heart to serve at-risk students and communities. I am also in support of the school's basic vision and commitment to provide academic excellence and life skills to a population of students that have an extreme propensity to fall through the cracks of our society.

Due to Mr. Wright's experience and unique skillset and the mission of the school, I am in total support of Heritage Public Charter School's charter request for the 2023-24 academic year. If you have any questions, please do not hesitate to contact me at 817-265-9158 or at [REDACTED]

Sincerely,



Philip Wambsganss  
Executive Director



**ALEX KIM**  
DISTRICT JUDGE  
323<sup>RD</sup> JUDICIAL DISTRICT, TARRANT COUNTY, TEXAS

Mike Morath  
Commissioner of Education  
Texas Education Agency - William B. Travis Building,  
1701 N. Congress Avenue  
Austin, TX 78701

Dear Commissioner Morath:

My name is Alex Kim and I currently serve as the Judge for the 323- District Court in Tarrant County, Texas. I, along with my associate justices, adjudicate all juvenile cases in the county under Title 3 of the Texas Family Code.

In my role working with adjudicated youth, I am always pleased to hear of potential programs that proactively seek to assist youth in completing their education, because historically truancy and dropping out of school are among the factors that lead to aberrant behavior and ultimately to juvenile incarceration.

I recently met with Mr. Wright of Heritage Public Charter Schools and he shared his vision for offering educational services to at-risk youth in Tarrant County and his ideas for targeted services for post-adjudicated youth in his school design. This type of innovation is of particular interest to me and my colleagues.

While I know drop-out prevention campuses exist in Tarrant County, but I am unaware of a program that provides specific supports to post-adjudicated youth.

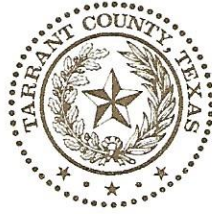
Annually, approximately 2600 youths enter the Tarrant County judicial system. We consistently see around 30% of those reoffend and commit more unlawful acts within the first year of their first offense. I further understand the numbers of youth recidivists returning from time spent at a Texas Juvenile Justice facility are even greater. In 202, the 323<sup>rd</sup> District Court has reduced juvenile recidivism to the lowest numbers since 1991 when we started keeping records, but we are close to reaching a threshold where the court is limited in what we can do and must rely on support and resources in the community.

Because Heritage Public Charter Schools is committed to helping these at-risk youth and lower these numbers in Tarrant County, I am in support of their charter school application and hope to see their school available to Tarrant County youth for the 2023-2024 school year.

Sincerely,

Alex Kim

Judge 323- Tarrant County District Court



## MARY TOM CURNUTT

JUSTICE OF THE PEACE, PCT, 2

700 E. ABRAM, STE. 200  
ARLINGTON, TEXAS 76010  
(817) 548-3925

Hon. Mike Morath, Commissioner  
Texas Education Agency  
William B. Travis Building  
1701 N. Congress Avenue  
Austin, TX 78701

November 27, 2021

Dear Commissioner Morath,

As the Tarrant County Precinct 2 Justice Court Judge in Arlington Texas for the past 8 years, I preside over a Court that processes approximately 15,000 cases a year while handling more civil lawsuits than any other court in Tarrant County and most other Texas counties.

In addition to civil lawsuits, the Precinct 2 JP Court handles failure to attend school cases for the Arlington Independent School District (AISD), as well as some neighboring districts.

I am a fifth generation Arlington resident with a long family history of community service; attended AISD schools; have volunteered in many roles within AISD, including service as president of the Arlington Education Foundation. I support and expect to continue to support AISD; yet, I also see a huge benefit in offering public-school choice options in Arlington, especially when the community need clearly exist.

Bryndan Wright, with Heritage Public Charter Schools (HPCS), recently contacted me with his plan to apply with TEA for a dropout prevention public charter school to serve at-risk Arlington students. Particularly I saw value in the plan to offer flexible schedules and unique programming not currently available in Arlington, allowing us who work with at-risk youth, as well as students and parents, additional school options.

For these reasons I support HPCS's application to establish this new campus in Arlington and I see it as a much-needed additional resource to help us to win our battle to keep Arlington youth in school and graduating with a high school diploma or from a Texas Certificate of High School Equivalency program.

Respectfully,

Mary Tom Cravens Curnutt

# ATTACHMENT E4

## Statement of Impact Notifications

The Statement of Impact Notification is the formal opportunity for superintendents and board presidents of traditional school districts to document any impact the proposed charter school might have on the traditional district. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents or elected officials respond to the Statement of Impact Notifications.

Applicants must send the following Statement of Impact Notification: the Statement of Impact Cover Letter, Statement of Impact Form, and the Application Profile Page to the individuals below.

**Each superintendent and the board of trustees** of each traditional school district from which the proposed charter school intends to draw students;

**Each member of the Texas State Legislature** who represents the geographic area(s) to be served by the proposed charter school; and

**Each Texas State Board of Education member** who represents the geographic area(s) to be served by the proposed charter school.

Applicants must also provide certified mail return receipt cards (green cards) showing the dates the Statement of Impact Notifications were received.

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

The mailing address must include **(in legible print)** the name of the school district or representative to which the information was sent.

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

**Insert material behind this page.**

Also include this cover page with submission.

**GENERATION TWENTY-SEVEN  
OPEN-ENROLLMENT CHARTER APPLICATION**

Statement of Impact Form

**Purpose of this form:** The sponsoring entity identified on the cover letter is submitting an application to the commissioner of education for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. As required in Texas Education Code §12.1101, this form must be sent to the superintendent and the board of trustees of each traditional district from which the proposed school intends to draw students, and to each member of the legislature that represents the geographic area to be served by the proposed school.

A school district **may** submit this form to provide the commissioner with information relating to any financial difficulty that a loss in enrollment may have on the district or open-enrollment charter school, and any other information that a district wishes to share with the commissioner. For more information about the proposed charter, please contact the sponsoring entity.

**Instructions:** Should you choose, to respond, return the completed form  
no later than Friday, March 4, 2022 to:  
**[charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)**

**Note:** See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School: \_\_\_\_\_

Physical Address or General Location of Proposed Charter School: \_\_\_\_\_

*Check the appropriate response below:*

- The proposed open-enrollment charter school is **not** expected to adversely impact the district to a significant degree.
- The proposed open-enrollment charter school **is** expected to have a major impact on the district in the following manner:

*(Describe the impact in the space below **and/or** attach any supporting documentation.)*

\_\_\_\_\_  
District Name

\_\_\_\_\_  
County-District Identification Number

\_\_\_\_\_  
District Address

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Signature of Board President

\_\_\_\_\_  
Print Superintendent's Name

\_\_\_\_\_  
Print Board President's Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Phone Number

Date

Name of Sponsoring Entity

Address

City, State, Zip Code

Dear Sir:

This letter is to inform you that **[name of sponsoring entity]** intends to submit an application to the Texas Education Agency in response to the Generation Twenty-Seven Open-Enrollment charter school application process. Statutory guidelines require that applicants send the enclosed *Statement of Impact* form and a copy of the completed *Applicant Profile Page* to each district that may be affected by the proposed charter school. Your district is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's boundary. The proposed charter school's designated geographic boundary will include the following districts: **[list each district]**. {If the proposed charter school will have primary and secondary geographic boundaries, the following sentence should also be included: "In addition, the proposed charter school will have a secondary geographic boundary whereby it may admit students residing outside of the primary geographic boundary once all eligible applicants residing within the primary geographic boundary have submitted a timely application and been enrolled. The secondary geographic boundary will only include the following districts: **[List each district.]"**}

The attached *Statement of Impact* form provides a district with an opportunity to inform the commissioner of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms may be returned to:

Texas Education Agency  
Attention: The New Schools Team  
charterapplication@tea.texas.gov

Forms must be received no later than **Friday, March 4, 2022**, for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration at 512 463-9575 or visit <https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-schools>. Our application will be available on the Texas Education Agency Charter School webpage on (or around) January 28, 2022.

If you would like a complete application prior to that date, please contact **[Insert name of sponsoring entity]** at **[Insert phone number.]**

Sincerely,

CEO of Sponsoring Entity

Enclosures: Statement of Impact Form  
Application Profile Page

11-09-21

Heritage Public Charter Schools  
1410 Merion Drive  
Mansfield, TX 76063

Dear Sir or Madam:

This Letter is to inform you that Heritage Public Charter Schools intends to submit an application to the Texas Education Agency in response to the Generation Twenty-Seven Open -Enrollment charter school application process. Statutory guidelines require that applicants send the enclosed Statement of Impact form and a copy of the completed Applicant Profile Page to each district that may be affected by the proposed charter school. Your district is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's boundary. The proposed charter school's designated geographic boundary will include the following districts:

Grand Prairie, Duncanville, Cedar Hill, Irving, Arlington, Mansfield, Fort Worth, Kennedale, Everman.

The attached Statement of Impact form provides a district with an opportunity to inform the commissioner of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms may be returned to:

Texas Education Agency

Attention: The New Schools Team

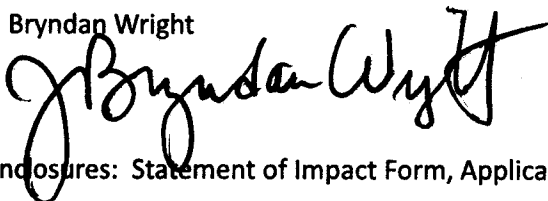
[charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)

Forms must be received no later than Friday, March 4, 2022, for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration at 512-463-9575 or visit <https://tea.texas.gov/texas-schools-charter-schools/charter/schools>. Our application will be available on the Texas Education Agency Charter School webpage on (or around) January 28, 2022.

If you would like a complete application prior to that date, please contact New Heritage Academy at 682-386-1112.

Sincerely,

J. Bryndan Wright



Enclosures: Statement of Impact Form, Application Profile Page

**GENERATION TWENTY-SEVEN  
OPEN-ENROLLMENT CHARTER APPLICATION**

Statement of Impact Form

**Purpose of this form:** The sponsoring entity identified on the cover letter is submitting an application to the commissioner of education for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. As required in Texas Education Code §12.1101, this form must be sent to the superintendent and the board of trustees of each traditional district from which the proposed school intends to draw students, and to each member of the legislature that represents the geographic area to be served by the proposed school.

A school district **may** submit this form to provide the commissioner with information relating to any financial difficulty that a loss in enrollment may have on the district or open-enrollment charter school, and any other information that a district wishes to share with the commissioner. For more information about the proposed charter, please contact the sponsoring entity.

**Instructions:** Should you choose, to respond, return the completed form  
no later than Friday, March 4, 2022 to:  
**charterapplication@tea.texas.gov**

**Note:** See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School: New Heritage Academy

Physical Address or General Location of Proposed Charter School: 76010

*Check the appropriate response below:*

- The proposed open-enrollment charter school is **not** expected to adversely impact the district to a significant degree.
- The proposed open-enrollment charter school **is** expected to have a major impact on the district in the following manner:

*(Describe the impact in the space below **and/or** attach any supporting documentation.)*

\_\_\_\_\_  
District Name

\_\_\_\_\_  
County-District Identification Number

\_\_\_\_\_  
District Address

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Signature of Board President

\_\_\_\_\_  
Print Superintendent's Name

\_\_\_\_\_  
Print Board President's Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Phone Number

# Charter School Impact Notification

2 messages

Submitted during cure period.

Bryndan Wright [REDACTED]

Mon, Jan 10, 2022 at 5:51 PM

To: stepanie.klick@house.texas.gov, matt.krause@house.texas.gov, jasmine.crockett@house.texas.gov, chris.turner@house.texas.gov, district16.johnson@senate.texas.gov, jane.nelson@senate.texas.gov, [REDACTED]

All:

This email is to inform you that Heritage Public Charter Schools (HPCS) submitted an application on December 7, 2021 to the Texas Education Agency in response to the Generation Twenty-Seven Open-Enrollment charter school request for proposals. The proposed charter school name is New Heritage Academy. The Board Members of HPCS held a public hearing on November 22, 2021 via Zoom. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from 9<sup>th</sup> through 12<sup>th</sup> grades and serve the Arlington area and other surrounding communities. As a reminder, HPCS **has not been awarded a charter**. The application for **New Heritage Academy** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2022.

If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov).

Sincerely,

J.B. Wright

CEO of Heritage Public Charter Schools

# Charter School Impact Notification

1 message

Submitted during cure period.

Bryndan Wright

To: [stephanie.klick@house.texas.gov](mailto:stephanie.klick@house.texas.gov)

Mon, Jan 10, 2022 at 6:02 PM

Dear Rep. Klick:

This email is to inform you that Heritage Public Charter Schools (HPCS) submitted an application on December 7, 2021 to the Texas Education Agency in response to the Generation Twenty-Seven Open-Enrollment charter school request for proposals. The proposed charter school name is New Heritage Academy. The Board Members of HPCS held a public hearing on November 22, 2021 via Zoom. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from 9<sup>th</sup> through 12<sup>th</sup> grades and serve the Arlington area and other surrounding communities. As a reminder, HPCS **has not been awarded a charter**. The application for **New Heritage Academy** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2022.

If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov).

Sincerely,

J.B. Wright

CEO of Heritage Public Charter Schools

# APPLICATION PROFILE

## New Heritage Academy

NAME OF PROPOSED CHARTER SCHOOL

**Heritage Public Charter Schools**

NAME OF SPONSORING ENTITY

The sponsoring entity is a:  501(c)(3) Nonprofit Organization  Governmental Entity  College or University

NEW OPERATOR

EXPERIENCED OPERATOR

**SCHOOL MODEL:** Alternate/Credit Recovery

**I. CONTACT INFORMATION**

Contact Name:

Mailing Address:

Email Address:

Phone Number:

**IV. ENROLLMENT BOUNDARY & FACILITIES**

Number of Total Campuses Requested:

Anticipated District for Each Campus in Year 1:

Address for Each Campus [If Known] or Anticipated Zip Code for Each Campus in Year 1:

**II. GOVERNANCE/LEADERSHIP**

Chairperson of the School Governing Board:

Chief Executive Officer/Superintendent (if known):

**V. STUDENT : TEACHER RATIO**

By Grade Level:

**III. CHARTER MANAGEMENT ORGANIZATION [CMO]**

Organization Name:

States within the CMO Portfolio (use state abbreviations):

**VI. FISCAL YEAR**

Sponsoring Entity:

Charter School:

**VII. ENROLLMENT PROJECTIONS**

State the estimated enrollment and check all grade levels to be served for each school year. By Year 3, at least one grade in which state assessments are administered must be offered.

	EE3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12
Year 1												48	60	90	42
Year 2												48	60	90	42
Year 3												96	120	180	84
Year 4												96	120	180	84
Year 5												96	120	180	84
At Capacity												96	120	180	84

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-Seven Open-Enrollment Charter Application Subchapter D Instructions and Guidance document.

**Bryndan Wright**

Digitally signed by Bryndan Wright  
Date: 2021.11.09 16:50:31 -06'00'

Electronic Signature of the Chair of the Sponsoring Entity

7019 1120 0001 7529 9846

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11/10/2021

Sent To: Dr. Marcelo Cavazos, Superintendent  
Street and Apt. No., or PO Box No.: TW Courts Admin Bldg, 1203 W Pioneer  
City, State, ZIP+4®: Arlington TX 76013

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

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Total Postage and Fees \$4.91

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11/10/2021

Sent To: Keela Mays, Board President  
Street and Apt. No., or PO Box No.: P.O. Box 150273  
City, State, ZIP+4®: Arlington TX 76015

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

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<input type="checkbox"/> Adult Signature Required	\$0.08
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.16

Total Postage and Fees \$4.91

0063 02

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11/10/2021

Sent To: Senator Brian Birdwell, Dist 22  
Street and Apt. No., or PO Box No.: 900 Austin Ave, Suite 500  
City, State, ZIP+4®: Bedford, TX 76022

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

7019 1120 0001 7529 9961

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<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.16

Total Postage and Fees \$4.91

0063 02

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11/10/2021

Sent To: Tony Tindenholt, District 94  
Street and Apt. No., or PO Box No.: 4381 W. Green Oaks Blvd, Ste 107  
City, State, ZIP+4®: Arlington, TX 76016

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

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<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.16

Total Postage and Fees \$4.91

0063 02

Postmark Here

11/10/2021

Sent To: Jeff Cason, Tx House Dist 92  
Street and Apt. No., or PO Box No.: 7000 Airport Frwy Suite 370  
City, State, ZIP+4®: Bedford, TX 76022

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

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Cedar Hill, TX 75104

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<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.16

Total Postage and Fees \$4.91

Postmark Here 0063 02

11/10/2021

Sent To  
 Dr. Gerald Hudson, Superintendent  
 285 Uptown Blvd, Bldg 300  
 Cedar Hill TX 75104

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<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.16

Total Postage and Fees \$4.91

Postmark Here 0063 02

11/10/2021

Sent To  
 Robert Riggs, Board President  
 285 Uptown Blvd, Bldg 300  
 Cedar Hill TX 75104

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

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Lancaster, TX 75146

Certified Mail Fee \$3.75

Extra Services & Fees (check box, add fee as appropriate)

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<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.16

Total Postage and Fees \$4.91

Postmark Here 0063 02

11/10/2021

Sent To  
 Carl O. Sherman Dist# 109  
 103 N. Dallas Ave  
 Lancaster TX 75146

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

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**Duncanville, TX 75137**

**OFFICIAL USE**

Certified Mail Fee	\$3.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
<b>Total Postage and Fees</b>	<b>\$4.91</b>	

Postmark Here

11/10/2021

Sent To  
 Dr. Mark Smith, DISD Superintendent  
 Street and Apt. No., or PO Box No.  
 710 S. Cedar Ridge Dr.  
 City, State, ZIP+4®  
 Duncanville, TX 75137

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

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**Duncanville, TX 75137**

**OFFICIAL USE**

Certified Mail Fee	\$3.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
<b>Total Postage and Fees</b>	<b>\$4.91</b>	

Postmark Here

11/10/2021

Sent To  
 Janice Savage-Martin, President  
 Street and Apt. No., or PO Box No.  
 710 S. Cedar Ridge Dr.  
 City, State, ZIP+4®  
 Duncanville TX 75137

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

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**Dallas, TX 75232**

**OFFICIAL USE**

Certified Mail Fee	\$3.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
<b>Total Postage and Fees</b>	<b>\$4.91</b>	

Postmark Here

11/10/2021

Sent To  
 Rep. Yvonne Davis, Dist# 111  
 Street and Apt. No., or PO Box No.  
 5787 S. Hampton Rd, Suite 447  
 City, State, ZIP+4®  
 Dallas, TX 75232

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

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**Austin, TX 78768**

**OFFICIAL USE**

Certified Mail Fee	\$3.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
<b>Total Postage and Fees</b>	<b>\$4.91</b>	

Postmark Here

11/10/2021

Sent To  
 Rep. Brian Harrison, Dist# 10  
 Street and Apt. No., or PO Box No.  
 Room E1.208, PO Box 2910  
 City, State, ZIP+4®  
 Austin, TX 78768

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

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**Dallas, TX 75232**

**OFFICIAL USE**

Certified Mail Fee	\$3.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
<b>Total Postage and Fees</b>	<b>\$4.91</b>	

Postmark Here

NOV 17 2021

Sent To  
 Senator Royce West  
 Street and Apt. No., or PO Box No.  
 5787 S. Hampton Rd, Ste 385  
 City, State, ZIP+4®  
 Dallas TX 75232

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

Everman ISD

7019 1120 0001 7529 8896

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Fort Worth, TX 76140

**OFFICIAL USE**

Certified Mail Fee	\$3.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
Total Postage and Fees	\$4.91	

Postmark Here  
 11/10/2021

Sent To  
 Street and Apt. No., or PO Box No.  
 Dr. Felicia Reynolds, Superintendent  
 1520 Everman Parkway  
 Everman TX 76140  
 City, State, ZIP+4®

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

7019 1120 0001 7529 8902

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Fort Worth, TX 76140

**OFFICIAL USE**

Certified Mail Fee	\$3.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
Total Postage and Fees	\$4.91	

Postmark Here  
 11/10/2021

Sent To  
 Street and Apt. No., or PO Box No.  
 Gary Balch, Board President  
 1520 Everman Parkway  
 Everman TX 76140  
 City, State, ZIP+4®

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

7019 1120 0001 7529 9954

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Fort Worth, TX 76104

**OFFICIAL USE**

Certified Mail Fee	\$3.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
Total Postage and Fees	\$4.91	

Postmark Here  
 11/10/2021

Sent To  
 Street and Apt. No., or PO Box No.  
 Nicole Collier, District 95  
 101 S. Jennings, Suite 103A  
 Fort Worth TX 76104  
 City, State, ZIP+4®

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

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**OFFICIAL USE**  
Fort Worth TX 76107

Certified Mail Fee	\$3.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
<b>Total Postage and Fees</b>	<b>\$4.91</b>	

Postmark Here  
NOV 10 2021  
USPS-76063

Sent To  
Dr. Kent Schmitt, Superintendent  
Street and Apt. No., or PO Box No.  
100 N. University Drive  
City, State, ZIP+4®  
Fort Worth TX 76107

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

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**OFFICIAL USE**  
Fort Worth TX 76107

Certified Mail Fee	\$3.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
<b>Total Postage and Fees</b>	<b>\$4.91</b>	

Postmark Here  
NOV 10 2021  
USPS-76063

Sent To  
Tobi Jackson, Board President  
Street and Apt. No., or PO Box No.  
100 N. University Drive  
City, State, ZIP+4®  
Fort Worth TX 76107

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**OFFICIAL USE**  
Fort Worth TX 76135

Certified Mail Fee	\$3.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
<b>Total Postage and Fees</b>	<b>\$4.91</b>	

Postmark Here  
NOV 10 2021  
USPS-76063

Sent To  
Charlie Geren, District 99  
Street and Apt. No., or PO Box No.  
6713 Telephone Rd, Ste 301  
City, State, ZIP+4®  
Lake Worth TX 76135

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**OFFICIAL USE**  
Fort Worth TX 76109

Certified Mail Fee	\$3.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
<b>Total Postage and Fees</b>	<b>\$4.91</b>	

Postmark Here  
NOV 10 2021

Sent To  
Craig Goldman, District 97  
Street and Apt. No., or PO Box No.  
4521 S. Hulen St., Suite 208  
City, State, ZIP+4®  
Fort Worth TX 76109

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**OFFICIAL USE**  
Fort Worth TX 76111

Certified Mail Fee	\$3.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
<b>Total Postage and Fees</b>	<b>\$4.91</b>	

Postmark Here  
NOV 10 2021  
USPS

Sent To  
Ramon Romero Jr, District 90  
Street and Apt. No., or PO Box No.  
3663 Airport Frwy, Ste 102  
City, State, ZIP+4®  
Fort Worth TX 76111

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

Grand Prairie ISD

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**Grand Prairie, TX 75052**

**OFFICIAL USE**

Certified Mail Fee \$3.75  
 Extra Services & Fees (check box, add fee as appropriate)  
 Return Receipt (hardcopy) \$0.00  
 Return Receipt (electronic) \$0.00  
 Certified Mail Restricted Delivery \$0.00  
 Adult Signature Required \$0.00  
 Adult Signature Restricted Delivery \$0.00

Postage \$1.16  
**Total Postage and Fees \$4.91**

0063 02  
 Postmark Here  
 11/10/2021

Sent To: Linda Ellis, ISD Superintendent  
 Street and Apt. No. or PO Box No.: 2602 South Belt Line Road  
 City, State, ZIP+4®: Grand Prairie TX 75052

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

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**Grand Prairie, TX 75052**

**OFFICIAL USE**

Certified Mail Fee \$3.75  
 Extra Services & Fees (check box, add fee as appropriate)  
 Return Receipt (hardcopy) \$0.00  
 Return Receipt (electronic) \$0.00  
 Certified Mail Restricted Delivery \$0.00  
 Adult Signature Required \$0.00  
 Adult Signature Restricted Delivery \$0.00

Postage \$1.16  
**Total Postage and Fees \$4.91**

0063 02  
 Postmark Here  
 11/10/2021

Sent To: Gloria Carrillo, Board President  
 Street and Apt. No. or PO Box No.: 2602 South Belt Line Rd  
 City, State, ZIP+4®: Grand Prairie TX 75052

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**Dallas, TX 75208**

**OFFICIAL USE**

Certified Mail Fee \$3.75  
 Extra Services & Fees (check box, add fee as appropriate)  
 Return Receipt (hardcopy) \$0.00  
 Return Receipt (electronic) \$0.00  
 Certified Mail Restricted Delivery \$0.00  
 Adult Signature Required \$0.00  
 Adult Signature Restricted Delivery \$0.00

Postage \$1.16  
**Total Postage and Fees \$4.91**

0063 02  
 Postmark Here  
 11/10/2021

Sent To: Rep. Jessica Gonzalez Dist # 104  
 Street and Apt. No. or PO Box No.: 400 South Zang Blvd, Suite 1214  
 City, State, ZIP+4®: Dallas TX 75208

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

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**North Richland Hills, TX 76182**

**OFFICIAL USE**

Certified Mail Fee \$3.75  
 Extra Services & Fees (check box, add fee as appropriate)  
 Return Receipt (hardcopy) \$0.00  
 Return Receipt (electronic) \$0.00  
 Certified Mail Restricted Delivery \$0.00  
 Adult Signature Required \$0.00  
 Adult Signature Restricted Delivery \$0.00

Postage \$1.16  
**Total Postage and Fees \$4.91**

0063 02  
 Postmark Here  
 11/10/2021

Sent To: Senator Kelly Hancock, Dist 9  
 Street and Apt. No. or PO Box No.: 9121 Belshire Dr, Suite 200  
 City, State, ZIP+4®: North Richland Hills, TX 76182

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

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Irving, TX 75062

**OFFICIAL USE**

Certified Mail Fee	\$3.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
<b>Total Postage and Fees</b>	<b>\$4.91</b>	

Postmark Here

11/10/2021

Sent To: Magda Hernández, Superintendent  
Street and Apt. No., or PO Box No. 2621 W. Airport Freeway  
City, State, ZIP+4® Irving TX 75062

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

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Irving, TX 75062

**OFFICIAL USE**

Certified Mail Fee	\$3.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
<b>Total Postage and Fees</b>	<b>\$4.91</b>	

Postmark Here

11/10/2021

Sent To: Randy Randle, Board President  
Street and Apt. No., or PO Box No. 2621 W. Airport Freeway  
City, State, ZIP+4® Irving TX 75062

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

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Irving, TX 75061

**OFFICIAL USE**

Certified Mail Fee	\$3.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
<b>Total Postage and Fees</b>	<b>\$4.91</b>	

Postmark Here

11/10/2021

Sent To: Rep. Terry Meza, Dist. # 105  
Street and Apt. No., or PO Box No. 613 N. O'Connor Rd Suite #30  
City, State, ZIP+4® Irving TX 75061

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

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Dallas, TX 75247

**OFFICIAL USE**

Certified Mail Fee	\$3.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
<b>Total Postage and Fees</b>	<b>\$4.91</b>	

Postmark Here

11/10/2021

Sent To: Rafael Anchia, District 103  
Street and Apt. No., or PO Box No. 1111 W. Mockingbird Ln, Ste 1010  
City, State, ZIP+4® Dallas TX 75247

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

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For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Austin, TX 78768

**OFFICIAL USE**

Certified Mail Fee	\$6.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
<b>Total Postage and Fees</b>	<b>\$7.91</b>	

Postmark Here

11/10/2021

Sent To: Julie Johnson, District 115  
Street and Apt. No., or PO Box No. Rm E2.804, PO Box 2910  
City, State, ZIP+4® Austin, TX 78768

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

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For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Dallas, TX 75251

**OFFICIAL USE**

Certified Mail Fee	\$3.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
<b>Total Postage and Fees</b>	<b>\$4.91</b>	

Postmark Here

11/10/2021

Sent To: Senator Nathan Johnson Dist. 16  
Street and Apt. No., or PO Box No. Merit Tower, 12222 Merit Dr, Ste 1010  
City, State, ZIP+4® Dallas TX 75251

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

Kennedale ISD

7019 1120 0001 7529 9862

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For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.  
 Kennedale, TX 76060

**OFFICIAL USE**

Certified Mail Fee	\$3.75	0063
\$	\$0.00	02
Extra Services & Fees (check box, add fee as appropriate)		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
Total Postage and Fees	\$4.91	

Postmark Here  
 11/10/2021

Sent To  
 Chad Gee, KISD Superintendent  
 Street and Apt. No., or PO Box No.  
 120 W. Kennedale Parkway  
 City, State, ZIP+4®  
 Kennedale, TX 76060

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

7019 1120 0001 7529 9855

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 Kennedale, TX 76060

**OFFICIAL USE**

Certified Mail Fee	\$3.75	0063
\$	\$0.00	02
Extra Services & Fees (check box, add fee as appropriate)		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
Total Postage and Fees	\$4.91	

Postmark Here  
 11/10/2021

Sent To  
 John Clark, Board President  
 Street and Apt. No., or PO Box No.  
 120 W. Kennedale Parkway  
 City, State, ZIP+4®  
 Kennedale TX 76060

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

7019 1120 0001 7529 9800

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For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.  
 Fort Worth, TX 76102

**OFFICIAL USE**

Certified Mail Fee	\$3.75	0063
\$	\$0.00	02
Extra Services & Fees (check box, add fee as appropriate)		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
Total Postage and Fees	\$4.91	

Postmark Here  
 11/10/2021

Sent To  
 Senator Bever Crabbell, Dist #10  
 Street and Apt. No., or PO Box No.  
 1424 Summit Ave, Ste 101  
 City, State, ZIP+4®  
 Fort Worth tx 76102

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

7019 1120 0001 7529 9787

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Mansfield, TX 76063

**OFFICIAL USE**

Certified Mail Fee	\$3.75	0063
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	02
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.16	
Total Postage and Fees	\$4.91	

Postmark Here  
11/10/2021

Sent To  
Michelle Newsum, Board President  
205 East Broad St.  
Mansfield TX 76063

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Postage \$0.58

Total Postage and Fees \$6.18

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Postage \$0.58

Total Postage and Fees \$6.18

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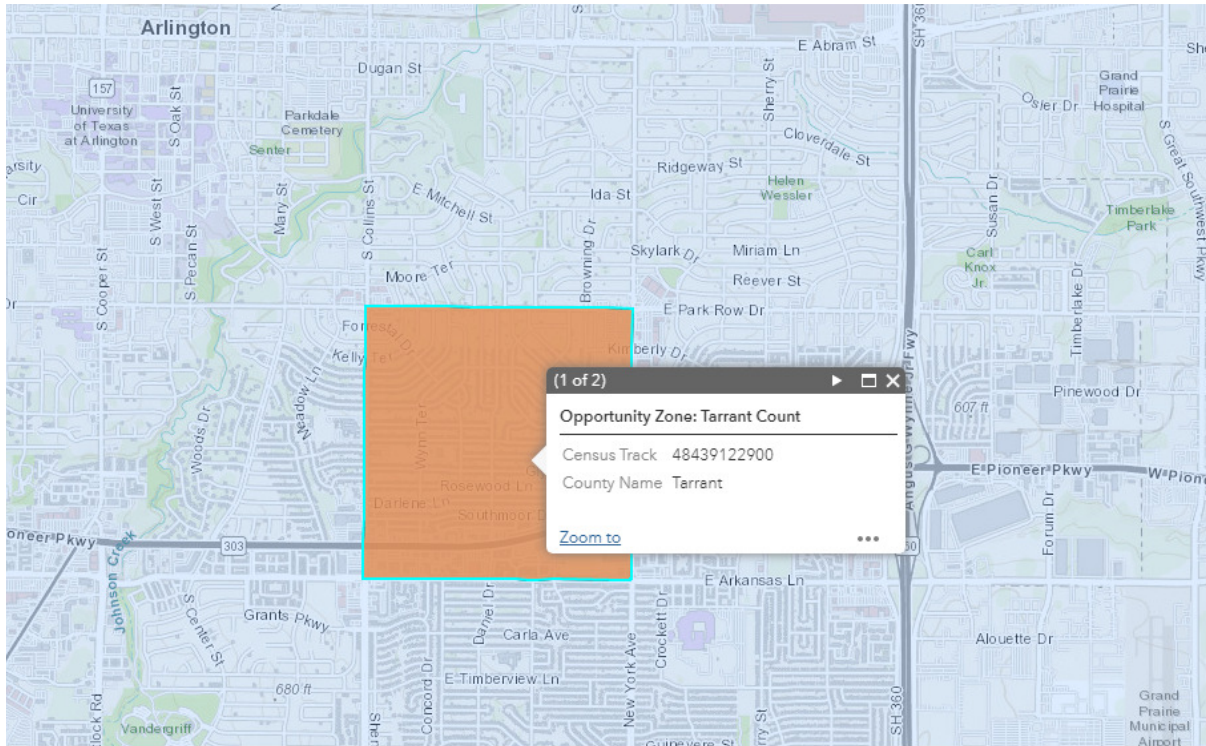
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**125 E. DAWN**  
City, State, ZIP+4®  
**ROBINSON, TX 76706**

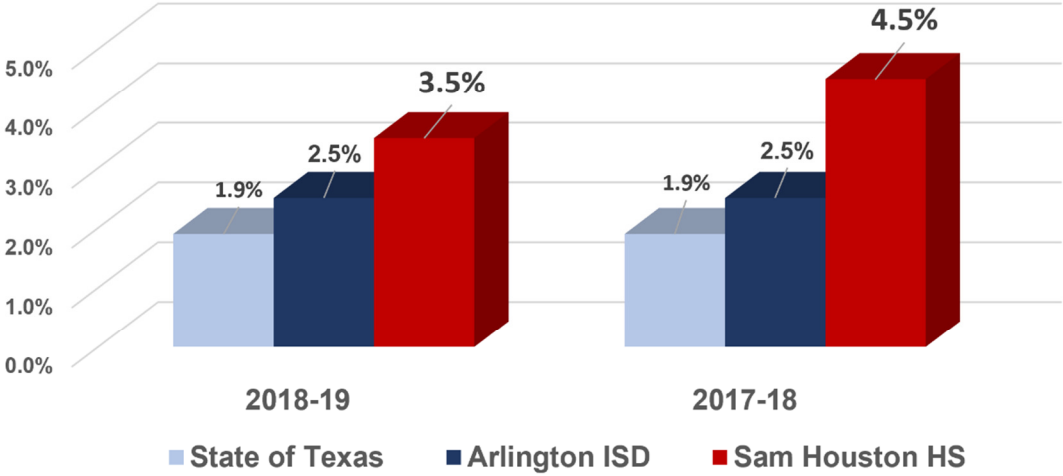
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Proposed location of New Heritage Academy Open Enrollment Charter School  
Tarrant County Qualified Opportunity Zone Tract 48439122900



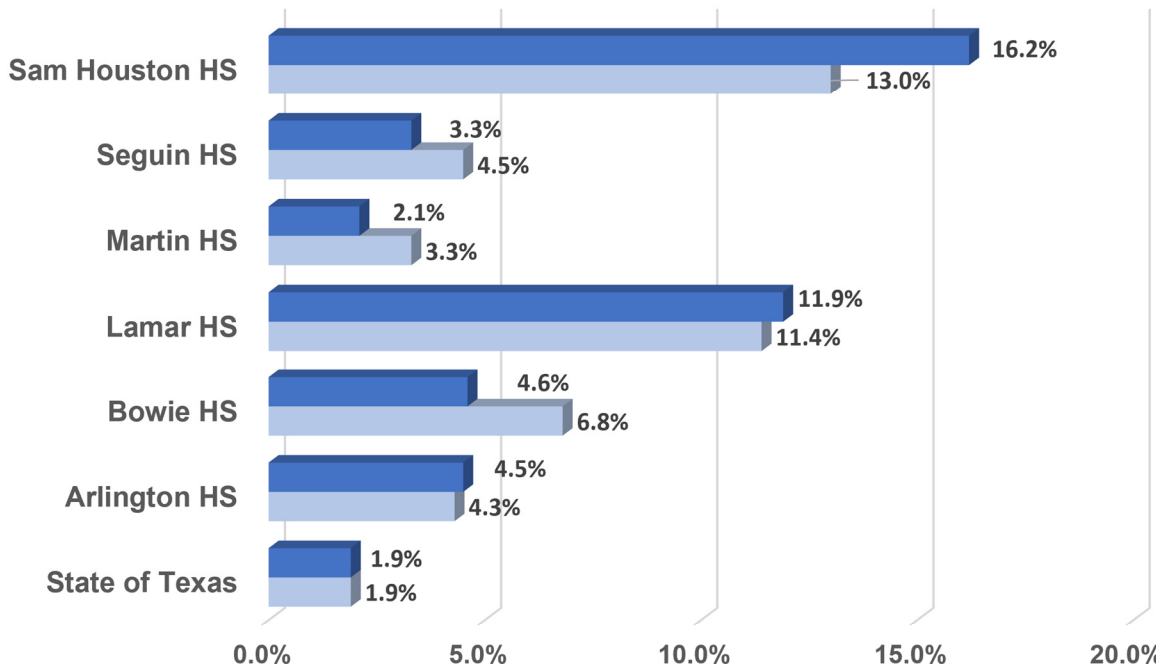
<https://tea-texas.maps.arcgis.com/apps/webappviewer/index.html?id=8fec1d2169614f1ea676bc790091eb27> 11/9/2021

### Sam Houston High School Annual Dropout Rates



Data from Texas Academic Performance Report, Campus Attendance, Graduation, and Dropout Rates 2017-2020

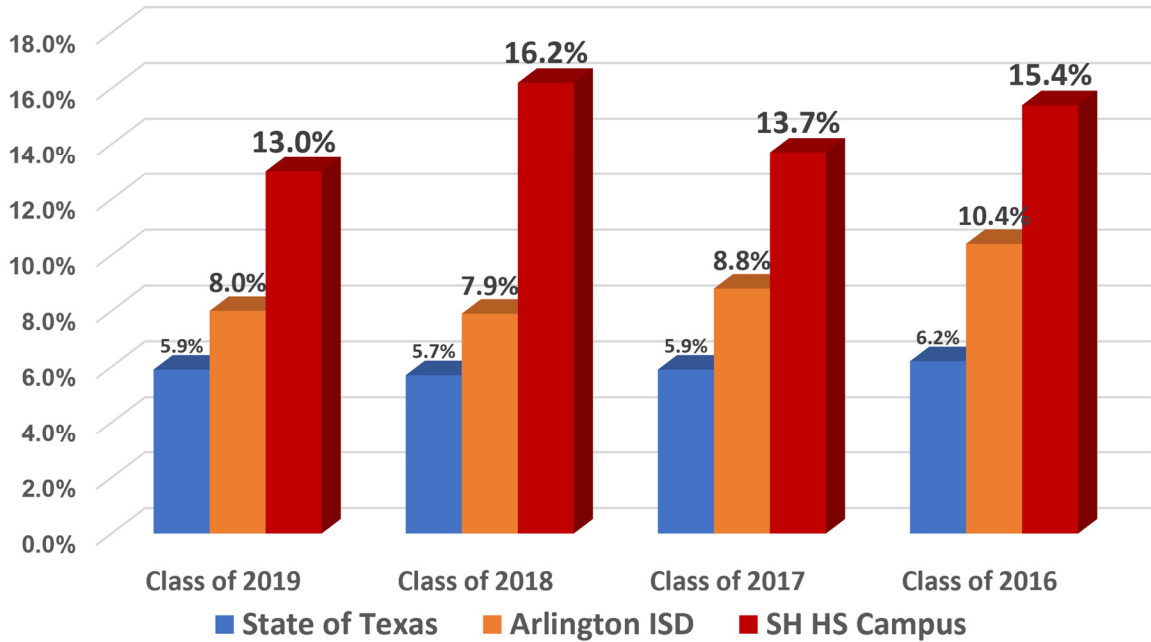
### Arlington ISD High Schools 4-Year Longitudinal Dropout Rates



	State of Texas	Arlington HS	Bowie HS	Lamar HS	Martin HS	Seguin HS	Sam Houston HS
■ Class of 2018	1.9%	4.5%	4.6%	11.9%	2.1%	3.3%	16.2%
■ Class of 2019	1.9%	4.3%	6.8%	11.4%	3.3%	4.5%	13.0%

Data from Texas Academic Performance Report, Campus Attendance, Graduation, and Dropout Rates 2017-2020

### Sam Houston High School 4-Year Longitudinal Drop Out Rates (Gr 9-12)



Data from Texas Academic Performance Report, Campus Attendance, Graduation, and Dropout Rates 2017-2020

# ATTACHMENT SD1

## 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).

**Core Content Area Provided:**

**Grades:**

Insert material behind this page.

Also include this cover page with submission.

Biology is built to the Texas Essential Knowledge and Skills (TEKS) Biology Standards and Benchmarks. The course focuses on mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

This course is built to the TEKS Biology Standards and Benchmarks.

Length: Two semesters

## UNIT 1: INTRODUCTION TO BIOLOGY

- Lesson 1: Biology as Science
- Lesson 2: Connections in Biology
- Lesson 3: Doing Science: Introduction to Biology
- Lesson 4: Introduction to Biology Wrap-Up

## UNIT 2: THE CHEMISTRY OF BIOLOGY

- Lesson 1: Chemistry of Life
- Lesson 2: Carbohydrates, Lipids, and Nucleic Acids
- Lesson 3: Proteins, Enzymes, and Water
- Lesson 4: Doing Science: The Chemistry of Biology
- Lesson 5: The Chemistry of Biology Wrap-Up

## UNIT 3: CELLS

- Lesson 1: Cell Structure
- Lesson 2: Cell Membrane
- Lesson 3: Cell Differentiation
- Lesson 4: Doing Science: Cells
- Lesson 5: Cells Wrap-Up

## UNIT 4: TRANSFER OF ENERGY AND MATTER

- Lesson 1: Photosynthesis
- Lesson 2: Cellular Respiration
- Lesson 3: Matter and Energy
- Lesson 4: Doing Science: Energy Transfer
- Lesson 5: Energy Transfer Wrap-Up

## UNIT 5: EARTH'S RESOURCES

- Lesson 1: Biogeochemical Cycles
- Lesson 2: A Changing Earth
- Lesson 3: Solutions for the Future
- Lesson 4: Doing Science: Earth's Resources
- Lesson 5: Earth's Resources Wrap-Up

## **UNIT 6: SEMESTER 1 REVIEW AND EXAM**

- Lesson 1: Semester 1 Review and Exam

## **UNIT 7: DNA AND HEREDITY**

- Lesson 1: The Code of Life
- Lesson 2: Passing On Traits
- Lesson 3: Mendelian Genetics
- Lesson 4: Doing Science: DNA and Heredity
- Lesson 5: DNA and Heredity Wrap-Up

## **UNIT 8: DNA TO PROTEIN**

- Lesson 1: Structure of Genetic Material
- Lesson 2: From DNA to Protein
- Lesson 3: Changes to DNA
- Lesson 4: Doing Science: DNA to Protein
- Lesson 5: DNA to Protein Wrap-Up

## **UNIT 9: ECOSYSTEMS AND NATURAL SELECTION**

- Lesson 1: Ecosystems
- Lesson 2: Populations
- Lesson 3: Adaptation and Natural Selection
- Lesson 4: Doing Science: Ecosystems and Natural Selection
- Lesson 5: Ecosystems and Natural Selection Wrap-Up

## **UNIT 10: EVOLUTION AND CLASSIFICATION**

- Lesson 1: Evolution
- Lesson 2: Classification
- Lesson 3: Diversity of Life
- Lesson 4: Doing Science: Evolution and Classification
- Lesson 5: Evolution and Classification Wrap-Up

## **UNIT 11: HUMAN BIOLOGY**

- Lesson 1: Structure of the Body
- Lesson 2: Fuel, Defense, and Signaling
- Lesson 3: Reproduction and Development
- Lesson 4: Doing Science: Human Biology
- Lesson 5: Human Biology Wrap-Up

## **UNIT 12: SEMESTER 2 REVIEW AND EXAM**

- Lesson 1: Semester 2 Review and Exam

# ATTACHMENT SD2

## Discipline Policy

Provide the school's proposed discipline policy.

Insert material behind this page.

Also include this cover page with submission.

### New Heritage Academy Discipline Policy:

New Heritage Academy is a community, and that its norms and standards constitute community law. Everyone in the school community who enjoys the privileges of citizenship must also accept the responsibilities. Understanding and fulfilling those obligations in school is critical to gaining a solid education that will help students succeed now and in the future.

Faculty and staff work together to keep schools and classrooms safe and productive. Disrupting the learning environment, hindering the faculty's capacity to educate, or interfering with other students' rights to study is prohibited. Students must respect the authority of any academic or staff member, and staff in turn must respect students.

Rules and Expectations apply when:

- 1) On school grounds, classrooms, halls, bathrooms, parking lot, etc.
- 2) During, before, and after school hours, while reasonably close to school grounds;
- 3) On school grounds when a school group is in session.
- 4) Off-campus school activity or event

### School Detention:

When a student's behavior is disruptive, or other acceptable behavior, they may be assigned to detention.

The following process is used:

- 1). Within 24 hours after the conduct, a time will be set aside.
- 2). Staff will make every effort to notify a parent or guardian of the behavior and consequences.
- 3). Detention may begin no sooner than 30 minutes before school and no later than 30 minutes after school.

If the student misses this detention, a second detention may be added. Contact with a parent will also be made.

NO SHOW FOR SECOND DETENTION WILL RESULT IN AN OFFICE REFERRAL

Disciplinary Action:

If a student's choices result in a behavior referral, the student's parent/guardian will be contacted. Repeated poor choices will result in a progression of consequences. One or more of the following consequences could be assigned for a behavior referral:

- 1). Additional Detention
- 2). Short term suspension
- 3). Long term suspension
- 4). Emergency Expulsion

(Policy Adapted from Lincoln Alternative HS)

# ATTACHMENT G1

## Organizational Bylaws

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

**Bylaws may be submitted in their original font.**

Insert material behind this page.

Also include this cover page with submission.

# **Heritage Public Charter Schools**

A Texas Non-Profit Corporation

## **BYLAWS**

### **Article I Name**

1.01 The name of the Organization shall be Heritage Public Charter Schools, (HPCS)

### **Article II Purpose**

2.01 HPSC is organized exclusively for the educational and charitable purposes under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

2.02 The purpose is to advance public education in the Dallas / Fort Worth, Texas area by managing and operating a Public Charter School (the School) in Arlington, Texas which will provide public school choice, challenge students academically, and prepare students to be successful in college and life.

### **Article III Membership**

3.01 The corporation shall have no members who have any right to vote or title or interest in or to the corporation, its properties and franchises.

### **Article IV Board of Directors**

4.01 General Authority. There shall be a Board of Directors of the Organization, which shall manage, supervise and control the business, property, and affairs of the Organization. The Board of Directors shall be vested with the powers to appoint and remunerate agents and employees, to disburse the funds of the Organization, and to adopt such rules and regulations for the conduct of its business, responsibilities and authorities as shall be deemed advisable, insofar as such delegation of authority is not inconsistent with or repugnant to the Articles of Incorporation of HPCS in their present form or as they may be amended, or to these Bylaws, or to any applicable law.

4.02 Membership. The Board of Directors will consist of no fewer than three (3) persons. A parent of a student enrolled in The School maybe selected for Board Membership. A majority of the Board must be qualified voters. 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.

4.03 Removal. Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the Chairman. Any Director except the Chairman may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors, if before any meeting of the Board at which a vote on removal will be made, the Board Member in question is given electronic or written notification of the Board's intention to discuss her/his case and is given the opportunity to be heard at the meeting of the Board. The Chairman of the Board may only be removed for cause:

- (a) violation of these Bylaws,
- (b) engaging in any conduct prejudicial to the best interest of HPCS or its students,
- (c) for violation of any Regulation or Statue regarding the granting of and operation of a Public School Charter by the State of Texas,
- (d) for actions prohibited in the operation of a non-profit corporation under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future Federal tax code.

4.04 Term. The Directors shall serve for three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 4.03 and 4.06 herein and with state law governing qualifications and restrictions on service as a member of a governing body of a Charter Holder or Public Charter School. The term of office shall be considered to begin on September 1 and end August 31 three years later.

4.05 Vacancy. The Chairman of the Board will appoint Directors to fill vacancies in accordance with the Texas Business Organizations Act. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the vacancy. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

4.06 Resignation. Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

4.07 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.

## **Article V Officers**

5.01 Officers. The officers of the Corporation will consist of the Chairman of the Board, a Secretary and a Treasurer and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

5.02 Appointment. The officers of the Corporation will be appointed by the Chairman of the Board of Directors.

5.03 Chairman. The Chairman (Chairman) of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board.

5.04 Treasurer. If required by the Board by written resolution, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board shall determine. He or she shall have charge and custody of and be responsible for all funds and securities of the corporation; receive and give receipts for monies due and payable to the corporation from any source whatsoever, and deposit all such monies in the name of the corporation in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of Article VII of these Bylaws; and perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Chairman or by the Board.

5.05 Secretary. The Secretary shall keep the minutes of the meetings of the Board in one or more books provided for that purpose; give all notices in accordance with the provisions of these Bylaws or as required by law; be custodian of the corporate records and of the seal of the corporation, and affix the seal of the corporation to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with the provisions of these Bylaws; keep a register of the post office address of each Director which shall be furnished to the Secretary by each Director; and, in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Chairman or by the Board.

5.06 Chief Executive Officer of The School. The Board of Directors shall hire a Chief Executive Officer for and to be employed by The School. The Chief Executive Officer shall report to the Board of Directors of the Corporation. The Chief Executive Officer shall be deemed to be a Superintendent of the school as provided by the Texas Education Code. The Chief Executive Officer shall serve under such terms and conditions as the Board determines to be in the best interest of the Corporation and the Charter School, including employment "at will." The Chief Executive Officer shall perform such duties as delegated and assigned by the Corporation's Board, or as required by state law. The Chief Executive Officer selected may be a member of the Board of Directors as may be permitted by state law, but if a member of the Board of Directors, he shall resign such position on the Board immediately upon hiring if required by state law.

5.07 Other Officers. The Board of Directors may create by resolution any other offices as it deems necessary to serve the Corporation and to operate The School and may appoint other individuals to serve as officers or agents of the Corporation, in accordance with state and federal law.

## **Article VI**

### **School Board and Committees**

6.01 Other Designated committees may be established by the Board of Directors to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors from the Board. The Chairman or his designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee may be abolished or any committee member removed for any reason and at any time by the Board of Directors.

6.02 Delegation of powers or duties. The Board of Directors shall not delegate any powers or duties listed in the Texas Administrative Code 19TAC100.1131(B)(13)(c) nor any powers or duties required to remain vested within the Board by Statute or law.

### **Article VII Deposits, Checks, Loans, Contracts**

7.01 Deposits. All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

7.02 Transactions. All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

7.03 Loan or Grant Authority. No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

7.04 Contract Authority. The Chief Executive Officer is expressly authorized by the Board of Directors to enter into contracts or execute and deliver instruments on behalf of the Charter School.

### **Article VIII Contracts with Directors and Officers**

8.01 Insider Dealing. Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless

(a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence,

(b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and

(c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.

8.02 Insider Loans. No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

## **Article IX Indemnification of Directors and Officers**

9.01 Liability. A Director or committee member, except as per section 5.04 of these Bylaws, will not be required to furnish any bond or surety for his services as a Director or committee member, and will not be liable for the act or omission of any other Director.

9.02 Indemnification. Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. Indemnification under this clause is subject to all restrictions imposed by law.

9.03 Insurance. The Board of Directors will have the power to purchase and maintain, at the Corporation's expense, Directors and Officers Insurance on behalf of the Corporation, the Board of Directors, and others.

## **Article X Meetings**

10.01 Regular Meetings. Regular meetings of the Board of Directors will be held as needed to conduct business of the Corporation. Meetings shall be held at a time and location selected by the Board and in accordance with state law. Upon the Corporation's Award of an Public School Charter, meetings shall be conducted in accordance with provisions of the Texas Education 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.

(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 complaint 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.

10.02 Special Meetings. Special meetings of the Board of Directors may be called for any purpose not otherwise prescribed by statute, regulation, grant or loan condition or the Articles of Incorporation, by the Chairman, or by any other Director, to transact any business described in the

call for the special meetings. The notice for a special meeting must be provided in accordance with Article 7.04 herein.

10.03 Annual Meeting. The Annual Meeting of the Board will be held in the month of August or as soon thereafter as practical, at a time and location selected by the Board. The primary purpose of the annual meeting will be to review the performance of the Corporation for the current fiscal year, to plan the operations and activities of the Corporation for the next fiscal year, to elect officers of the Corporation, and to transact any other business as may properly come before the Board of Directors.

10.04 Meetings Notice. Upon the Corporation's Award of a Public School Charter, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, the or these Bylaws, 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 local 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 two hours before such meeting.

(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, 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.

10.06 Agenda. Upon the Corporation's Award of a Public School Charter, 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.

10.07 Resolutions. 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 10.10 herein.

10.08 Quorum. At any meeting of the Board of Directors or at any designated committee of the Board, the appearance of a majority of the Directors or committee members duly appointed, serving, and qualified to vote, will be necessary to constitute a quorum to transact any business of the respective body.

10.09 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 Articles of Incorporation, or law, will be decided by a vote of a majority of the Directors or committee members present at the meeting. If a quorum of the Board is present the affirmative vote of a majority of the Board of Directors present at a meeting will be the act of the body corporate, unless the vote of a greater number is required by statute, regulation, the Articles of Incorporation, or these Bylaws. Voting on all questions may be by voice vote. A roll call vote on any motion or resolution may be requested by any Director.

10.10 Electronic Conferencing. Except as required otherwise by law, Directors may participate in any Regular or Special or Emergency meetings through the use of any means of communication by which all Directors participating may simultaneously hear each other during the Meeting, and all such communication is simultaneously available to the attending public, including, but not limited to; in person, internet video meeting, or by telephonic conference call.

10.11 Meeting Records. Upon the Corporation's Award of a Public School Charter, the Corporation shall comply with the Texas Public Information Act.

10.12 Procedures. For all matters of parliamentary procedures, the Board of Directors shall be guided by Robert's Rules of Order Newly Revised, 10th ed.

## **Article XI Book and Records**

11.01 Books and Records. The Corporation will maintain and hold fast 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 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.

11.02. Retention. Records should not be kept if they are no longer needed for the operation of the business or required by law. Unnecessary records should be eliminated from the files. The cost of maintaining records is an expense which can grow unreasonably if good housekeeping is not performed. A mass of records also makes it more difficult to find pertinent records. From time to time, HPCS may establish retention or destruction policies or schedules for specific categories of records in order to ensure legal compliance, and also to accomplish other objectives, such as preserving intellectual property and cost management. Several categories of documents that warrant special consideration are identified below. While minimum retention periods are established, the retention of the documents identified below and of documents not included in the identified categories should be determined primarily by the application of the general guidelines affecting document retention, as well as the exception for litigation relevant documents and any other pertinent factors.

11.03 Exception for Litigation Relevant Documents. HPCS expects all officers, directors, and employees to comply fully with any and all published records retention or destruction policies and

schedules, provided that all officers, directors, and employees should note the following general exception to any stated destruction schedule: If you believe, or the HPCS informs you, that corporate records are relevant to litigation, or potential litigation (i.e. a dispute that could result in litigation), then you must preserve those records until it is determined that the records are no longer needed. That exception supersedes any previously or subsequently established destruction schedule for those records.

#### 11.04 Minimum Retention Periods for Specific Categories

(a) Corporate Documents. Corporate records include the corporation's Articles of Incorporation, By-Laws and IRS Form 1023 and Application for Exemption. Corporate records should be retained permanently. IRS regulations require that the Form 1023 be available for public inspection upon request.

(b) Tax Records. Tax records include, but may not be limited to, documents concerning payroll, expenses, proof of contributions made by donors, accounting procedures, and other documents concerning the corporation's revenues. Tax records should be retained for at least seven years from the date of filing the applicable return.

(c) Employment Records/Personnel Records. State and federal statutes require the corporation to keep certain recruitment, employment and personnel information. The corporation should also keep personnel files that reflect performance reviews and any complaints brought against the corporation or individual employees under applicable state and federal statutes. The corporation should also keep in the employee's personnel file all final memoranda and correspondence reflecting performance reviews and actions taken by or against personnel. Employment applications should be retained for three years. Retirement and pension records should be kept permanently. Other employment and personnel records should be retained for seven years.

(d) Board and Board Committee Materials. Meeting minutes should be retained in perpetuity in the corporation's minute book. A clean copy of all other Board and Board Committee materials should be kept for no less than three years by the corporation.

(e) Press Releases/Public Filings. The corporation should retain permanent copies of all press releases and publicly filed documents under the theory that the corporation should have its own copy to test the accuracy of any document a member of the public can theoretically produce against the corporation.

(f) Legal Files. Legal counsel should be consulted to determine the retention period of particular documents, but legal documents should generally be maintained for a period of ten years.

(g) Marketing and Sales Documents. The corporation should keep final copies of marketing and sales documents for the same period of time it keeps other corporate files, generally three years. An exception to the three-year policy may be sales invoices, contracts, leases, licenses, and other legal documentation. These documents should be kept for at least three years beyond the life of the agreement.

(h) Development/Intellectual Property and Trade Secrets. Development documents are often subject to intellectual property protection in their final form (e.g., patents and copyrights). The documents detailing the development process are often also of value to the corporation and are protected as a trade secret where the corporation:

(1) derives independent economic value from the secrecy of the information; and

(2) has taken affirmative steps to keep the information confidential. The corporation should keep all documents designated as containing trade secret information for at least the life of the trade secret.

(i) Contracts. Final, execution copies of all contracts entered into by the corporation should be retained. The corporation should retain copies of the final contracts for at least three years beyond the life of the agreement, and longer in the case of publicly filed contracts.

(j) Correspondence. Unless correspondence falls under another category listed elsewhere in this policy, correspondence should generally be saved for two years.

(k) Banking and Accounting. Accounts payable ledgers and schedules should be kept for seven years. Bank reconciliations, bank statements, deposit slips and checks (unless for important payments and purchases) should be kept for three years. Any inventories of products, materials, and supplies and any invoices should be kept for seven years.

(l) Insurance. Expired insurance policies, insurance records, accident reports, claims, etc. should be kept permanently.

(m) Audit Records. External audit reports should be kept permanently. Internal audit reports should be kept for three years.

11.05 Electronic Mail. E-mail that needs to be saved should be either: (a) printed in hard copy and kept in the appropriate file; or (b) downloaded to a computer file and kept electronically or on disk as a separate file. The retention period depends upon the subject matter of the e-mail, as covered elsewhere in this policy.

11.06 The Board of Directors, or its assigns, will appropriately respond to all Federal or State of Texas Public Information Act requests in full accordance with all pertinent Statutes.

## **Article XII**

### **Transparency and Accountability**

#### **Disclosure of Financial Information with The General Public**

12.01 Purpose. By making full and accurate information about its mission, activities, finances, and governance publicly available, HPCS practices and encourages transparency and accountability to the general public. This policy will: (i) indicate which documents and materials produced by the corporation are presumptively open to staff and/or the public (ii) indicate which documents and materials produced by the corporation are presumptively closed to staff and/or the public (iii) specify the procedures whereby the open/closed status of documents and materials can be altered.

12.02 Financial and IRS documents (The form 1023 and the form 990) HPCS shall provide its Internal Revenue forms 990, 990-T, 1023 and 5227, bylaws, conflict of interest policy, and financial statements to the general public for inspection free of charge.

12.03. Means and Conditions of Disclosure. HPCS shall make “Widely Available” the aforementioned documents on its internet website: [www.motorcyclememoir.com](http://www.motorcyclememoir.com) to be viewed and inspected by the general public.

(a) The documents shall be posted in a format that allows an individual using the Internet to access, download, view and print them in a manner that exactly reproduces the image of the

original document filed with the IRS (except information exempt from public disclosure requirements, such as contributor lists).

(b) The website shall clearly inform readers that the document is available and provide instructions for downloading it.

(c) HPCS shall not charge a fee for downloading the information. Documents shall not be posted in a format that would require special computer hardware or software (other than software readily available to the public free of charge).

(d) HPCS shall inform anyone requesting the information where this information can be found, including the web address. This information must be provided immediately for in-person requests and within 7 days for mailed requests.

12.04 IRS Annual Information Returns (Form 990) HPCS shall submit the Form 990 to its board of directors prior to the filing of the Form 990. While neither the approval of the Form 990 or a review of the 990 is required under Federal law, the corporation's Form 990 shall be submitted to each member of the board of director's via (hard copy or email) at least 10 days before the Form 990 is filed with the IRS.

12.05 Board (a) All board deliberations shall be open to the public except where the board passes a motion to make any specific portion confidential. (b) All board minutes shall be open to the public once accepted by the board, except where the board passes a motion to make any specific portion confidential. (c) All papers and materials considered by the board shall be open to the public following the meeting at which they are considered, except where the board passes a motion to make any specific paper or material confidential.

12.06. Staff Records (a) All staff records shall be available for consultation by the staff member concerned or by their legal representatives. (b) No staff records shall be made available to any person outside the corporation except the authorized governmental agencies. (c) Within the corporation, staff records shall be made available only to those persons with managerial or personnel responsibilities for that staff member, except that (d) Staff records shall be made available to the board when requested.

12.7. Donor Records (a) All donor records shall be available for consultation by the members and donors concerned or by their legal representatives. (b) No donor records shall be made available to any other person outside the corporation except the authorized governmental agencies. (c) Within the corporation, donor records shall be made available only to those persons with managerial or personnel responsibilities for dealing with those donors, except that ;(d) donor records shall be made available to the board when requested.

## **ARTICLE XIII**

### **Code of Ethics and Whistleblower Policy**

13.01 HPCS requires and encourages directors, officers and employees to observe and practice high standards of business and personal ethics in the conduct of their duties and responsibilities. The employees and representatives of the corporation must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. It is the intent of HPCS to adhere to all laws and regulations that apply to the corporation and the underlying

purpose of this policy is to support the corporation's goal of legal compliance. The support of all corporate staff is necessary to achieving compliance with various laws and regulations.

13.02 Reporting Violations. If any director, officer, staff or employee reasonably believes that some policy, practice, or activity of HPCS is in violation of law, a written complaint must be filed by that person with the Chairman of the Board, and copied to all Board Members.

13.03 Acting in Good Faith. Anyone filing a complaint concerning a violation or suspected violation of the Code must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Code. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false shall be viewed as a serious disciplinary offense.

13.04 Retaliation. Said person is protected from retaliation only if she/he brings the alleged unlawful activity, policy, or practice to the attention of HPCS and provides the HPCS with a reasonable opportunity to investigate and correct the alleged unlawful activity. The protection described below is only available to individuals that comply with this requirement. HPCS shall not retaliate against any director, officer, staff or employee who in good faith, has made a protest or raised a complaint against some practice of HPCS or of another individual or entity with whom HPCS has a business relationship, on the basis of a reasonable belief that the practice is in violation of law, or a clear mandate of public policy. HPCS shall not retaliate against any director, officer, staff or employee who disclose or threaten to disclose to a supervisor or a public body, any activity, policy, or practice of HPCS that the individual reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate of public policy concerning the health, safety, welfare, or protection of the environment.

13.05 Confidentiality. Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations shall be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

13.06 Handling of Reported Violations. The board Chairman shall notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports shall be promptly investigated by the Board and its appointed committee and appropriate corrective action shall be taken if warranted by the investigation.

13.07 This policy shall be made available to all directors, officers, staffs or employees and they shall have the opportunity to ask questions about the policy.

#### **Article XIV Conflict of Interest**

14.01 The board shall adopt and periodically review a conflict of interest policy to protect the corporation's interest when it is contemplating any transaction or arrangement which may benefit any director, officer, employee, affiliate, or member of a committee with board-delegated powers. Said Conflict of Interest Policy shall, in all aspects, be in full accordance with all Federal and State

Statutes and Rules regarding Texas non-profit corporations, Texas Charter Schools, or Internal Revenue Service 501(3)c entities.

**Article XV**  
**Nondiscrimination Policy**

15.01 The officers, directors, committee members, employees, and persons served by this corporation shall be selected entirely on a nondiscriminatory basis with respect to age, sex, race, religion, national origin, and sexual orientation. It is the policy of HPCS not to discriminate on the basis of race, creed, ancestry, marital status, gender, sexual orientation, age, physical disability, veteran's status, political service or affiliation, color, religion, or national origin.

**Article XVI**  
**Limitation on Activities**

16.01 HPCS is organized and operated exclusively for charitable and educational purposes within the meaning of sections 501(c)(3) of the Internal Revenue Code of 1954. No substantial part of the activities of HPCS shall be the carrying on of propaganda or otherwise attempting to influence legislation, and HPCS shall be empowered to make election authorized under section 501(h) of the Internal Revenue Code of 1954. HPCS shall not participate in or intervene in, including the publishing or distribution of statements relating to any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision herein, HPCS shall not carry on any activities not permitted to be carried on by an organization exempt from federal income taxation under section 501(a) of the Internal Revenue Code of 1954, as an organization described in section 501(c)(3) of such Code.

16.02 HPCS shall use its funds only to accomplish the objective and purposes specified in these Bylaws and the Charter School Application, and no part of the net earnings of HPCS shall inure to the benefit of or be distributable to its directors, officers or other private individuals, or other organized and operating for profit, except that as HPCS is authorized in the Charter School application and empowered to pay reasonable compensation for services rendered.

**Article XVII**  
**Dissolution**

17.01 On dissolution or final liquidation, the Board of Directors shall, after paying or making provision for the payment of all the lawful debts and liabilities of HPCS, distribute all the assets of the Consortium to one or more of the following categories of recipients as the board of Directors of HPCS shall determine: 1) a non-profit organization or organizations which may have been created to succeed HPCS, as long as such organizations or each of such organizations shall then qualify as a governmental units under section 170(c) of the Internal Revenue Code of 1954 or as an organization described in sections 170(c)(2) and 501(c)(3) of such Code; and/or 2) a non-profit organization or organizations having similar aims and objects as HPCS and which may be selected as an appropriate recipient of such assets, as long as such organization or each of such organizations shall then qualify as governmental unit under section 170(c) of the Internal Revenue

code of 1954 or as an organization exempt from federal income taxation under section 501(a) of such Code as an organization described in sections 170(c)(2) and 501(c)(3) of such code.

**Article XVIII**  
**Fiscal Year and Annual Report**

18.01 The fiscal year of HPCS shall commence on September 1 and terminate on August 31 of the following year.

18.02 Annual Report. The Chief Executive Officer of The School will provide The Annual Report to the Board no later than 90 days after the close of the fiscal year. The report shall be accompanied by a statement as to the whether the Report is either unaudited from contemporary Corporate records or from a Fully Certified Audit. The report shall contain the following information:

- (a) The assets and liabilities of the Corporation as of the end of the fiscal year.
- (b) The principal changes in assets and liabilities during the fiscal year;
- (c) The revenues and receipts, both restricted and unrestricted, to particular purposes, for the fiscal year.
- (d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;
- (e) The substantial activities and projects begun, in progress, and completed during the fiscal year.
- (f) Such other information as may be required by the Texas Education Code and interpretive regulations or as may be requested by the Board.

**ARTICLE XIX**  
**Amendment of Articles of Incorporation**

19.01 Any amendment to the Articles of Incorporation may be adopted by approval of two-thirds (2/3) of the board of directors.

**ARTICLE XX**  
**MISCELLANEOUS**

20.01 Statutory and Authority. These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including the Texas Education Code, interpretive regulations, pertinent local ordinances and the Articles of Incorporation.

**Article XXI**  
**Amendments to Bylaws**

21.01 These bylaws may be amended by a majority vote at any meeting of the Board of Directors of HPCS. An amendment to be proposed at a Meeting shall be furnished to each member of the Board of Directors at least ten (10) days prior to the date of the meeting. An amendment so made shall be effective immediately after adoption by the Board AND if required, approval by the Texas

21.01 These bylaws may be amended by a majority vote at any meeting of the Board of Directors of HPCS. An amendment to be proposed at a Meeting shall be furnished to each member of the Board of Directors at least ten (10) days prior to the date of the meeting. An amendment so made shall be effective immediately after adoption by the Board AND if required, approval by the Texas Educational Agency and/or the Texas Commissioner of Education, unless a later effective date is specified at the time the amendment is approved.

**CERTIFICATE OF ADOPTION OF BYLAWS**

I do hereby certify that the above stated Bylaws of HPCS were approved by the Board of Directors on 11/22/2021 and constitute a complete copy of the Bylaws of the corporation.

Bynden Wright

Date: 11/22/2021

# ATTACHMENT G2

## Code of Ethics Conflict of Interest Policy

Provide the following:

- Governing board's proposed Code of Ethics.
- Governing board's proposed Conflict of Interest policy.

Insert material behind this page.

Also include this cover page with submission

This Code of Ethics is lifted verbatim from the Heritage Public Charter Schools Corporate ByLaws,

## **Heritage Public Charter Schools**

A Texas Non-Profit Corporation

### **BYLAWS**

#### **ARTICLE XIII**

##### **Code of Ethics and Whistleblower Policy**

13.01 HPCS requires and encourages directors, officers and employees to observe and practice high standards of business and personal ethics in the conduct of their duties and responsibilities. The employees and representatives of the corporation must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. It is the intent of HPCS to adhere to all laws and regulations that apply to the corporation and the underlying purpose of this policy is to support the corporation's goal of legal compliance. The support of all corporate staff is necessary to achieving compliance with various laws and regulations.

13.02 Reporting Violations. If any director, officer, staff or employee reasonably believes that some policy, practice, or activity of HPCS is in violation of law, a written complaint must be filed by that person with the Chairman of the Board, and copied to all Board Members.

13.03 Acting in Good Faith. Anyone filing a complaint concerning a violation or suspected violation of the Code must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Code. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false shall be viewed as a serious disciplinary offense.

13.04 Retaliation. Said person is protected from retaliation only if she/he brings the alleged unlawful activity, policy, or practice to the attention of HPCS and provides the HPCS with a reasonable opportunity to investigate and correct the alleged unlawful activity. The protection described below is only available to individuals that comply with this requirement. HPCS shall not retaliate against any director, officer, staff or employee who in good faith, has made a protest or raised a complaint against some practice of HPCS or of another individual or entity with whom HPCS has a business relationship, on the basis of a reasonable belief that the practice is in violation of law, or a clear mandate of public policy. HPCS shall not retaliate against any director, officer, staff or employee who disclose or threaten to disclose to a supervisor or a public body, any activity, policy, or practice of HPCS that the individual reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate of public policy concerning the health, safety, welfare, or protection of the environment.

13.05 Confidentiality. Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations shall be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

13.06 Handling of Reported Violations. The board Chairman shall notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports shall be promptly investigated by the Board and its appointed committee and appropriate corrective action shall be taken if warranted by the investigation.

13.07 This policy shall be made available to all directors, officers, staffs or employees and they shall have the opportunity to ask questions about the policy.

**Heritage Public Charter Schools**

A Texas Non-Profit Corporation

**CONFLICT OF INTEREST  
POLICY AND AGREEMENT**

**ARTICLE I  
PURPOSES**

It is important for Heritage Public Charter Schools directors, officers, and staff to be aware that both real and apparent conflicts of interest or dualities of interest sometimes occur in the course of conducting the affairs of the corporation and that the appearance of conflict can be troublesome even if there is in fact no conflict whatsoever. Conflicts occur because the many persons associated with the corporation should be expected to have, and do in fact generally have multiple interests and affiliations and various positions of responsibility within the community. In these situations a person will sometimes owe identical duties of loyalty to two or more corporations. The purpose of the conflict of interest policy is to protect the corporation’s tax-exempt interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation or might result in a possible excess benefit transaction. The policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Conflicts are undesirable because they potentially or eventually place the interests of others ahead of the corporation’s obligations to its charitable purposes and to the public interest. Conflicts are also undesirable because they often reflect adversely upon the person involved and upon the institutions with which they are affiliated, regardless of the actual facts or motivations of the parties. However, the long-range best interests of the corporation do not require the termination of all association with persons who may have real or apparent conflicts that are harmless to all individuals or entities involved.

Each member of the board of directors and the staff of the corporation has a duty of loyalty to the corporation. The duty of loyalty generally requires a director or staff member to prefer the interests of the corporation over the director’s/staff’s interest or the interests of others. In addition, directors and staff of the corporation shall avoid acts of self-dealing which may adversely affect the tax-exempt status of the corporation or cause there to arise any sanction or penalty by a governmental authority.

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 II**  
**DEFINITIONS**

**2.1 Interested Person**

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

**2.2 Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- (a) An ownership or investment interest in any entity with which the corporation has a transaction or arrangement,
- (b) A compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement, or
- (c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

**ARTICLE III**  
**PROCEDURES**

**3.1 Duty to Disclose**

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

**3.2 Determining Whether a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

**3.3 Procedures for Addressing the Conflict of Interest**

- (a) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- (b) The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- (c) After exercising due diligence, the governing board or committee shall determine whether the corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- (d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

**3.4 Violations of the Conflicts of Interest Policy**

- (a) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- (b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

**ARTICLE IV**  
**RECORDS OF PROCEEDINGS**

**4.1 Minutes**

The minutes of the governing board and all committees with board delegated powers shall contain:

- (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

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

**ARTICLE V**  
**COMPENSATION**

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

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

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

**ARTICLE VI**  
**ANNUAL STATEMENTS**

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

- (a) Has received a copy of the conflicts of interest policy,
- (b) Has read and understands the policy,
- (c) Has agreed to comply with the policy, and
- (e) Understands that the corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

**ARTICLE VII**  
**PERIODIC REVIEWS**

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

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

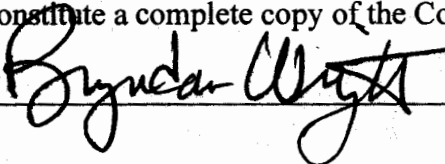
(b) Whether partnerships, joint ventures, and arrangements with management corporations conform to the corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private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

**ARTICLE VIII**  
**USE OF OUTSIDE EXPERTS**

When conducting the periodic reviews as provided for in Article VII, the corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

**CERTIFICATE OF ADOPTION OF CONFLICT OF INTEREST**  
**POLICY AND AGREEMENT**

I do hereby certify that the above stated Conflict of Interest Policy and Agreement for Heritage Public Charter Schools were approved and adopted by the board of directors on, 11/22/2021 and constitute a complete copy of the Conflict of Interest Policy of the corporation.

  
\_\_\_\_\_

Date: 11/22/2021

# ATTACHMENT G3

## Board Member Resumés

### Disclosure Affidavits

For each member of the proposed school's governing board, provide a resumé **and** a notarized Board Member Disclosure Affidavit. See next page.

All prompts and response boxes must be completed on the affidavit. If a prompt does not apply to the board member, enter a response of N/A followed by a brief explanation of why the prompt does not apply.

Include **only one copy** of this coversheet with the attachment materials.

**NOTE: Applicants must ensure that each board member individually provides her/his own personal response as substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy and may cause an application to be removed from consideration.**

**Insert Material Behind this Page.**

Also Include this Cover Page with Submission

Deanna L. Burt  
309 Chrislyn Drive  
Troy, TX 76579  
254-718-9453

## Education

- *Superintendent Certificate-Angelo State University-August 2009**Mid-Management Certificate-Angelo State University-July 2007*
- *Masters of Education w/ Diagnostician certificate-University of Mary Hardin Baylor-May 2003*
- *ESC Region 12 Alternative Teacher certification program-May 2001*  
-Elementary certification (1-6) and Generic Special Education certification (K-12)
- *Bachelors of Arts in Psychology-Magna Cum Laude-University of North Texas-President's List (all semesters); Golden Key and Alpha Chi National Honor Societies-August 1999*
- *Honors Graduate-Rogers High School-1995*

## Professional Organizations

Texas Educational Diagnosticians' Association (TEDA) - 2006-present  
Association of Texas Professional Educators (ATPE) - 2000-2006

## Work History

- 2015-present                    **Executive Director of Special Populations**-Mullin ISD, Mullin, Texas
- Provide leadership and direction for Mullin ISD special populations (special education, dyslexia, RTI, 504, GT, ELL, CTE) and ensure the provision of services for qualifying students ages birth – 21 years; ensure compliance with all state, federal and local requirements; assist the superintendent in all fiscal responsibilities involving budget, hiring and governance; provide all necessary annual training for employees and staff
- 2013-2015                    **Educational Diagnostician**-Waco ISD, Waco, Texas
- Coordinated all services for Waco High School special education student based on specific needs; collaborated with teachers regarding best practices for meeting the needs of all students; managed a caseload of 250 students
- 2010-2013                    **Special Education Coordinator/ Diagnostician**-Lorena ISD, Lorena, Texas
- Coordinate services for special education students based on specific needs; collaborate with teachers regarding best practices for meeting the needs of all students; facilitate campus and district level training regarding special education services; manage a caseload of approximately 130 students to include proper and accurate documentation of ARD meeting reports; interpret the intellectual and academic/ developmental evaluations presented to the ARD committee; coordinate transition services from middle school to high school and beyond; comply with current federal, state, and local special education rules and laws
- 2008-2010                    **Educational Diagnostician/ Transition Counselor**-Temple ISD, Temple, Texas
- Serve as manager/ counselor to students on my caseload; advised in proper preparation and course development for college and career planning; developed schedules based on student's needs and graduation type; coordinate transition services from middle school to high school and beyond; competent in the use of Bridges for transition planning; disaggregate TAKS data to determine areas of curriculum focus for effective inclusion practices; developed staffing guidelines for Special Education staff based on anticipated ar,as-,of need; member of TISD Long Range Planning committee; participated in budget workshops and helped develop the budget book
- 2005-2008                    **Educational Diagnostician**-San Angelo ISD, San Angelo, Texas
- Conducted initial evaluations to determine eligibility for special education services; Completed re-evaluations for special education students; Facilitated Admissions, Review, and Dismissal (ARD) meetings, including annual, transition, discipline, and placement ARDs; Participated in the development of student Individual Education Plans (IEPs); Served as manager for special education students assigned to case load, to include Alternative Curriculum Programs; Completed the TAKS-Alt training modules; Possess appropriate knowledge of specific handicapping conditions, including necessary accommodations, modifications and placement options; Received Step by Step Inclusion training from Stetson and Associates; Competent in the use of IEP Plus and Student Plus; Active in the RTI initiative on the campuses I managed; assessed elementary students to determine placement in the district Gifted and Talented program; revised the district qualifying criteria for GT students
- 2003-2005                    **Educational Diagnostician**-Temple ISD, Temple, Texas
- Conducted initial and re-evaluations to determine eligibility for special education; Facilitated ARD meetings; Served as manager for special education students assigned to case load, to include special populations such as Functional Academics, Functional Skills, and Severe Multiply Challenged; Participated in a compliance review and understand the processes involved with PBMAS; Competent in the use of Special Education Manager
- 2000-2003                    **6<sup>th</sup> grade teacher**-Lamar Middle School, Temple, Texas
- Taught regular and Pre-AP math students; Sponsored UIL math events; Coached middle school cheerleading; Chaired Social Committee; Worked after-school FOCUS program as a math tutor

# GENERATION 27 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently serve 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 motivation to serve on the board of New Heritage Academy is to have a direct impact in the lives of students. With over 20 years experience as an educator, and 16 years as a parent of an exceptional child, I am passionate about innovative learning opportunities for children, and truly believe that every single child should have the chance to receive a quality education.

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

I believe that the primary role of a public school charter board member is to hold the school district accountable regarding the quality and rigor of instruction provided to students. This kind of accountability relies on the oversight of a strong and vigilant board that insists on quality and results, and sees positive student outcomes as priorities.

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 believe you have the capability to be an effective board member.

I have over 20 years of experience in education, with the last 18 years focused on special populations. I feel that my knowledge and expertise in meeting the needs of exceptional learners provides me with a wealth of knowledge that will enable me to monitor the success of NHA in meeting the school's vision.

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

I began my career in education teaching 6th grade math at an at-risk middle school in Temple, TX for 3 years. I received my Master's in Education in 2003, and became an Educational Diagnostician, working in several large districts in Central and West Texas for 10 years. I obtained my Mid-Management certificate in 2005, followed by my Superintendent certification in 2008. I am currently employed as the Executive Director of Special Populations for Mullin ISD, overseeing all special ed, 504, ELL, GT, CTE, and Dyslexia programs.

## SCHOOL MISSION AND PROGRAM

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

It is my understanding that NHA will focus primarily on youth at - risk of dropping out, and will be partnering with Communities In School to help facilitate that mission.

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

As most students will be focusing on credit recovery and / or GED preparation, the educational program will be primarily computer based instruction. The teachers will still be highly qualified, and will focus on providing individualized supports to fill any educational gaps that the computer based instruction is missing.

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

I believe a successful school is one with high expectations and the ability to foster a love of learning in all students, regardless of their circumstances. I truly believe that when a student loves learning, and believes that the teachers / administrators believe in him/her, the sky is truly the limit.



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

Student outcomes will primarily determine the success of the school as a whole. However, engagement and attendance rates speak volumes, because if a student loves to learn, they come to school; and when they come to school regularly, success is almost inevitable. Additionally, the higher the bar is set, the greater the outcomes! High expectations will almost always lead to higher student achievement.

## GOVERNANCE

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

The board will oversee the success of the school by holding the superintendent accountable for accomplishing the school's mission and for being a responsible fiscal agent.

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

While accountability will play a role in success, the ability for a student to obtain credits and graduate will paint an even bigger picture.

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

If the model is successful, another campus will be opened by year 3. Monitoring the number of graduates from year to year will indicate success.

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

Employ highly qualified teachers; maintain all required board training; and focus on overall student success.

13. 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 ensure that an internal investigation was done through the HR department, and if the results warranted, involve the district's legal counsel. I believe that an organization is only as strong as the weakest link, therefore maintaining integrity across all members of the board is vital to overall success.

# DISCLOSURES

14. Indicate whether you (or your spouse) knows any 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 worked directly with Bryndan Wright as administrators at Mullin ISD.

15. 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.

Bryndan Wright intends to be the superintendent, therefore, if issued a charter, he will remove himself from the charter board.

16. 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.

- Yes
- No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

17. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting any business with the provider or are currently conducting 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.

18. 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.

19. List all businesses/organizations of which you are a partner or in which you have a majority interest.

I am currently the sole proprietor of Burt's Busy Bees Notary and More.

20. 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 do not have any previous charter experience.

21. 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.

22. 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 within 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 the 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.

23. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 22.) 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).

24. 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, Deanna L Burt, 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 (Blue ink) DBurt

Date 12/11/21

State of TX

County of Bell

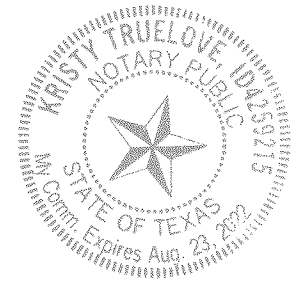
On this day, Deanna L. Burt (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 1 day of December, 2021

(Notary Public) K Truelove

(Seal)

My commission expires aug 23, 2022



Geoffrey R. Mitchell, PhD  
3001 Ave. K (East) Suite #218  
Grand Prairie, Texas 75050

### **Education**

Los Angeles Developmental Church and Academic International Institute  
Ph.D in Humanitarian Studies/Philosophy Dec. 16, 2014

Dallas Baptist University, Dallas, Texas  
American and Texas History/Government

University of Texas at Arlington  
M.A. in Urban Public, Affairs May 15, 1998  
Thesis: Social Involvement of African-American Churches

University of Texas at Arlington  
BA in Interdisciplinary Studies May 16, 1994

El Centro College, 1988  
AS, Criminal Justice

### **Teaching Experience**

Texas Wesleyan University, Fort Worth. Texas – June 2019 to present.  
Lecturer – Political Science 101/201  
Developed syllabus and overall structure, weekly lab practicum, and administered all grades.

Hill Community College, Hillsboro, Texas – May 2019-present.  
Lecturer – American history 1301/1302  
Developed syllabus and overall structure, weekly lab practicum, and administered all grades

University of Kinshasa (UNIKIN), Democratic Republic Congo, Africa – December 2017-April 2019  
Lecturer – Epistemology 501; Political Theory 6614  
Developed syllabus and overall structure, weekly lab practicum, and administered all grades

University of Texas at Arlington, Arlington, Texas – May 2011-May 2015  
Lecturer – African-American history 3355/3356; American history 1311/1312  
Developed syllabus and overall structure, weekly lab practicum, and administered all grades.

Dallas Baptist University, Dallas, Texas November 2006 – August 2009  
Instructor – Political Science 2301, 2302  
Developed syllabus and overall structure, weekly lab practicum, and administered all grades.

Dallas County Community College, Dallas, Texas – January 2008 – December 2017  
Instructor – Government 2305, 2306 and American History 1301, 1302.  
Developed syllabus and overall structure, weekly lab practicum, and administered all grades.

Tarrant County College, Fort Worth, Texas – August 2007 – December 2017  
Assistant Professor-World, American and African American History  
Developed syllabus and overall structure, weekly lab practicum, and administered all grades.

## **Publications and papers**

- “*Le Leader Politique Au Gouvernement En Afrique: La Gestion Politique Du Programme De Gouvernement*” or “*The Political Leader on Governance in Africa: The Political Management Of The Government Program.*”. May 2017
- “*A Guide To Political Renewal*”, May 2016
- “*From Constitution to Citizenship*”, Aug. 9, 2015
- Guest Speaker at the United States African Government Leadership Academy (USAGLA)

*Mayoral Vision: Comparative Studies Of Dallas/Fort Worth Mayors since 1960* August 16, 1999

*"A Matter Of Race"* April 19, 1997 University Shorthorn

## ***Accomplishments***

- 2005-2007 Boardmember for the Pan-Asian Chamber Of Commerce.
- 2007-2009 Member for Arlington Planning and Zoning Board.
- 2008-09 Martin Luther King Scholarship Committee member-Tarrant County Southeast Campus
- 2008-09 Quality Enhancement Plan (QEP) for Government and History at Mountain View College.
- 2012-13 Co-Advisor for Phi Beta Kappa Honor Society for TCC-South campus.
- 2013 Charter member of Association for the Study of African American Life and History, Inc. at UTA.
- 2015-16 Executive Director African American Historical Preservation League. (AAHPL-Dallas)
- 2015 Tarrant County District Attorney Citizen’s Advisory Council (CDA).
- 2015 Director of Research and Development for U.S. African Leadership and Government Academy, Inc.(USALGA)
- 2015 Recognized as an Outstanding Great Teacher at the TCC Celebration Of Great Teachers Retreat.
- 2016 creator of Know Your Government App: A Method to the Madness!
- 2016 International Leadership Charter School Charter board member
- 2016-2017 I develop paid internships/fellowships for government students who want to work for city, state or federal policy makers.

- 2016-2018 Volunteer administrators for the Civics and Citizenship assessment sponsored by Tarrant County Commissioners Court.
- 2017 Co-author "The Political Leader on Governance in Africa: The Political Management Of The Government Program.
- 2019 International African Women's Conference. (Democratic Republic Of The Congo, Africa)

# GENERATION 27 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently serve 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 experience in serving as the board president for Heritage Public Charter School goes with respect to my educational philosophy, which is one that demands excellence. It is my belief community colleges should be the next step in preparing or developing students for his/her place of employment or university campus experiences. In achieving that vision, I wanted to outline three essential goals for community colleges in the twenty first century. First, our community colleges are essentially the educational beacons of light in our business and learning community. For example, there is a very strong relationship between Tarrant County College and UTA's (University Of Texas) nursing and Capstone programs. Here are some examples of those strategies.

Strategies for Teaching Culturally Diverse Students

There are many factors I considered that affect the success of culturally diverse students – the

schools, colleges or universities atmosphere and overall attitudes toward diversity, involvement of the community, and culturally responsive curriculum, to name a few. Of all of these factors, the personal and academic relationships between professors and their students may be the most influential. This relationship has been referred to as the "core relationship" of learning – the roles of teachers and students, the subject matter, and their interaction in the classroom.

Certain behaviors and instructional strategies enable teachers to build a stronger teaching/learning relationship with their culturally diverse students. Many of these behaviors and strategies exemplify standard practices of good teaching, and others are specific to working with students from diverse cultures. I have decided a few of these behaviors and strategies. One example is being teacher behaviors and the other is instructional.

#### Teacher Behaviors

Appreciate and accommodate the similarities and differences among the students' cultures. Effective instructors of culturally diverse students acknowledge both individual and cultural differences enthusiastically and identify these differences in a positive manner. This positive identification creates a basis for the development of effective communication and instructional strategies. Social skills such as respect and cross-cultural understanding can be modeled, taught, prompted, and reinforced by the teacher.

Build relationships with students. Interviews with Mexican American high school students who presented behavior challenges for staff revealed that they wanted their teachers to discover what their lives were like outside of school and that they wanted an opportunity to partake in the school's reward systems. I experienced this conundrum when I taught at Molina high school in Dallas. Developing an understanding of students' lives also enables the teacher to increase the relevance of lessons and make examples more meaningful.

Focus on the ways students learn and observe students to identify their task orientations. Once students' orientations are known, the teacher can structure tasks to take them into account. For example, before some students can begin a task, they need time to prepare or attend to details. In this case, the teacher can allow time for students to prepare, provide them with advance organizers, and announce how much time will be given for preparation and when the task will begin. This is a positive way to honor their need for preparation, rituals, or customs.

Teach students to match their behaviors to the setting. We all behave differently in different settings. For example, we behave more formally at official ceremonies. Teaching students the differences between their home, school, and community settings can help them switch to appropriate behavior for each context. For example, a teacher may talk about the differences between conversations with friends in the community and conversations with adults at school and discuss how each behavior is valued and useful in that setting. While some students adjust their behavior automatically, others must be taught and provided ample opportunities to practice. Involving families and the community can help students learn to adjust their behavior in each of the settings in which they interact.

#### Instructional eStrategies

Use a variety of instructional strategies and elearning activities. Offering variety provides the students with opportunities to learn in ways that are responsive to their own communication styles, cognitive styles, and aptitudes. In addition, the variety helps them develop and strengthen other approaches to learning.

Consider students' cultures and language skills when developing learning objectives and instructional activities. Facilitate comparable learning opportunities for students with differing characteristics. For

example, consider opportunities for students who differ in appearance, race, sex, disability, ethnicity, religion, socioeconomic status, or ability.

Incorporate objectives for affective and personal development. Provide increased opportunities for high and low achievers to boost their self-esteem, develop positive self-attributes, and enhance their strengths and talents. Such opportunities can enhance students' motivation to learn and achieve. Communicate expectations. Let the students know the "classroom rules" about talking, verbal participation in lessons, and moving about the room. Tell them how long a task will take to complete or how long it will take to learn a skill or strategy, and when appropriate, give them information on their ability to master a certain skill or complete a task. For example, it may be necessary to encourage students who expect to achieve mastery but are struggling to do so. They may need to know that they have the ability to achieve mastery but must work through the difficulty.

Provide rationales. Explain the benefits of learning a concept, skill, or task. Ask students to tell you about the rationale for learning and explain how the concept or skill applies to their lives at school, home, and work.

Use advance and post organizers. At the beginning of lessons, give the students an overview and tell them the purpose or goal of the activity. If applicable, tell them the order that the lesson will follow and relate it to previous lessons. At the end of the lesson, summarize its main points.

Provide frequent reviews of the content learned. For example, check with the students to see if they remember the difference between simple and compound sentences. Provide a brief review of the previous lesson before continuing on to a new and related lesson.

Facilitate independence in thinking and action. There are many ways to facilitate students' independence. For example, when students begin their work without specific instruction from the teacher, they are displaying independence. When students ask questions, the teacher can encourage independence by responding in a way that lets the student know how to find the answer for him- or herself. When teachers ask students to evaluate their own work or progress, they are facilitating independence, and asking students to perform for the class (e.g., by reciting or role-playing) also promotes independence.

Promote student on-task behavior. Keeping students on task maintains a high level of intensity of instruction. By starting lessons promptly and minimizing transition time between lessons, teachers can help students stay on task. Shifting smoothly (no halts) and efficiently (no wasted effort) from one lesson to another and being business-like about housekeeping tasks such as handing out papers and setting up audiovisual equipment helps to maintain their attention. Keeping students actively involved in the lessons – for example, by asking questions that require students to recall information – also helps them to stay focused and increases the intensity of instruction.

Monitor students' academic progress during lessons and independent work. Check with students during seatwork to see if they need assistance before they have to ask for help. Ask if they have any questions about what they are doing and if they understand what they are doing. Also make the students aware of the various situations in which a skill or strategy can be used as well as adaptations that will broaden its applicability to additional situations.

Provide frequent feedback. Feedback at multiple levels is preferred. For example, acknowledging a correct response is a form of brief feedback, while prompting a student who has given an incorrect answer by providing clues or repeating or rephrasing the question is another level. The teacher may also give positive feedback by stating the appropriate aspects of a student's performance. Finally, the teacher may give positive corrective feedback by making students aware of specific aspects of their performance that need work, reviewing concepts and asking questions, making suggestions for improvement, and having the students correct their work.

Require mastery.

Require students to master one task before going on to the next. When tasks are assigned, tell the students the criteria that define mastery and the different ways mastery can be obtained. When mastery is achieved on one aspect or portion of the task, give students corrective feedback to let them know what aspects they have mastered and what aspects still need more work. When the task is complete, let the students know that mastery was reached. These programs are designed to assist the student at the college level while preparing that student for the university; essentially guaranteeing employment for that student in nursing, criminal justice, teaching after all requirements have been met in those respective disciplines.

Second, as community colleges prepare students for challenges academically and professionally, administrators must be bold enough to assist students in their educational endeavors.

Third, on a personal note, I believe had I not attended a community college, I would have never been able to be prepare for my own educational challenges or goals.

Last but certainly not least, on a competitive note, today's community colleges have to compete with the medical assistant, pharmacy technical and other trade schools who want to "sidestep" traditional education in allowing the student to use eighteen to twenty-four months of learning the basics of writing, philosophy, history and government. In today's educational climate with high cost of going to college and a demanding technical society that may not be in the best interest of students. All community colleges must understand they have a stake within that community it serves which is to educate its community especially our local secondary school. I am very proud of the initiatives that most community colleges have endeavored in its learning, civic, and business communities.

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

My responsibility as the board president at Heritage Public Charter Schools will be to provide the strategic vision for the school, hire leaders to run the school, hold those leaders accountable for academic success, and provide financial oversight.

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 believe you have the capability to be an effective board member.

My previous experience goes with respect to my educational philosophy, which is one that demands excellence from my history or political science students. It is my belief community colleges should be the next step in preparing or developing students for his/her place of employment or university campus experiences. In achieving that vision I wanted to outline three essential goals for community colleges in the twenty first century.

First, our community colleges are essentially the educational beacons of light in our business and learning community. For example, there is a very strong relationship between Tarrant County College and UTA's (University Of Texas) nursing and Capstone programs. This program is designed to assist the student at the college level while preparing that student for the university; essentially guaranteeing employment for that student in nursing, criminal justice, teaching after all requirements have been met in those respective disciplines.

Second, as community colleges prepare students for challenges academically and professionally, administrators must be bold enough to assist students in their educational endeavors.

Third, on a personal note, I believe had I not attended a community college, I would have never been able to be prepare for my own educational challenges or goals.

Last but certainly not least, on a competitive note, today's community colleges have to compete with the medical assistant, pharmacy technical and other trade schools who want to "side step" traditional education in allowing the student to use eighteen to twenty-four months of learning the basics of writing, philosophy, history and government. In today's educational climate with high cost of going to college and a demanding technical society that may not be in the best interest of students. All community colleges must understand they have a stake within that community it serves which is to educate its community. I am very proud of the initiatives that most community colleges have endeavored in its learning, civic, and business communities.

Presently, I am a visiting scholar teaching at UNIKIN (University Of Kinshasa) and UPCC (University Of Pedology Community College). I have been a recruiter for HighTech institute for atleast 5 years. I have been teaching dual credited e-courses for about 7 years for each respective district. I have also worked as the district director for State Representative Bill Zedler. I have handled constituent complaints and inquires as well as maintain office policies, procedures and press releases. I have worked as the executive assistant to the Honorable Clyde Picht, Fort Worth City Councilmember.

Professionally, I have also worked as a full time instructor for the Fort Worth Independent School District; analyst for the City of Forest Hill, where my duties were to design a plan that would help revamp the city courts and develop its' community service program.

Additionally, I have been a facilitator for the Vernon Chamber of Commerce in Vernon, Texas and served on the commercial development committee. Most recent, I was able to travel outside the United States to East Africa where I was successful in planning a model on eco-tourism for the City of Kampala, Uganda, Africa.

Success comes from my ability to direct several projects at once and meet rigid deadlines. Moreover, my organizational skills enable me to complete projects efficiently and effectively. Not to mention, I am a proud graduate of the Dallas County Community College District (DCCCD) and UTA. I currently involved with the Rev. Dr. Martin Luther King, Jr Celebration Community, ASALH and Founder of Arlington's first Back 2 School Bash which has served over 5000 children in the metroplex since 2005.

I have been a recruiter for HighTech institute for at least 5 years. I have been teaching dual credited e-courses for about 7 years for each respective district. I have also worked as the district director for State Representative Bill Zedler. I have handled constituent complaints and inquires as well as maintain office policies, procedures and press releases. I have worked as the executive assistant to the Honorable Clyde Picht, Fort Worth City Councilmember.

Professionally, I have also worked as a full time instructor for the Fort Worth Independent School District; analyst for the City of Forest Hill, where my duties were to design a plan that would help revamp the city courts and develop its' community service program.

Additionally, I have been a facilitator for the Vernon Chamber of Commerce in Vernon, Texas and served on the commercial development committee. Most recent, I was able to travel outside the United States to East Africa where I was successful in planning a model on eco-tourism for the City of Kampala, Uganda, Africa.

There are many factors I considered that affect the success of culturally diverse students – the schools, colleges or universities atmosphere and overall attitudes toward diversity, involvement of the community, and culturally responsive curriculum, to name a few. Of all of these factors, the personal and academic relationships between professors and their students may be the most influential.

This relationship has been referred to as the "core relationship" of learning – the roles of teachers and students, the subject matter, and their interaction in the classroom. Certain behaviors and instructional strategies enable teachers to build a stronger teaching/learning relationship with their culturally diverse students.

Many of these behaviors and strategies exemplify standard practices of good teaching, and others are specific to working with students from diverse cultures. I have decided a few of these behaviors and strategies.

One example is being teacher behaviors and the other is instructional. Teacher Behaviors Appreciate and accommodate the similarities and differences among the students' cultures. Effective instructors of culturally diverse students acknowledge both individual and cultural differences enthusiastically and identify these differences in a positive manner. This positive identification creates a basis for the development of effective communication and instructional strategies. Social skills such as respect and cross-cultural understanding can be modeled, taught, prompted, and reinforced by the teacher.

Build relationships with students. Interviews with Mexican American high school students who

presented behavior challenges for staff revealed that they wanted their teachers to discover what their lives were like outside of school and that they wanted an opportunity to partake in the school's reward systems. I experienced this conundrum when I taught at Molina high school in Dallas. Developing an understanding of students' lives also enables the teacher to increase the relevance of lessons and make examples more meaningful. Instructional Strategies Use a variety of instructional strategies and learning activities.

Offering variety provides the students with opportunities to learn in ways that are responsive to their own communication styles, cognitive styles, and aptitudes. In addition, the variety helps them develop and strengthen other approaches to learning. Consider students' cultures and language skills when developing learning objectives and instructional activities. Facilitate comparable learning opportunities for students with differing characteristics. For example, consider opportunities for students who differ in appearance, race, sex, disability, ethnicity, religion, socioeconomic status, or ability.

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

At Heritage Public Charter School my knowledge and experience will be existential. Ergo, to oversee the activities of the school system so students can have the best possible experience and outcome. Moreover, to establish important policies and make sure they are implemented properly.

## SCHOOL MISSION AND PROGRAM

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

At Heritage Public Charter School our mission will be to assist students in succeeding where the traditional school models did not work for these aspirants. We aim to provide a safe learning environment with a welcoming atmosphere which creates a sense of belonging amongst the families. We maintain an inclusive environment which acknowledges and respects children from diverse family and cultural backgrounds.

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

At Heritage Public Charter School I will encourage we will strive to support an environment by building a more inclusive curriculum, addressing a range of learning styles, offering a wide array of diversity efforts and programs, and by participating in the wider community.

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

At Heritage Public Charter Schools our characteristics will be to develop well rounded, confident and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated.

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

At Heritage Public Charter School we will have standards-based reform, with emphasis on defining rigorous content and getting it into the curriculum.

## GOVERNANCE

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

As president and a member of the board for Heritage Public Charter Schools our role will be to work within local communities to improve student achievement in their local public schools as outlined in the State Of Texas and in with federal guidelines which establishes our policies for local schools.

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

At Heritage Public Charter Schools, I will propose quarterly measures within curriculum so that there is considerable discussion and investigation regarding the use of value-added measures to evaluate student achievements or with individual teachers.

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

At Heritage Public Charter Schools I will propose biannual measures within curriculum so that there is considerable discussion and investigation regarding the use of value-added measures to evaluate student achievements or with individual teachers.

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

As a member of the board as well as board president at Heritage Public Charter Schools I will encourage concentrating on aggregate student performance instead of just valueadded of schools, the accountability systems provide rather blunt incentives to schools ie the tracking of school improvement through the standards of "adequate yearly progress" has ignored information about individual student gains and has relied upon unreliable changes in aggregate scores. The emphasis on whether students "pass" or "fail" a state test does not provide sufficient incentives for student learning across the entire spectrum of student performance.

13. 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?

At Heritage Public Charter Schools, we will have a closed session meeting with a quorum of my fellow boardmembers followed by a public hearing regarding the matter for transparency.



# DISCLOSURES

14. Indicate whether you (or your spouse) knows any 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.

15. 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.

16. 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.

- Yes
- No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

17. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting any business with the provider or are currently conducting 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.

18. 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.

19. List all businesses/organizations of which you are a partner or in which you have a majority interest.

- \* 2007-2009 Member for Arlington Planning and Zoning Board.
  - \* 2008-09 Martin Luther King Scholarship Committee member-Tarrant County Southeast Campus
  - \* 2008-09 Quality Enhancement Plan (QEP) for Government and History at Mountain View College
  - \* 2012-13 Co-Advisor for Phi Beta Kappa Honor Society for TCC-South campus.
  - \* 2013 Charter member of Association for the Study of African American Life and History, Inc. at UTA.
  - \* 2015-16 Executive Director African American Historical Preservation League. (AAHPL-Dallas)
  - \* 2015 Tarrant County District Attorney Citizen's Advisory Council (CDA).
  - \* 2015 Director of Research and Development for U.S. African Leadership and Government Academy, Inc.(USALGA)
  - \* 2015 Recognized as an Outstanding Great Teacher at the TCC Celebration Of Great Teachers Retreat.
  - \* 2016 creator of Know Your Government App: A Method to the Madness!
  - \* 2016 International Leadership Charter School Charter board member
  - \* 2016-2017 I develop paid internships/fellowships for government students who want to work for city, state or federal policy makers.
  - \* 2016-2018 Volunteer administrators for the Civics and Citizenship assessment sponsored by Tarrant County Commissioners Court.
  - \* 2017 Co-author "The Political Leader on Governance in Africa: The Political Management Of The Government Program.

20. 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.

June 2011-December 2015 I have been a dual credited instructed for Life High School in Waxahachie, Texas compliments of Navarro College.

21. 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.

22. 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 within 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 the 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.

23. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 22.) 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).

24. 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, Geoffrey P. Mitchell, PhD, 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  
(Blue ink)

Geoffrey P. Mitchell, PhD

Date

Nov. 29, 2021

State of Texas

County of Tarrant

On this day, Geoffrey P. Mitchell (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 29 day of November, 2021.

(Notary Public) Ricardo Barron

My commission expires 1-23-2022



# JAMES W. GIBBS

2437 McKensie Lane  
Grand Prairie, Texas 75052  
(214) 938-7044 (cell)  
Email: [REDACTED]

## *Education*

- 6/81 – 5/85 UNIVERSITY OF TEXAS AT AUSTIN – Austin, Texas  
**Bachelor of Journalism Degree – May 1985**  
*Also completed 24 hours of English with 3.0+ GPA*
- 8/88 – 12/90 UNIVERSITY OF TEXAS AT ARLINGTON – Arlington, Texas  
**Teaching Certification**  
*Certified to teach Secondary English & Journalism*
- 8/97 – 12/99 EASTFIELD COLLEGE – Mesquite, Texas  
**Associate's Degree – Computer Science**  
*(Web Design, Local Area Network Administration)*

## **Professional Experience**

- 11/10 – Present U.S. SECURITY ASSOCIATES – Irving, Texas  
**Risk Management Officer/Private Investigator**  
Responsible for escorting high-value loads to Memphis, Louisville, New York City and many other out-of-state locations.
- Commissioned
  - Licensed Private Investigator thru U.S. Security Associates
  - Certified Personal Protection Officer
- 11/12 - 7/13 JOSHUA STAR – Joshua, Texas  
**Editor/Reporter/Photographer**  
Wrote and edited all copy for this small newspaper located a few miles south of Fort Worth. Covered city, police, sports and school beats and also wrote feature stories.
- 6/11 – 2/12 SOUTHLAKE TIMES – Southlake, Texas  
**Editor/Reporter/Photographer**  
Wrote, edited and designed this weekly suburban newspaper, which was owned by American Community Newspapers. ACN had about 128 newspapers nationally, including 15 in the DFW area. ACN sold the 15 newspapers in the DFW area in February, resulting in employee layoffs.
- 12/09 – 4/10 LIMA, PERU  
**Writer/Publisher**  
Spent four months in South America translating one of my three books into Spanish and then selling and marketing it in Peru.
- 5/07 - 12/09 AMERICAN MEDICAL RESPONSE – Arlington, Texas  
**Public Information Director/Transport Coordinator**  
Oversaw public relations department in the Arlington office for this ambulance company, which is the largest ambulance company in North America. Also oversaw and scheduled ambulances as they came in and out of Arlington hospital facilities.

- 7/04 – 5/07 AMERICAN BROADCASTING SCHOOL – Arlington, Texas  
**Instructor**  
 Teach radio broadcasting/digital editing to college-aged students.
- 8/99 – 7/04 KEOM RADIO/MESQUITE ISD – Mesquite, Texas  
**Instructor/DJ**  
 Responsible for teaching radio broadcasting and production skills to high school students at KEOM 88.5 FM, a 61,000-Watt school radio station that is owned and operated by the Mesquite Independent School District.  
 \* Maintained the station’s web site  
 \* Also wrote and produced a daily history show called “Page From The Past” which aired Monday-Saturday at 8:15 a.m. and 12:15 p.m.
- 10/95 – 8/99 MESQUITE NEWS – Mesquite, Texas  
**General Assignments Reporter/Columnist**  
 Covered police beat, city council and wrote feature stories and columns for this weekly newspaper.
- 6/94 – 8/95 RESUMES PLUS – Bedford, Texas  
**Manager - Irving office**  
 Responsible for writing resumes, cover letters, business proposals and other writing projects. In addition to writing, this position involved a great deal of sales work.
- 8/93 – 8/94 FERRIS HIGH SCHOOL - Ferris, Texas  
**Journalism Instructor**  
 Taught journalism to high school students. Instructional areas included: writing leads, conducting interviews, discussing journalism ethics and laying out and designing pages.
- 5/85 – 8/93 SPORTS WRITER/REPORTER  
 During this time, I wrote for a number of different newspapers including: *The Cambridge Daily Banner*, Cambridge, Md. (6/85-10/85); *The Martinsburg Evening Journal*, Martinsburg, W.Va. (10/85-6/87); *The Somervell Sun*, Glen Rose, Texas (7/87 – 8/88); *The Arlington News*, Arlington, Texas (1/90-2/92).

*References Available Upon Request*

# GENERATION 27 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

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

Yes

No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

To use my extensive experience in education to help my friend Bryndan Wright develop this proposed charter school. I have known Mr. Wright for more than 30 years now and have found him to be not only one of the finest classroom teachers that i have ever known but also an excellent administrator.

His character is above reproach and his life has been marked with discipline, hard work and a selfless dedication to helping young people be successful. I have no doubt that, like everything else he has built in his life, he will make this charter school a huge success.

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

I feel that the appropriate role of a public charter school board member is to provide guidance and offer good financial and academic advice to the organizations leaders.

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 believe you have the capability to be an effective board member.

For many years, I was on the Leadership Team of Athletes In Action. As a board member for that organization, I would meet with other board members to talk about various financial aspects of the organization and to plan future events for the organization and fundraising.

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

I have been a teacher in the public school system for more than 10 years and I also have a degree in journalism. My strong communication skills and teaching experience should serve this new charter school well in many areas.

## SCHOOL MISSION AND PROGRAM

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

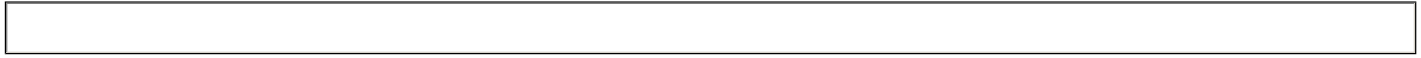
My understanding of the school's mission is to provide key support to those students who are in danger of dropping out of school and to give them the tools and motivation to be successful in whatever they are called to do in life.

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

Of the many things proposed by this charter school, the key things provided will be an approved High School Equivalency Program and an experience with teachers and mentors that the student would benefit from.

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

A successful school must have three key characteristics: 1) Care and understanding; 2) Discipline and 3) a dedication to make sure every student is successful.



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

The school's success will be measured by the number of students who successfully complete the program and receive their High School Equivalency Diploma or High School Diploma.

## GOVERNANCE

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

The board will be available as needed to advise and provide various strategies for the school's success.

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

We will know that the school will be successful at the end of the first year of operation if we have a high number of students who have successfully completed our program and who are being successful in their communities.

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

After four years, the school should be experiencing steady growth and producing a high percentage of graduates from the school's program.

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

To ensure that the school is successful, the school has to do extensive marketing, provide a high level of services and education to students and hire employees with strong character and a desire to help and inspire young people to be successful.

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

In the scenario mentioned above, it would be imperative that the board member's questionable actions be brought to the full board's attention at once, at which time the board member in question would be asked to explain his or her actions. If the board deemed the actions inappropriate or, at worst, illegal, then the board member would be asked to resign and, if necessary, reported to the local authorities.

# DISCLOSURES

14. Indicate whether you (or your spouse) knows any 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.

15. 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.

16. 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.

- Yes
- No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

17. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting any business with the provider or are currently conducting 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.

18. 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.

19. List all businesses/organizations of which you are a partner or in which you have a majority interest.

I have no business interests.

20. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

No prior experience with charter school. All of my personal experience has been in the public school system.

21. 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.

22. 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 within 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 the 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.

23. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 22.) 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).

24. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

Yes

Does not apply to me.

If yes, describe the precise nature of your relationship.

N/A

CERTIFICATION

I, James WARD GIBBS, 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  
(Blue ink)

James W. Gibbs

Date

12/3/21

State of

TEXAS

County of

TARRANT

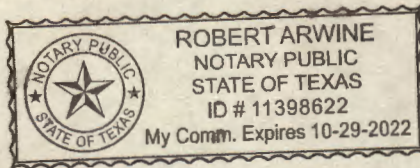
On this day, James W. Gibbs (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 3rd day of Dec., 2021

(Notary Public) Robert Arwine

(Seal)

My commission expires 10/29/22



# LESA GOWINS

5615 CR 402 Grandview, Texas 76050 • 682-551-2829

I am an energetic person who enjoys new challenges and opportunities to utilize my creative gifts. I have acquired an array of interpersonal and organizational skills during my tenure working in public education. I look forward to putting those skills to work in my next vocation.

## EXPERIENCE

**JULY 2019 – JULY 2021**

**PRINCIPAL SECRETARY**, D. P. MORRIS ELEMENTARY, MANSFIELD ISD

Yearly campus and federal budgets, process the campus bank deposit, assisting with staff development, maintaining supplies for the campus, helping parents in various capacities, and keeping accurate financial, staff and student records. I served on the campus yearbook development team, prepared teacher and staff appreciation gifts and provided support for special event planning throughout the year.

**JULY 2016 – JULY 2019**

**ADMINISTRATIVE ASSISTANT** TO THE CHILD NUTRITION DIRECTOR, KENNEDALE ISD

Processing “Free & Reduced” applications, assisting the cafeteria managers with the Sysco grocery orders each week, scheduling vendors for equipment repairs, processing the daily bank deposit, keeping accurate records for the yearly audit, helping plan and prepare of staff meetings and required trainings.

**JANUARY 2016 – JULY 2016**

**ADMINISTRATIVE ASSISTANT** TO THE DEPUTY SUPERINTENDENT, KENNEDALE ISD

Maintain accurate records of all administrative personal evaluations, field and relay all staff and parent grievances received, schedule PDAS evaluations, sift through files related to and required for legal counsel, audits and board meetings, maintain required public postings, assist the Education Foundation with incoming grant requests, fundraisers and events, process purchase orders for various departments under the Deputy Superintendent’s supervision.

**AUGUST 2009 – JANUARY 2016**

**PRINCIPAL SECRETARY**, R. F. PATTERSON ELEMENTARY, KENNEDALE ISD

Collecting and managing funds paid to the school, process the campus bank deposit, maintaining accurate financial records, assisting parents and students with registration, records requests and fines. Distribute mail and assist with incoming calls when needed. Help plan for the upcoming school year.

## EDUCATION



## **DIPLOMA, SAM HOUSTON HIGH SCHOOL, CLASS OF 86'**

Essential studies with an emphasis in creative arts, theater, and stage production.

## **PROFICIENCIES**

- SKYWARD Educational Software System
- Google Docs, TEAMS
- Microsoft PowerPoint, Excel, Word, Publisher
- Adobe Photoshop, Adobe Lightroom
- Sysco, Buy Board, Choice Partners Software
- Survey Monkey, Appletrack
- Lifetouch Yearbook software

## **ACTIVITIES**

My interests include photography, hiking, riding ATV's, crocheting, leatherworking and traveling.

## **REFERENCES**

Tara Sublette - Principal at D. P. Morris (817) 296-8035

Migdalia Castillo – Former Assistant Principal at D. P. Morris (972) 977-9879

Donna Lassa – Art Teacher at R. F. Patterson (817) 723-5581

Stephanie Rampy – Business Office Clerk, Kennedale ISD Administration (817) 522-6653

# GENERATION 27 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently serve 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 involvement in public schools has given me an insiders view of the holes in education and how many students are falling through the cracks, so to speak. I would like to see more students with complicated home lives or learning challenges exceed those norms. I believe the proposed New Heritage Academy model will create the possibility of an appealing future for such students.

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

The public charter school boards main goals should be to hire experienced and caring staff, supportive school leaders and finding the best methods to encourage the promotion of higher education. I believe all school board members should always have a heart for kids and the prospect of a brighter future for everyone. I feel the best way to do that is to hire teachers that truly feel a need to make an impact in the community.

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

I have worked as a elementary school secretary for most of my carrier. Although I have never served on a school board, I have heard and seen many students fall behind in school due to the challenges they face at home or in their academic struggles. I have also seen many educators during my tenure. There have been a few that have inspired and challenged me to do more for the students with needs. My hope as a board member would be to insure the program is geared to giving every student a chance to see his or potential and the possibility of a bright future.

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

My years as a school secretary and administrative assistant in public education has granted me a glimpse of what really makes an impact in the lives of kids living with challenges. I feel that the attitude of the leadership trickles down to the teachers and staff of every school. Students need to know that you care about them and the obstacles they deal with. Every kids needs a safe place to learn and hope for a bright future.

## SCHOOL MISSION AND PROGRAM

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

The mission of Heritage Academy is to serve students that have not been successful in a mainstream public school setting. These students will be at risk of dropping out. Heritage Academy mission is to insure more of those students get their high school diploma.

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

One of the main goals of Heritage Academy is to work with these at risk students by providing a flexible schedule, a shorter day of learning and ample staff to support their academic endeavors.

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

A successful program ensures all of the students are given the tools necessary to achieve their goals. That should include ample support from the board, leadership and educators. The

students should have a safe and uplifting environment to be successful in school. I believe community outreach will also be a big factor in helping to achieve this.

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

The board will be evaluating the success of the program with APEX learning software. The date will be evaluated regularly by the administration and board for success.

## GOVERNANCE

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

The board will use the data extracted from the APEX learning software, while keeping open communication with the superintendent to ensure the school is functioning well and the mission of the school is on target. Communication with the leadership, staff and community is paramount in ensuring the school is a success.

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

I believe the data collected will be a key factor in the beginning. There are always growth pains with a new program and adjustments will be considered when necessary. The teacher and student retention rate is also a key factor when looking at the success of a program.

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

If there is a noticeable increase in the number of students enrolled at Heritage Academy each year that are staying with the program and leaving with their diploma or GED's, the school is progressing.

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

Communication and data analysis are critical to the success of the program. Everyone involved should be flexible and willing to make adjustments to the program, as needed.

13. 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?

Any unscrupulous activity on a board members part should be brought to light and discussed by the members. If the board agrees the infraction is egregious enough to merit a suspension, I will vote to remove the board member from their position and do my part to maintain the integrity of the board, as well as, it's mission and goals.

# DISCLOSURES

14. Indicate whether you (or your spouse) knows any 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.

15. 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.

16. 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.

- Yes
- No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

17. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting any business with the provider or are currently conducting 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.

18. 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.

19. List all businesses/organizations of which you are a partner or in which you have a majority interest.

None

20. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None

21. 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.

22. 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 within 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 the 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.

23. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 22.) 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).

24. 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, Lesia E. Gowins, 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  
(Blue ink)

[Handwritten Signature]

Date

12-2-21

State of

Texas

County of

Tarrant

On this day, Lesia Gowins (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

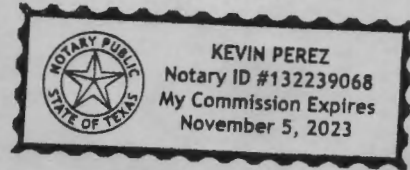
Subscribed and sworn to before 2<sup>nd</sup> day of December, 2021.

(Notary Public)

[Handwritten Signature]

(Seal)

My commission expires 11/05/2023



# Phillip Wambsganss

Mansfield, Texas



## Summary

Experienced leader with a history of working in the financial services industry and the nonprofit sector. Skilled in leading organizations, vision casting, team building and servant leadership. Strong business development professional with a master's degree in Business Administration.

## Experience

### Executive Director

Higher Education Servicing Corporation

Apr 1998 - Present (23 years 8 months +)

### Executive Director

North Texas Higher Education Authority, Inc.

Apr 1998 - Present (23 years 8 months +)

### Assistant Secretary

Arlington Higher Education Finance Corp.

Oct 2010 - Present (11 years 2 months +)

### Assistant Secretary

Greater Texas Cultural Education Facilities Finance Corporation May

2018 - Present (3 years 7 months +)

### Assistant Branch Manager

Arlington National Bank

Jun 1995 - Apr 1998 (2 years 11 months)

### Credit Specialist

Texas Bank

Jun 1988 - May 1995 (7 years)

## Education

### LeTourneau University

Master's Degree, Business Administration and Management, General 1994 - 1996

### The University of Texas at Arlington

Bachelor's Degree, Political Science and Government

1988 - 1992

## **Skills**

Team Building • Strategic Planning • Fundraising • Budgets • Event Planning • Nonprofits • Public Speaking • Leadership • Customer Service • New Business Development

## **Honors & Awards**

### **Education Finance Council - Washington, DC**

May 2021

Former board member

### **United Way of Tarrant County - Fort Worth, TX**

Jul 2016

Former board member

### **Rush Creek Church - Arlington, TX**

Apr 2015

Active Trustee

### **Grace Preparatory Academy - Arlington, TX**

Oct 2015

Active board member

# GENERATION 27 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

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

Yes

No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

I have known Mr. Wright, founder and Superintendent of Heritage Academy Public Charter Schools, for many years and believe in his vision and mission to help reach an under served population of students who are at risk of never graduating high school.

In addition, my wife is an educator, and I have much personal experience in education as well as a result of my education background and professional career. I currently manage multiple education focused nonprofit organizations. I am passionate about serving students and helping all students pursue and achieve their educational potential and career aspirations.

Finally, for years, I have served on various boards and education committees including the Education Finance Council, United Way of Tarrant County, Rush Creek Church, Grace Preparatory Academy, Association of Texas Lenders for Education, Arlington Chamber of Commerce, Arlington Rotary Club, Arlington Higher Education Finance Corporation, Greater Texas Cultural Education Facilities Finance Corporation and others. As a result of my experience through these boards, groups and activities, I

look forward helping serving and assisting Heritage Public Charter Schools in achieving their mission.

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

The role of a public charter school board member is to provide leadership and support for setting a strategic vision for the school, to evaluate and hire quality leaders to run the school, to hold the superintendent and the other leaders accountable for academic and organizational success, and to provide financial oversight.

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 believe you have the capability to be an effective board member.

I am part of another organization known as Arlington Higher Education Finance Corporation (AHEFC). I serve as the Assistant Secretary and have been working in this capacity since its inception in 2010. AHEFC works to help charter schools access tax-exempt bonds and loans to lower their cost of financing. We have worked with dozens of charter schools over the years and have witnessed the amazing work many of these charter schools do. I look forward to providing my experience to help Heritage Public Charter Schools succeed.

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

I bring years of nonprofit business management experience as well as a general understanding of how a board should operate. My service on other boards and involvement with dozens of other charter schools over the years has also prepared me to help Heritage Public Charter School achieve their mission.

## SCHOOL MISSION AND PROGRAM

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

The New Heritage Academy mission is to serve at-risk students with a flexible schedule, calendar and academic program, provide students with social-emotional support, and help students plan for future self-sufficiency and success.

New Heritage Academy will strive to be a model dropout prevention school by implementing best practices and research-based solutions. We will use a continuous improvement model and will evaluate our approach on a regular basis to guarantee that we are meeting our mission. We will also cultivate a school culture and atmosphere where teachers and staff feel valued. We will invest in our employees to ensure that they have the necessary skills and resources to provide the best possible service to our students.

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

New Heritage Academy will serve at-risk students by providing a flexible schedule, calendar and academic programs, social and emotional support, and assistance to prepare them for future self-sufficiency and long-term success. The key design elements will include: our Dropout Recovery Campus model, contractual partnership with Community in Schools to provide programming and licensed social workers, the Phoenix Program which will provide extensive case

management and life coaches/mentors, computer based instruction using APEX Learning curriculum, use of an approved High School Equivalency Program, and a flexible school schedule.

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

I believe a successful school requires all stakeholders have a shared understanding and commitment to the mission and vision, a requirement to hire strong and capable teachers and administrators, an expectation that all students can and will achieve at a high level, academic standards will meet or exceed state standards, teachers will continuously be evaluated, teacher and administrators will be provided regular training and professional development, the school environment will be inviting and motivational for all, and the school will be engaged in the lives of the students, parents and community.

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

The Board will use data to evaluate and determine the progress of meeting the outcome goals. APEX Learning curriculum software and teachers will track students' growth in the categories of above target, on target, or below target, every two weeks. In addition, each month student growth goals will be presented to the Board for review, evaluation and possible improvement recommendations. At that time the Board will also evaluate the school's operational, financial, and academic goals to determine the changes needed to be made to stay on track. Finally, the Board will monitor data on a local, state and national basis to ensure the school is meeting or exceeding prescribed short-term and long-term academic outcomes and social and career expectations.

## GOVERNANCE

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

The Board will be responsible for overseeing and managing the overall efforts of the superintendent, evaluating and approving the school's annual budget, participating in the setting of school and superintendent annual goals and expectations, helping develop and ensuring adherence to the school's policies and procedures, and assisting the superintendent on casting an ongoing vision for the school.

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

The Board will determine success the first year by evaluating the academic achievements of the students who attended New Heritage Academy, reviewing the outcomes of the goals and expectations placed on the superintendent, examining the annual budget and the school's financial audit, and studying other metrics such as cash on hand, school wait lists, teacher and student retention, etc.

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

The Board will evaluate the school in the same manner for year four as for year one but will also re-evaluate the mission and vision of the school to determine if those are being met. If necessary, the Board will work to ensure the mission and vision and/or set out to make tweaks to the vision of the school to meet the needs of the target student population.

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

The Board will need to be vigilant and proactive with setting clear goals and expectations of the superintendent to ensure the mission and vision of the school are being met. This will require the Board to meet regularly and be engaged in the day to day activities of the school. It will also require the Board to have clear authority over the activities and outcomes of the superintendent. Finally, the Board will need to be actively involved in setting the school's annual budget, monthly finance meetings, and the school's annual financial audits and the periodic academic audits.

13. 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?

Members of the Board will be expected and required to monitor and report any unusual or

unethical activities to the Board Chairman and the superintendent. If necessary, the Board should be made known of the suspected activity. If the suspected activity is not dealt with or cannot be addressed within the confines of the Board or school leadership, the member of the Board should consider filing his/her claim with the Texas Education Agency or the State Auditor's Office.

# DISCLOSURES

14. Indicate whether you (or your spouse) knows any 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.

15. 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.

16. 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.

Yes

No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

17. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting any business with the provider or are currently conducting 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.

18. 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.

19. List all businesses/organizations of which you are a partner or in which you have a majority interest.

None - All my businesses and organizations that I work for or belong to are nonprofits, and I hold no legal interest in them.

20. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None - I have worked with dozens of charter schools, but I have never worked for or held a position with another charter school.

21. 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.

22. 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 within 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 the 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.

23. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 22.) 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).

24. 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, Phillip Wambsgans, 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  
(Blue ink)

[Handwritten Signature]

Date

12/1/2021

State of

Texas

County of

Tarrant

On this day, Phillip Wambsgariss (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 1<sup>st</sup> day of December, 2021.

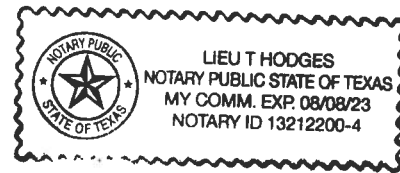
(Notary Public)

[Handwritten Signature]

(Seal)

My commission expires

August 8, 2023



# ATTACHMENT L1

## Superintendent Résumé

The applicant has **identified** a candidate for the role of superintendent.

If the applicant has identified a candidate for the role of superintendent:

- Provide a professional résumé for any identified candidate.

The applicant has **not identified** a candidate for the role of superintendent.

If the applicant has not identified a candidate for the role of superintendent:

- Provide a sample job description/posting for the superintendent position.

Insert material behind this page.

Also include this cover page with submission.

**J. Bryndan Wright**  
1410 Merion Drive ~ Mansfield, Texas 76063

**Education Related Experience:**

- 2020-2021     International Leadership of Texas  
HQ STAFF – Chief Operations Officer
- 2015-2020     Mullin Independent School District  
PARKVIEW SCHOOL - Principal  
The OAKS CAMPUS - Principal
- 2013-2015     Arlington Independent School District  
SAM HOUSTON HIGH SCHOOL – U.S. History/American Government
- 2012-2013     Dallas Independent School District  
BALCH SPRINGS MIDDLE SCHOOL – Texas History/7<sup>th</sup> Grade Football
- 1990-1993     Fort Worth Independent School District  
MORNINGSIDE MIDDLE SCHOOL – Texas History/Athletic Coordinator
- 2010-2015     Higher Education Servicing Corporation  
FINANCIAL AID PRESENTER – FAFSA and College & Career Planning
- 1987 Fall     U.S. Department of Education  
INTERN – Secretary’s Scheduling & Briefing Office/OERI

**Government/Policy Related Experience:**

- 2000-2002     Railroad Commission of Texas  
COMMISSIONER WILLIAMS – Policy Director
- 1999-2000     U.S. House of Representatives  
24<sup>TH</sup> CONGRESSIONAL DISTRICT OF TEXAS – Candidate
- 1996-1999     U.S. House of Representatives  
REP. ARMEY - 26<sup>th</sup> CONGRESSIONAL DISTRICT OF TEXAS – Constituent Services

**Business Related Experience:**

- 2002-2012     Storehouse Insurance Group, LLC  
PRESIDENT/CEO

## **Military Experience:**

1986-1994     United States Marine Corps (R)  
COMBAT ENGINEER – PFC to SGT

## **Education:**

Texas Tech University  
Ph.D Educational Administration (24 hrs earned)

University of Texas at Arlington  
M.P.A Master of Public Administration

University of Texas at Arlington  
B.A. Political Science

Liberty University  
B.S. Social Sciences Education

## **Certifications/Training:**

Principal Certification  
Instructional Leadership Development  
Social Sciences Composite Certification (Lifetime)  
Texas Teacher Evaluation and Support System (T-TESS)  
Professional Development and Appraisal System (PDAs)  
Social Studies Composite Teacher Certification (LIFE)  
Certified Insurance Counselor (CIC)

## **Community/Organizational Affiliations (Past and Present):**

Texas Association of School Administrators  
Texas Association of School Boards  
Texas Association of Alternative Education  
Rotary Club of Mansfield Sunrise (Founding Member/Board Member)  
Mansfield Chamber of Commerce (Executive Board/Govt Affairs Committee Chair)  
Farmers Branch Chamber of Commerce (Govt Affairs Committee)  
The Church on Rush Creek

# ATTACHMENT L2

## Superintendent Evaluation Tool

Provide any superintendent evaluation tool that has been locally developed. If using a TEA-recommended tool such as the Texas Association of School Boards' Superintendent Evaluation system, please state so and link in the narrative response. Do **not** attach.

Evaluation tool adapted from TASB template

Insert material behind this page.

Also include this cover page with submission.



## Heritage Public Charter Schools - Superintendent Evaluation Template

The superintendent evaluation instrument consists of three parts:

- 1) Report on student performance
- 2) Key performance indicators, and
- 3) Other management responsibilities of the superintendent.

In completing the evaluation, the Heritage Public Charter Schools Board will consult data provided by the superintendent and other legally appropriate data the board deems relevant.

At the start of the evaluation cycle, the board and superintendent shall agree upon the process for evaluation and weight given to each part. The Board will review the commissioner’s recommended appraisal process and criteria in 19 Tex. Admin. Code § 150.1031.

**Part One: Report on student performance** features a worksheet prepared by the superintendent and will include student smart goal performance.

**Part Two: Key performance indicators** are developed in alignment with the charter’s mission and vision. The superintendent develops superintendent performance targets, which are reviewed by the Board. The job targets will be SMART—Specific, Measurable, Attainable, Results-Oriented, and Time-Bound.

**Part Three: Other management responsibilities** is designed to function as an evaluation of general management performance and to assist the board and superintendent in identifying priorities for the coming year.

RATING SCORE:	
Exceptional (E):	Progress EXCEEDS expectation noted in the instrument
Proficient (P):	Progress MEETS the expectation noted in the instrument

Needs Improvement (N):	Progress DOES NOT MEET expectations noted in the instrument
------------------------	---

Comments may be added on any item. Any rating of “Needs Improvement” must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.

Reflecting the philosophy that the Superintendent Evaluation Instrument is a planning document, at the same meeting when the board and superintendent review the Instrument for the coming year, agreement is reached on which areas of Part Three items will be included. Not all may be relevant in a particular evaluation cycle. In this manner, an individual board may customize Part Three of the instrument.

### **Part One: Report on student performance**

The board reviews and uses the completed Commissioner-Recommended Student Performance Domain Worksheet for the portion of the superintendent appraisal on student performance.

The board reviews and uses the additional information required to be reported in the district’s annual performance report as set forth in Tex. Educ. Code § 39.306.

### **Part Two: Key performance indicators**

The board, in discussion with the superintendent, established the following Superintendent performance targets for the year.

#### **Charter Goals – Student performance**

#### **Key performance indicators:**

**Rating:**

**Comments:**

**Charter goals (replicate for each goal adopted by the HPCS School Board of for the evaluation cycle)**

**Key performance indicators**

**Rating:**

**Comments:**

**Part Three: Assessment of ongoing responsibilities**

Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

**A. Instructional management:** The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement. The board may want to see:

- Information on how the district determines deficiencies or areas for improvement in instruction and curriculum.
- An annual report of instructional areas needing attention, as revealed by the system.
- Annual reports of remediation and instructional improvement efforts implemented, cost, progress, and results as they become available.
- A trend of ongoing improvement as reflected in longitudinal data on student scores.
- Other (Insert specific data or reports to be furnished by the administration.)

**Rating:**

**Comments:**

Heritage Public Charter Schools

**B. Student services management:** The superintendent oversees a program of students services tied to defined goals and objectives. The board may want to see:

- Annual goals, targets, or benchmarks, and the rationale behind them for counseling services, health and safety programs, and students discipline.
- Semi-annual monitoring reports for student services programs, related to goals and targets.
- Other (Insert specific data or reports to be furnished by the administration.)

**Rating:**

**Comments:**

**C. Staff development and professional growth:** The superintendent oversees a program of staff development designed to improve district performance. The board may want to see:

- An annual summary of the staff development plan, including goals for the program tied to district assessment data and staff appraisal data, and administration-defined measures for assessing program success.
- An annual report on the success of the staff development program as demonstrated by administration-defined measures.
- Other (Insert specific data or reports to be furnished by the administration.)

**Rating:**

**Comments:**

### District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

**A. Facilities and operations management:** The superintendent maintains a management system designed to produce ongoing efficiencies in major district operations, including transportation, food services, and building maintenance and operations. The board may want to see:

- Annual goals, targets, or benchmarks and the monitoring process, to be used by administration to assess efficiency in the targeted areas.
- An annual report on success in terms of the goals, including longitudinal data.
- A general trend toward improvement in each area, as defined by the goals, targets, and benchmarks used.
- Other (Insert specific data or reports to be furnished by the administration.)

**Rating:**

**Comments:**

**B. Fiscal management:** The superintendent manages a budget development, implementation, and monitoring process that reflects sound business and fiscal practices and that supports district goals. The board may want to see:

- Budget assumptions and priorities, prior to development of the budget.
- Contingency plans for addressing any anticipated changes in district circumstances that could affect district finances in future years.
- Recommended budget in line with established assumptions and strict priorities. Quarterly financial reports showing implementation compared to adopted budget.
- End of year results that are generally consistent with adopted budget.
- Administrative procedures instituted to reduce the risk of fraud.
- Other (Insert specific data or reports to be furnished by the administration.)

**Rating:**

**Comments:**

**C. Human resources management:** The superintendent oversees a comprehensive human resources program (recruitment, retention, staff organization, compensation and benefits, staff recognition, and support), tied to defined goals and targets developed by administration for board review. The board may want to see:

- An annual list of goals, targets, or benchmarks for human resource services, related to one or more of the major functions listed above.
- An annual report of district success toward meeting the year’s goals, targets, or benchmarks.
- Other (Insert specific data or reports to be furnished by the administration.)

**Rating:**

**Comments:**

### Board and Community Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

**A. Board relations:** The superintendent maintains a positive and productive working relationship with the board of trustees. The board may want to see:

- Evidence that during the prior evaluation year the board was kept informed of significant issues as they arose.
- Evidence that during the prior evaluation year the superintendent responded in a timely and complete manner to board requests for information that were consistent with board policy and established procedures.
- Recommendations and appropriate supporting materials on matters for board decision.
- Evidence that the superintendent’s actions appropriately supported board policy and decisions with the staff and community.
- Other (Insert specific data or reports to be furnished by the administration.)

*(The board acknowledges that individual members’ judgment on the indicators above may vary from member to member and from incident to incident. Differences among members of the board about superintendent performance in this area should be discussed among the board so that consistent direction and expectations can be provided to the superintendent.)*

*Board members should assess this item based on whether or not the members feel the superintendent exercised sound judgment on a **generally** consistent basis in meeting the corporate body’s expectations in the above areas. The board’s rating on this item should reflect the assessment of a majority of the board.)*

**Rating:**

**Comments:**

**B. Community Relations:** The superintendent maintains a positive and productive working relationship with the community. The board may want to see:

- Information detailing the district's internal and external communication strategies.
- Evidence of methods for community and business involvement in schools. Evidence of methods or programs to encourage community and business participation in and with the school district.
- Other (Insert specific data or reports to be furnished by the administration.)

C.

**Rating:**

**Comments:**

(Template was adapted from a TASB Model)

# ATTACHMENT L3

## Leadership Team Résumés

- The applicant has **not identified** candidates for any leadership team positions. If not, skip this attachment.
  
- The applicant has **identified** candidates for the instructional leadership team.
  
- The applicant has **identified** candidates for the operational leadership team.
  
- The applicant has **identified** candidates for the financial leadership team.

Provide a professional résumé for all identified leadership team candidates. Provide all résumés for leadership team members who have been selected. Clearly indicate the position that is associated with each résumé.

Insert material behind this page.

Also include this cover page with submission.

# ATTACHMENT L4

## Leadership Team Evaluation Tool

Provide any leadership evaluation tool that has 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. Using T-PESS

Insert material behind this page.

Also include this cover page with submission.

# ATTACHMENT OP1

## Organizational Charts

Submit **three** organizational charts that show the school's governance, management, and staffing structures.

- (1) The first organizational chart will represent the school's structure during Year 1;
- (2) The second chart will represent the school's structure during Year 3; and
- (3) The third chart will represent the school's structure at full capacity.

If the organizational structure is not projected to change during the 5-year initial contract period, include a statement to indicate that the same organizational chart will apply in Year 1, Year 3, and at full capacity.

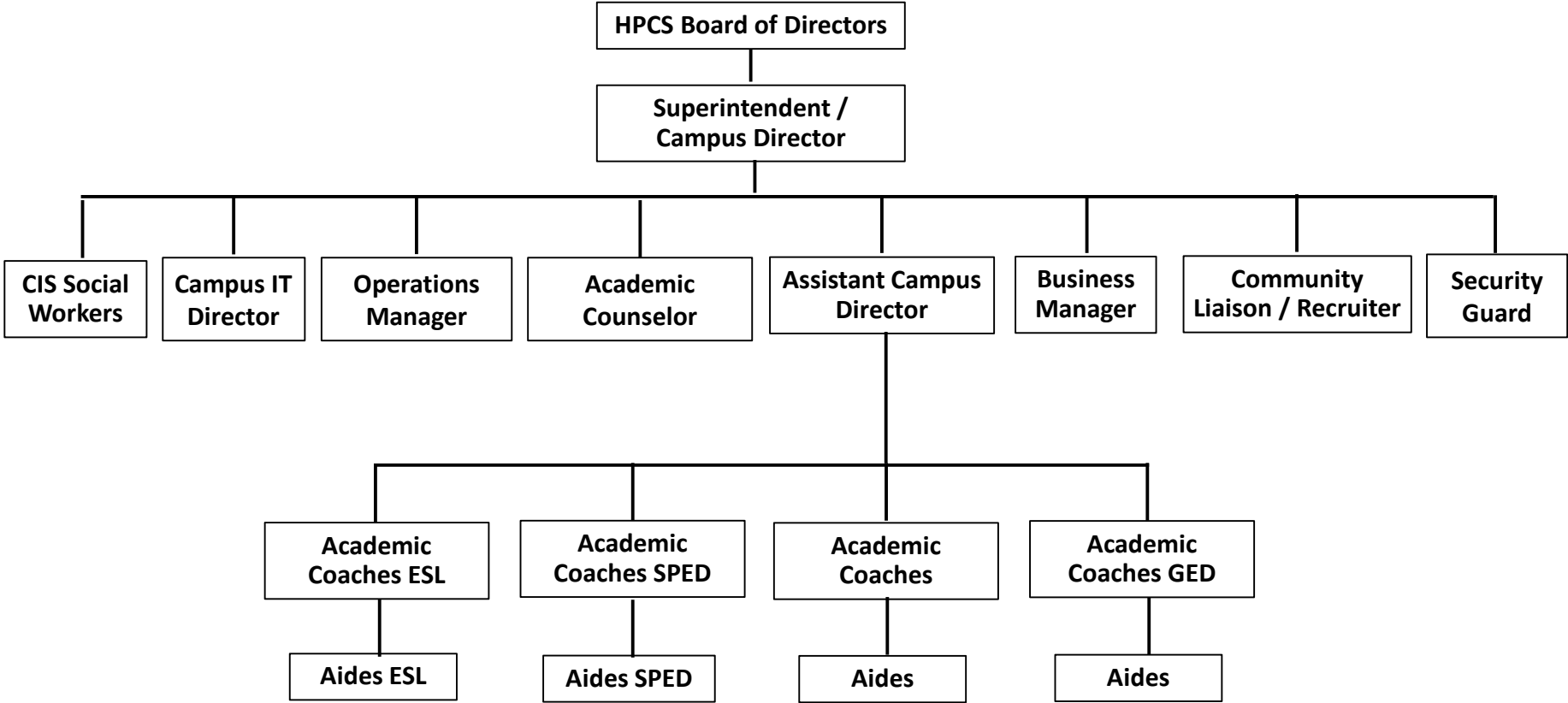
Each organizational chart must clearly delineate the roles and responsibilities of—and lines of authority and reporting among—the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school.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

All positions listed on the organizational charts must be noted on the Staffing Chart provided in Attachment OP2 and have a corresponding Staff Profile (Human Resources) Form submitted in Attachment OP3.

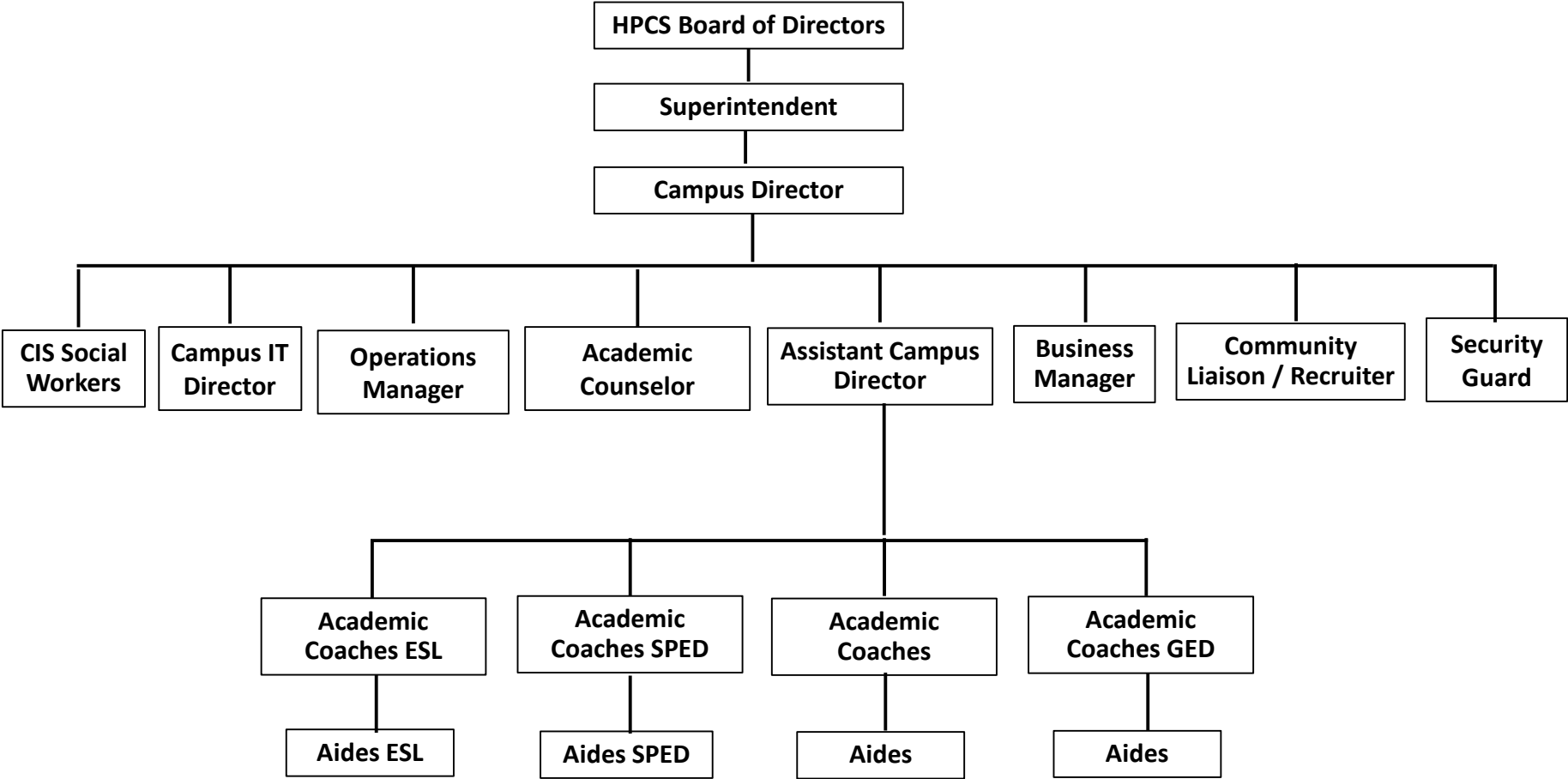
Insert material behind this page.

Also include this cover page with submission.

# Heritage Public Charter Schools First Year Organizational Chart



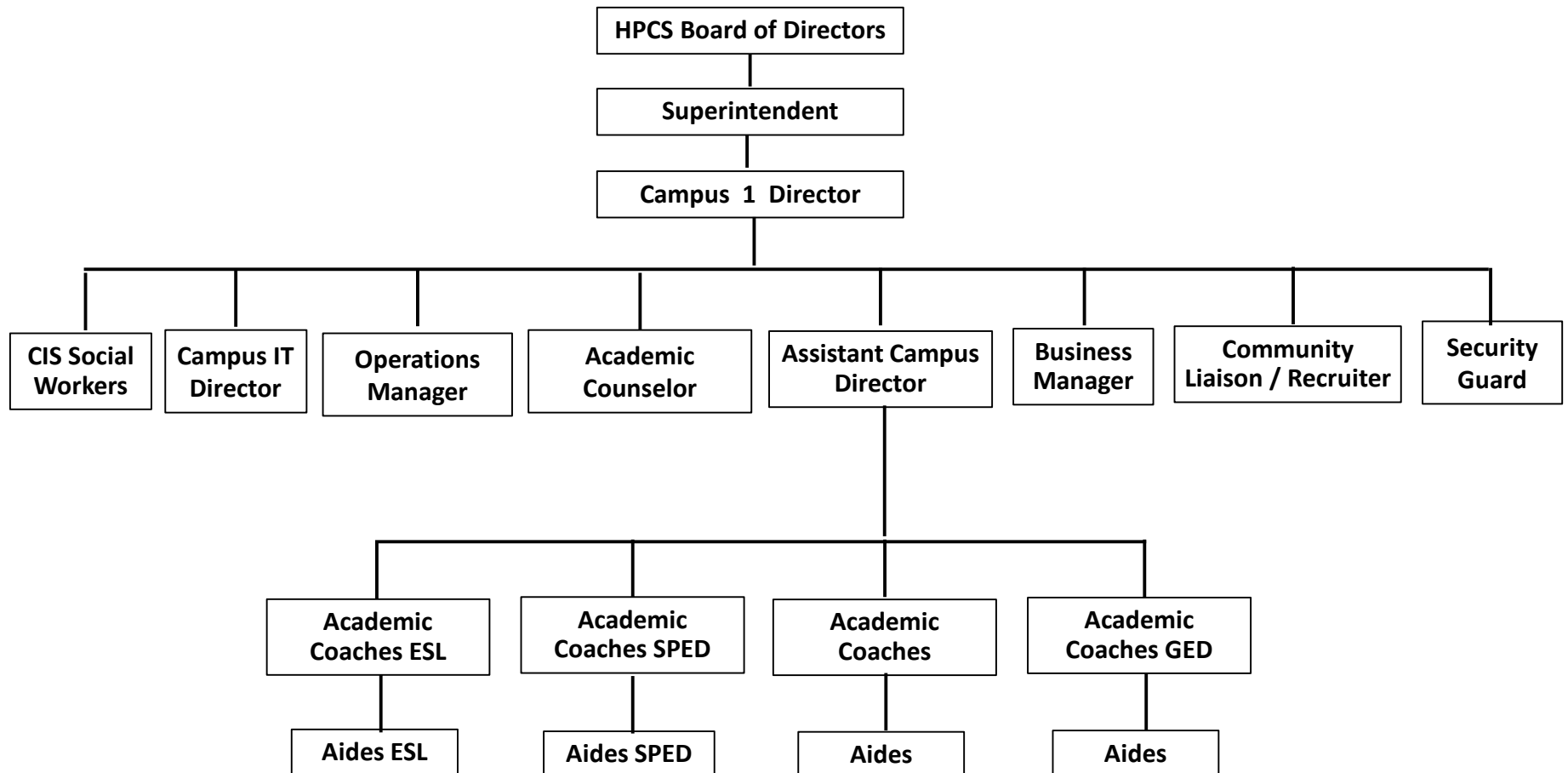
# Heritage Public Charter Schools Second Year Organizational Chart



# Heritage Public Charter Schools Third Year and Capacity Organizational Chart



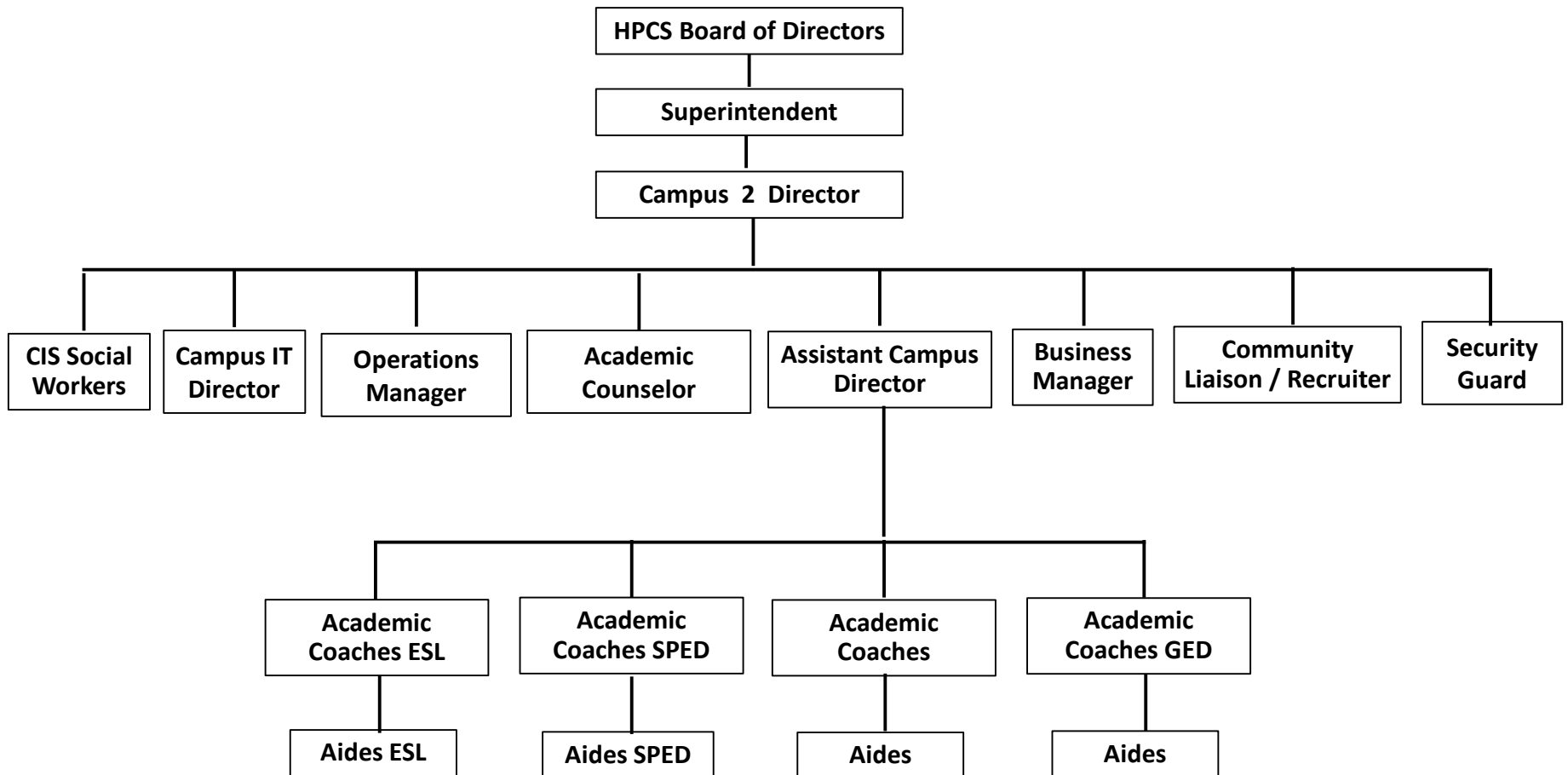
## CAMPUS 1



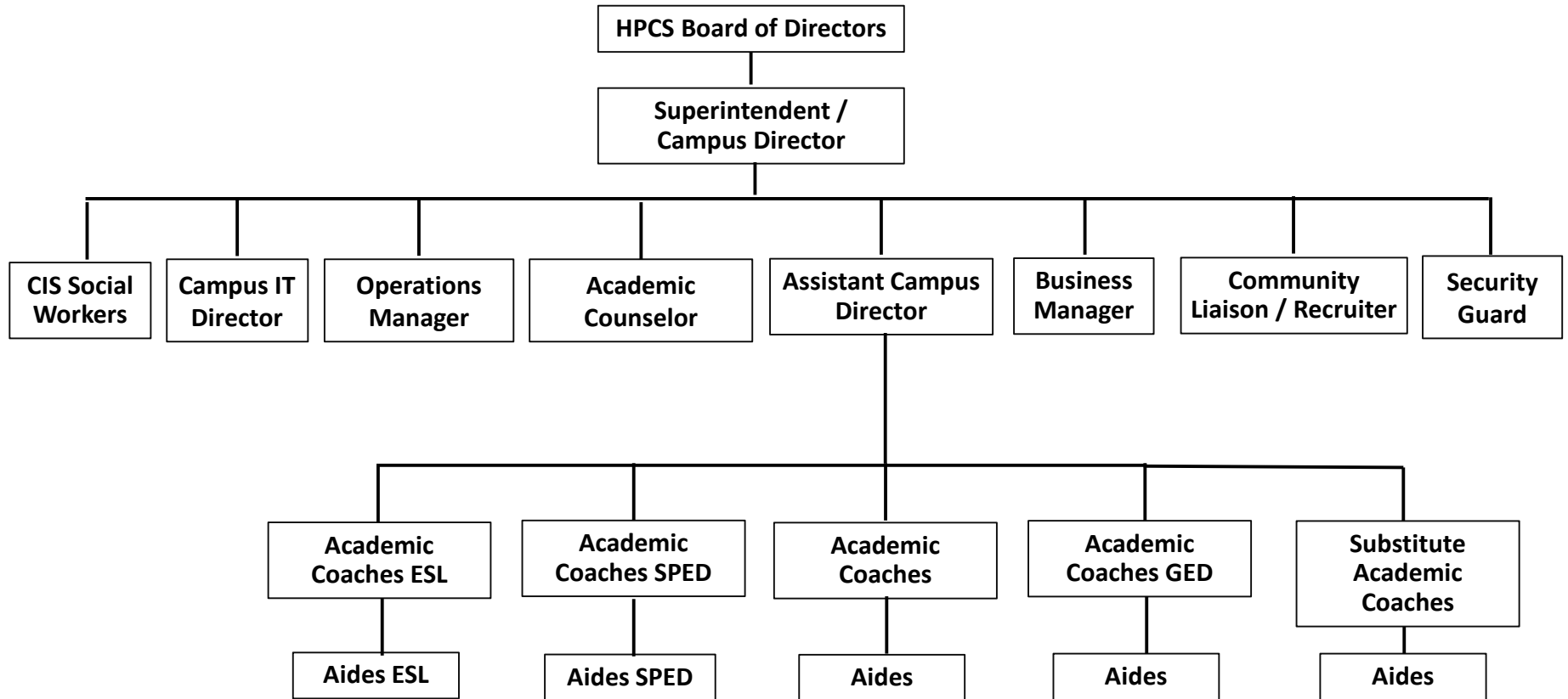
# Heritage Public Charter Schools Third Year and Capacity Organizational Chart



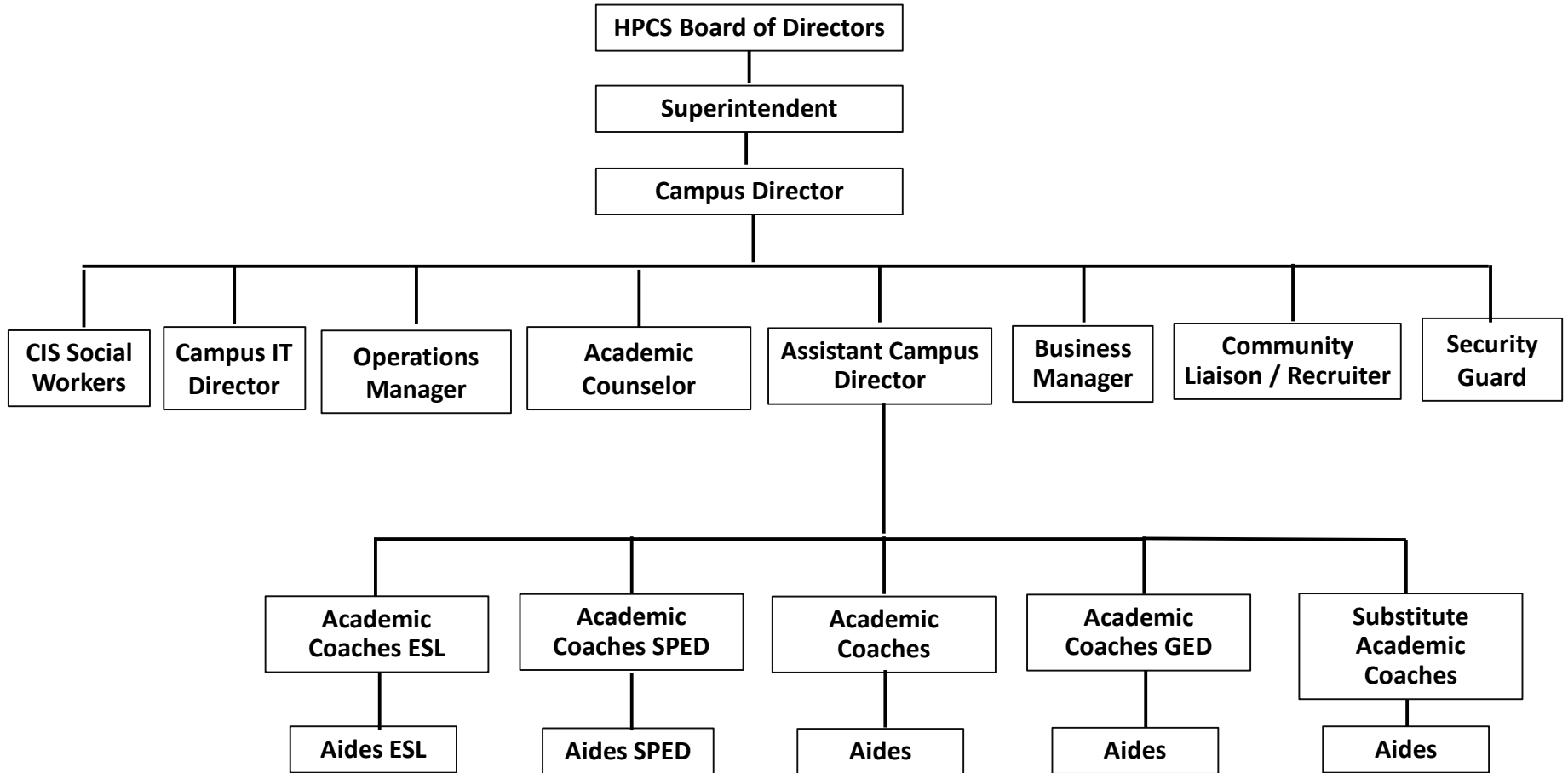
## CAMPUS 2



# Heritage Public Charter Schools First Year Organizational Chart



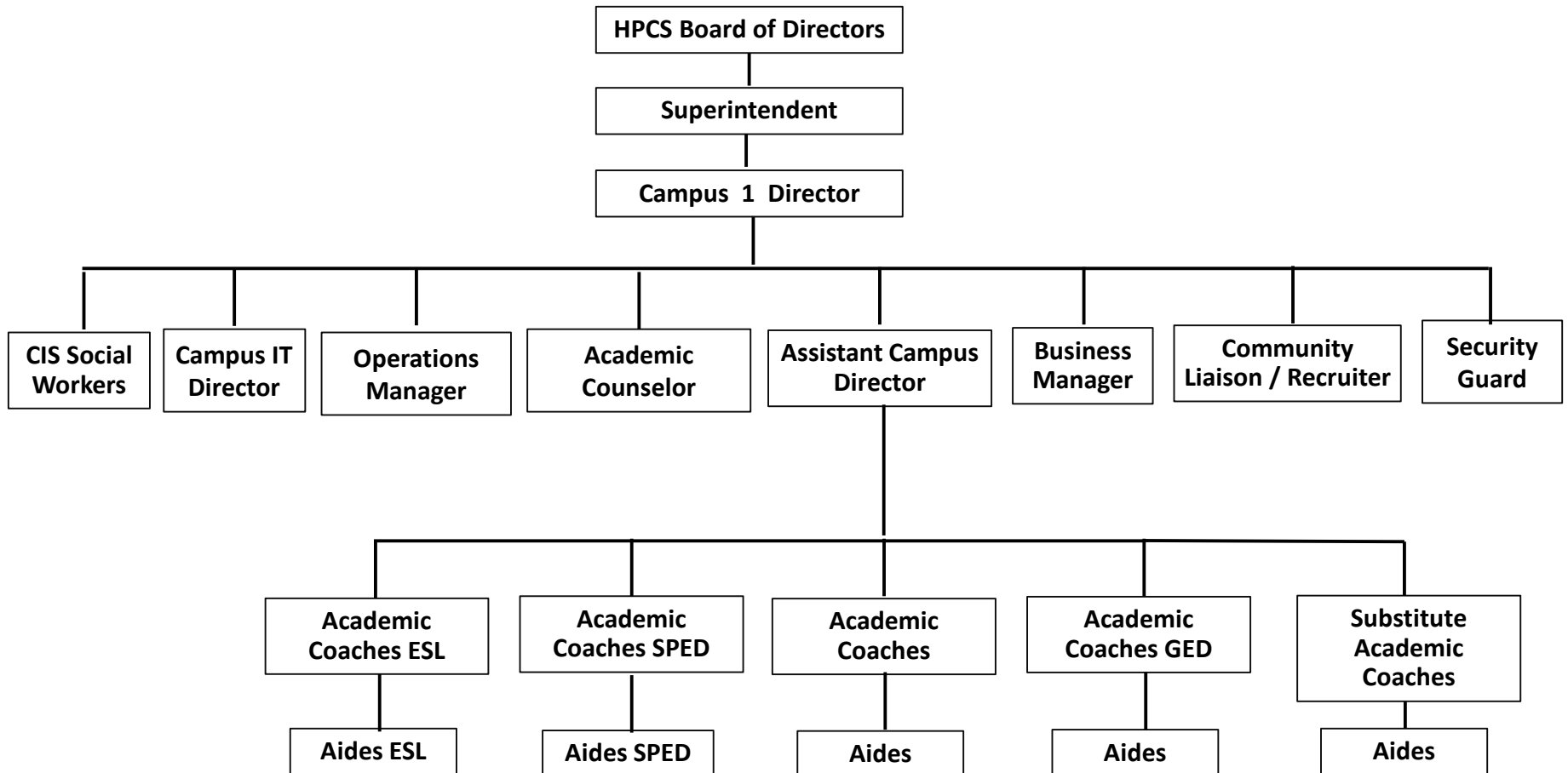
# Heritage Public Charter Schools Second Year Organizational Chart



# Heritage Public Charter Schools Third Year and Capacity Organizational Chart



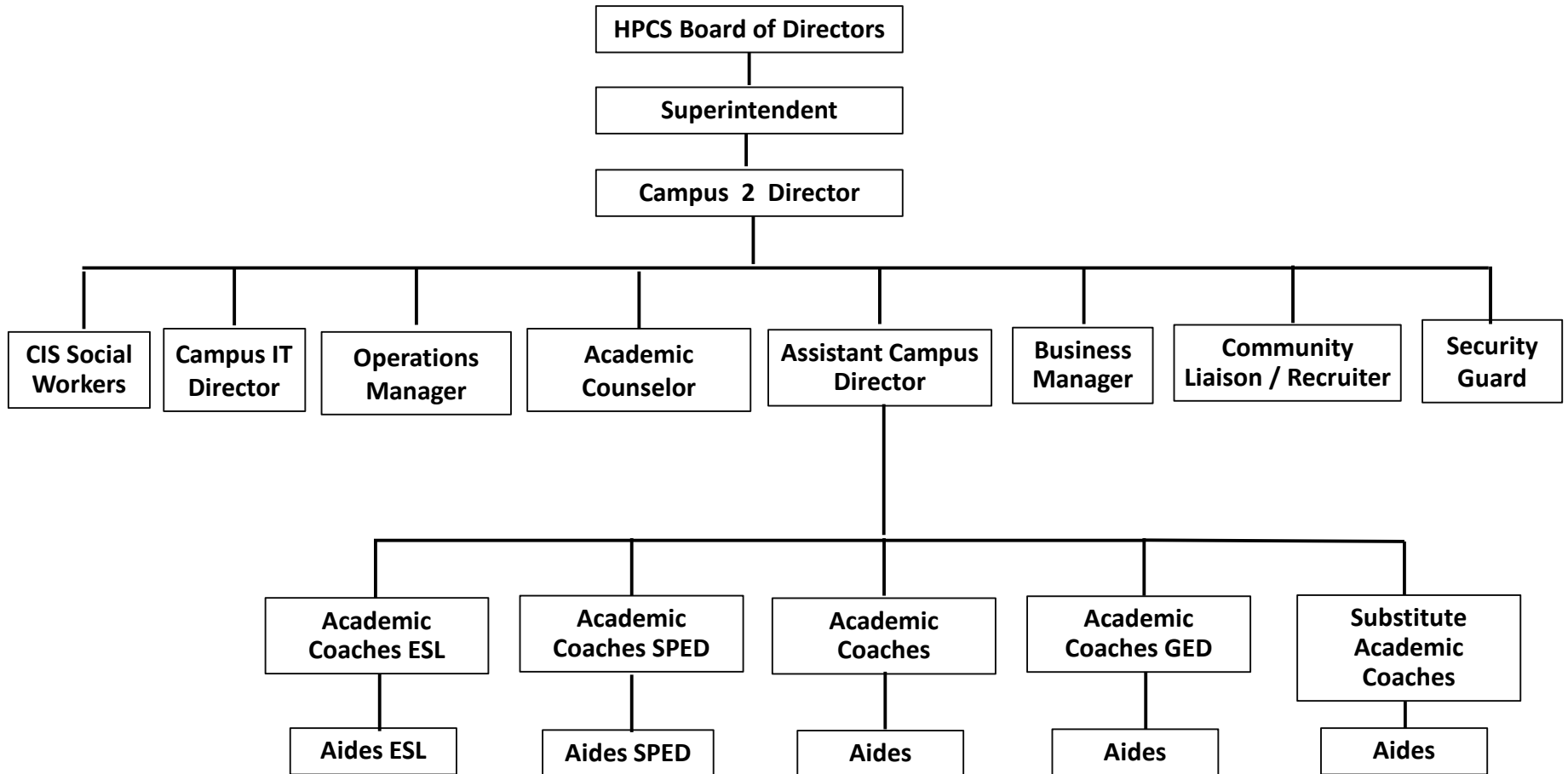
## CAMPUS 1



# Heritage Public Charter Schools Third Year and Capacity Organizational Chart



## CAMPUS 2



# ATTACHMENT OP2

## Staffing Chart

Complete the staffing chart template on the next page. It **must** include staffing projections for each year during the initial contract period (Years 1–5) and at capacity.

The staffing chart should align with the organizational charts submitted in Attachment OP1 and the Staff Profile (Human Resources) Forms submitted in Attachment OP3.

The staffing chart should include, but is not limited to, the following positions:

- Superintendent/CEO
- Central office staff, including the chief financial officer and the chief operating officer
- School leaders, including principal(s), assistant principal(s), and other leaders at the campus level
- Teachers (separate rows for each grade level or core subject)
- Teachers (separate row for each special role)
- Teachers, ESL/Bilingual
- Teachers, Special Education
- Student support staff (e.g., paraprofessionals, counselors, social workers, etc.)
- Campus operations staff (e.g., clerks, PEIMS coordinator, etc.)

On the staffing chart, all of the categories listed above should be included. Position titles can be modified or added as needed. Every position for which a Staff Profile (Human Resources) Form was submitted in Attachment OP3 should be listed as a separate row on the staffing chart.

Fill in the total number of full-time equivalent (FTE) staff required for each position in each year. For part-time employees, enter the appropriate percentage of FTE (e.g., an employee who works half days would be 0.5 FTE). Complete only the grade level(s) (elementary, middle, high) that apply to the proposed charter school.

# ATTACHMENT OP2

## Staffing Chart

<b>Central Office Staff</b>						
POSITION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	AT CAPACITY
Superintendent/Campus Director	1	0	0	0	0	0
Superintendent	0	1	1	1	1	1
Business Manager	1	1	2	2	2	2
Operations Manager	1	1	2	2	2	2
Community Liaison - Recruiter	1	1	2	2	2	2

### Elementary School Staff

Yes  No elementary school grades will be served.

POSITION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	AT CAPACITY
Central Office Staff, Continued						
Campus IT Director	1	1	2	2	2	2
Security Guard	3	3	6	6	6	6
Teachers Special Education						
x						
x						
x						
x						

### Middle School Staff

Yes  No middle school grades will be served.

POSITION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	AT CAPACITY
High School Staff, Continued						
Coaches , Substitute	10	10	20	20	20	20
Aides SPED	2	2	4	4	4	4
Teachers Special Education						
Aides ESL	2	2	4	4	4	4
Aides	3	3	6	6	6	6
CIS Social Workers	3	3	6	6	6	6
x						

# ATTACHMENT OP2

## Staffing Chart

### High School Staff

Yes  No high school grades will be served.

POSITION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	AT CAPACITY
Campus Director	0	1	2	2	2	2
Assistant Campus Director	1	1	2	2	2	2
Teachers 9-12	4.5	4.5	9	9	9	9
Teachers Special Education	1	1	2	2	2	2
Teachers ESL/Bilingual	2	2	4	4	4	4
Teachers GED	1.5	1.5	3	3	3	3
Academic Counselors	1	1	2	2	2	2
x						

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	AT CAPACITY
<b>Total Full-Time Staff</b>	39	40	79	79	79	79

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Using the template provided on the next page, complete a Staff Profile Form for all paid positions required to operate the proposed school in year one and at capacity. Staff Profile Forms should be submitted for each position listed on the staffing chart (Attachment OP2).

Ensure that the submission includes all positions necessary to operate the proposed school during the start-up year, the first year of operation, and at capacity.

This attachment should begin with a Staff Profile Form for the CEO/Superintendent position.

**Additional Staff Profile Forms can be added by hitting the button named "Add a Staff Profile Form."**

Staff Profile Forms Adapted from TASB templates

**Insert material behind this page.**

Also include this cover page with submission.

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed 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	Salary Range
Milford ISD	070909	Milford	233	120 - 130K
Garner ISD	184903	Garner	216	95 - 105K
Bluff Dale ISD	072904	Bluff Dale	210	95 - 100K

# ATTACHMENT OP3

## Staff Profile (HR) Forms

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

1. 

Oversee the management of facilities maintenance, warehouse, child nutrition, and transportation operations of the district.
2. 

Incorporate district-level goals into operational objectives to ensure that students arrive at school and school activities safely and on time; receive nutritious meals; and attend school in an environment that is safe, clean, and conducive to learning.
3. 

Monitor and reevaluate operations departments on an ongoing basis to ensure that district needs are being met in an effective and efficient manner. Implement changes where appropriate.
4. 

Collaborate with architects and consultants during the design and planning phases of all construction projects to ensure compliance with the district's specifications, design and construction standards, and building programs. Monitor the progress and compliance of ongoing construction projects.
5. 

Ensure that the necessary time, resources, materials, and technology to support accomplishment of department goals are available.
6. 

Implement federal and state laws and regulations and local board policy and ensure compliance. Stay abreast of state and federal public policy changes that could impact the charter.
7. 

Compile, maintain, and file all reports, records, and other documents as required.
8. 

Develop and administer the charter district/school budgets based on documented needs and ensure expenditures are cost effective and funds are managed prudently.
9. 

Ensure that established goals and expectations are communicated clearly, consistently, and in a timely manner.
10. 

Select, train, evaluate, and supervise staff and make recommendations relative to assignment, retention, discipline, and dismissal.

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed 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	Salary Range
Milford ISD	090709	Milford	233	115 - 130K
Garner ISD	148903	Garner	216	95 - 105K
Bluff Dale ISD	072904	Bluff Dale	210	95 - 100K

# ATTACHMENT OP3

## Staff Profile (HR) Forms

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

1. Oversee the management of facilities maintenance, warehouse, child nutrition, and transportation operations of the district
2. Incorporate district-level goals into operational objectives to ensure that students arrive at school and school activities safely and on time; receive nutritious meals; and attend school in an environment that is safe, clean, and conducive to learning
3. Monitor and reevaluate operations departments on an ongoing basis to ensure that district needs are being met in an effective and efficient manner. Implement changes where appropriate
4. Collaborate with architects and consultants during the design and planning phases of all construction projects to ensure compliance with the district's specifications, design and construction standards and building programs. Monitor the progress and compliance of ongoing construction projects.
5. Ensure that the necessary time, resources, materials, and technology to support accomplishment of department goals are available.
6. Implement federal and state laws and regulations and local board policy and ensure compliance. Stay abreast of state and federal public policy changes that could impact the charter.
7. Compile, maintain, and file all reports, records, and other documents as required.
8. Develop and administer the charter district/school budgets based on documented needs and ensure expenditures are cost effective and funds are managed prudently.
9. Ensure that established goals and expectations are communicated clearly, consistently, and in a timely manner.
10. Prepare, review, and revise job descriptions as needed.

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed 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	Salary Range
Milford ISD	090709	Milford	233	65 - 75K
Garner ISD	184903	Garner	216	60 - 70K
Bluff Dale ISD	072904	Bluff Dale	210	75 - 80K

# ATTACHMENT OP3

## Staff Profile (HR) Forms

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

1. Monitor financial and instructional processes to ensure that program activities are related to outcomes and use findings to take corrective actions where necessary.
2. Provide financial and instructional resources and materials needed to accomplish campus goals.
3. Establish clear expectations for staff performance with regard to business operations, instructional strategies, classroom management, and communication with the public.
4. Foster collegiality and team building among staff members
5. Encourage staff input and involvement in the decision-making process.
6. Build a common vision for school improvement with staff. Direct planning activities and implement programs to ensure attainment of school's mission.
7. Ensure that school rules are uniformly applied and that student discipline is appropriate and equitable.
8. Comply with district policies, state and federal laws, and regulations affecting schools.
9. Develop and administer campus budgets based on documented program needs and estimated enrollment ensuring that operations are cost effective and funds are managed wisely.
10. Comply with district policies, state and federal laws, and regulations affecting schools

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed 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	Salary Range
Milford ISD	070909	Milford	233	64.2K
Garner ISD	184903	Garner	216	64.5K
Bluff Dale ISD	072904	Bluff Dale	210	64.5K

# ATTACHMENT OP3

## Staff Profile (HR) Forms

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

1. Encourage and support development of innovative instructional programs, helping teachers pilot such efforts when appropriate. Participate in program evaluation measures and make suggestions for improvement where needed.
2. Reinforce expectations for staff performance with regard to instructional strategies and classroom management.
3. Foster collegiality and team building among staff members. Encourage their active involvement in decision-making process.
4. Take a leadership role in planning activities and implementing programs to ensure attainment of the school's mission
5. Participate in development of campus improvement plans with staff, parents, and community members.
6. Help Campus Director develop, maintain, and use information systems to maintain records and track progression campus performance objectives and academic excellence indicators.
7. May act as campus behavioral coordinator in accordance with state laws and regulations.
8. Work with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate.
9. Ensure that school rules are uniformly applied and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and student handbook.
10. Conduct conferences about student and school issues with parents, students, and teachers.

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed 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	Salary Range
Milford ISD	090709	Milford	233	50 - 60K
Garner ISD	184903	Garner	216	65 - 70K
Bluff Dale ISD	072904	Bluff Dale	210	42 -47K

# ATTACHMENT OP3

## Staff Profile (HR) Forms

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

1. Liaison with and assist Charter School Success (CSS) PIEMS.
2. Liaison with and assist CSS with FSP 6 week submission report
3. Identify and verify with CSS the data elements required for PEIMS submissions.
4. Review elements coded in SIS.
5. Liaison and assist CSS with performing PEIMS data audits
6. Liaison with and assist CSS to perform a PEIMS audit after the initial submission
7. Request and respond to TReX requests in a timely manner
8. Responsible for preparing for HCPS board meetings, including publishing notifications
9. Responsible for all duties associated with registration
10. The main duty of this position is PEIMS coordination with CSS and all those duties are not provided in this list.

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed 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	Salary Range
Milford ISD	070909	Milford	233	60 - 70K
Garner ISD	184903	Garner	216	65 - 70K
Bluff Dale ISD	072904	Bluff Dale	210	42 - 47K

# ATTACHMENT OP3

## Staff Profile (HR) Forms

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

1. Liaison with and assist Charter School Success (CSS) on accounting/bookkeeping month-end and year-end reports.
2. Liaison with and assist CSS, campus director, superintendent and board on budget creation, analysis, and financial reporting.
3. Liaison with and assist CSS on financial compliance and monthly board reporting.
4. Liaison with and assist CSS concerning PO's and accounts payable
5. Liaison and assist CSS on payroll processing
6. Liaison with and assist CSS with HR services
7. Liaison with and coordinate background checks for all potential employees, volunteers and contractors, with CSS.
8. Liaison with and assist CSS with records and required reporting management and compliance
9. Liaison with and assist CSS with any travel requests
10. This is not an exhaustive list of duties and responsibilities. This position will be responsible for working with our contracted partner, CSS, on all thing related to finance, HR, payroll and federal reporting.

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed 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	Salary Range
Milford ISD	070909	Milford	233	59K
Garner ISD	184903	Garner	216	45 - 55K
Bluff Dale ISD	072904	Bluff Dale	210	70 - 80K

# ATTACHMENT OP3

## Staff Profile (HR) Forms

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

1. Guide individual students to identify a course of study that promotes college and workforce readiness, career placement and advancement.
2. Review personal graduation plan (PGP) options with individual students and their parent or guardian and monitor progress toward attainment of goals.
3. Guide individual students to plan, monitor, and manage the student's own educational and career development including providing information about post-secondary opportunities.
4. Interpret standardized test results and assessment data to guide students in individual goal setting and planning.
5. Helps the student make the transition from secondary to post-secondary education
6. Comply with policies established by federal and state law, State Board of Education rule, and board policy. Comply with all district and campus routines and regulations.
7. Help the student to access and make use of proven educational resources, innovative methods, and other interventions that will accelerate the learning process.
8. Aiding in the course selection process to ensure progress towards student goals.
9. Compile, maintain, and file all reports, records, and other documents.
10. Follow district safety protocols and emergency procedures.

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
Milford ISD	070909	Milford	233	42 - 58K
Garner ISD	184903	Garner	213	42 - 55K
Bluff Dale ISD	072904	Bluff Dale	210	45 - 55K

# ATTACHMENT OP3

## Staff Profile (HR) Forms

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

1. Collaborate with students, parents, and other members of staff to develop IEP through the ARD Committee process for each student assigned.
2. Implement an instructional, therapeutic, or skill development program for assigned students and show written evidence of preparation as required.
3. Conduct assessment of student learning styles. Plan and use appropriate instructional and learnings strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned.
4. Present subject matter effectively and according to guidelines established by IEP. Employ a variety of instructional techniques and media including technology to meet the needs and capabilities of each student assigned
5. Work cooperatively with classroom teachers to modify regular curricula as needed and assist special education students in regular classes with assignments.
6. Participate in ARD Committee meetings on a regular basis.
7. Conduct ongoing assessments of student achievement through formal and informal testing.
8. Provide or supervise personal care, medical care, and feeding of students as stated in IEP.
9. Assume responsibility for extracurricular activities as assigned. Sponsor outside activities approved by campus principal.
10. Consult district and outside resource people regarding education, social, medical, and personal needs of students.

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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Proposed Location (City and County):

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Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
Milford ISD	070909	Milford	233	42 - 58K
Garner ISD	184903	Garner	213	45 - 55K
Bluff Dale ISD	072904	Bluff Dale	210	45 - 55K

# ATTACHMENT OP3

## Staff Profile (HR) Forms

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

1. Develop and implement lesson plans that fulfill the requirements of district's curriculum program and show written evidence of preparation as required. Prepare lessons that reflect accommodations for differences in individual student differences.
2. Plan and use appropriate instructional and learning strategies, activities, materials, equipment, and technology that reflect understanding of the learning styles and needs of students assigned and present subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations.
3. Conduct assessment of student learning styles and use results to plan instructional activities.
4. Work cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP).
5. Work with other members of staff to determine instructional goals, objectives, and methods according to district requirements.
6. Plan and assign work to instructional aide(s) and volunteer(s) and oversee completion.
7. Conduct ongoing assessment of student achievement through formal and informal testing.
8. Assume responsibility for extracurricular activities as assigned. Sponsor outside activities approved by the campus principal.
9. Be a positive role model for students; support mission of school district.
10. Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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Proposed Location (City and County):

**Minimum Qualifications Required:**

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Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
Milford ISD	070909	Milford	233	42 - 58K
Garner ISD	184903	Garner	216	45 - 55K
Bluff Dale ISD	072904	Bluff Dale	210	45 - 55K

# ATTACHMENT OP3

## Staff Profile (HR) Forms

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

1. Implement procedures and coordinate the process to identify EL students
2. Assemble and lead the LPAC committee and ensure compliance with all meeting requirements
3. Work with other academic coaches to establish an appropriate and challenging academic curriculum to ensure that students learn English as well as content information and exit the ESL program when appropriate
4. Assist campus testing coordinator with Texas English Language Proficiency Assessment System (TELPAS) testing responsibilities
5. Observe classroom instruction and provide feedback and assistance to classroom teachers to facilitate improvement and innovation. Demonstrate teaching strategies with students in the classroom.
6. Plan and provide staff development including sessions on methods for identifying and instructing EL students and enriched learning.
7. Plan and conduct parent meetings. Consult with parents, administrators, counselors, teachers, community agencies, and other relevant individuals regarding bilingual students.
8. Evaluate the ESL program effectiveness based on evaluative findings (including student achievement data) and recommend changes as needed.
9. Participate in development, preparation, and administration of the budget for supplies and equipment and ensure that the program is cost effective and funds are managed wisely.
10. Establish the procedures for language survey completion and work with front office staff to ensure those procedures are understood and followed

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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Proposed Location (City and County):

**Minimum Qualifications Required:**

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Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
Milford ISD	090709	Milford	233	42 - 58K
Garner ISD	184903	Garner	216	45 - 55K
Bluff Dale ISD	072904	Bluff Dale	210	45 - 55K

# ATTACHMENT OP3

## Staff Profile (HR) Forms

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

1. Work with other members of staff to determine instructional goals, objectives, and methods according to district requirements.
2. Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
3. Establish and maintain a professional relationship and open communication with parents, students, colleagues, and community members.
4. Compile, maintain, and file all reports, records, and other documents required.
5. Participate in staff development activities to improve job-related skills.
6. Comply with state, district, and school regulations and policies for classroom teachers.
7. Follow district safety protocols and emergency procedures.
8. Plan and assign work to instructional aide(s) and volunteer(s) and oversee completion.
9. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
10. Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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Proposed Location (City and County):

**Minimum Qualifications Required:**

Education Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
Milford ISD	090709	Milford	233	17 - 21 K
Garner ISD	184903	Garner	216	17 - 21K
Bluff Dale ISD	072904	Bluff Dale	210	17 -21K

# ATTACHMENT OP3

## Staff Profile (HR) Forms

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

1. Help teacher prepare instructional materials and classroom displays.
2. Help maintain a neat and orderly classroom
3. Help with inventory, care, and maintenance of equipment.
4. Help teacher keep administrative records and prepare required reports.
5. Provide orientation and assistance to substitute teachers
6. Keep teacher informed of special needs or problems of individual students
7. Recognize differences in each student's special medical, physical, communicative, and emotional needs and adapt methods and interaction accordingly
8. Help supervise students throughout the school day, inside and outside the classroom. This includes lunchroom, bus, and playground duty.
9. Help supervise students throughout the school day, inside and outside the classroom.
10. Maintain confidentiality.

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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Proposed Location (City and County):

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Name of District	CDN	Located in (City)	# of Students	Salary Range
Milford ISD	090709	Milford	233	18 - 25K
Garner ISD	184903	Garner	216	17 - 21K
Bluff Dale ISD	072904	Bluff Dale	210	17 - 19K

# ATTACHMENT OP3

## Staff Profile (HR) Forms

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

1. Provide instruction to students under the direction of the academic coach
2. Assist with administration and scoring of objective testing instruments or work assignments
3. Help maintain a neat and orderly classroom
4. Help with inventory, care, and maintenance of equipment
5. Help academic coach keep administrative records and prepare required reports.
6. Help supervise students throughout school day, inside and outside classroom
7. Participate in staff development training programs to improve job performance
8. Participate in weekly PLC meetings
9. Make academic coach aware of special needs or problems of individual students
10. Follow district safety protocols and emergency procedures

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

**Minimum Qualifications Required:**

Education Required:

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Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
Milford ISD	090709	Milford	233	18 - 25K
Garner ISD	184903	Garner	216	17 - 21K
Bluff Dale ISD	072904	Bluff Dale	210	17 -19K

# ATTACHMENT OP3

## Staff Profile (HR) Forms

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

1. Provide instruction to students under the direction of teacher; work with individual students or small groups.

2. Assist teacher in preparing instructional materials and classroom displays.

3. Assist with administration and scoring of objective testing instruments or work assignments

4. Help maintain neat and orderly classroom.

5. Help with inventory, care, and maintenance of equipment.

6. Help with inventory, care, and maintenance of equipment.

7. Help teacher keep administrative records and prepare required reports.

8. Provide orientation and assistance to substitute teachers.

9. Help supervise students throughout school day, inside and outside classroom. This includes lunchroom, bus, and playground duty.

10. Make teacher aware of special needs or problems of individual students.

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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.

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Name of District	CDN	Located in (City)	# of Students	Salary Range
Milford ISD	070909	Milford	233	25 - 45K
Garner ISD	184903	Garner	216	40 - 45K
Bluff Dale ISD	072904	Bluff Dale	210	40 - 50K

# ATTACHMENT OP3

## Staff Profile (HR) Forms

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

1. Perform liaison duties at an assigned school between administrators, personnel, students, parents and community resources and outside agencies.
2. Work with life coaches and make home visits to acquire information and discuss school-related problems such as absenteeism, illnesses, behavior problems and other matters;
3. Translate communications between school personnel and limited or non-English speaking parents, family members and students; serve as an interpreter for parent conferences, telephone calls, and meetings as needed; translate and prepare written correspondence as necessary.
4. Monitor student attendance; identify students exhibiting irregular attendance patterns
5. Perform a variety of clerical duties including typing, answering telephones, duplicating materials and preparing correspondence; prepare and maintain a variety of records and reports related to program activities.
6. Assist families in the resolution of problems which interfere with a student's success in school including, but not limited to, attendance, transportation, and health needs.
7. Provide school staff with information gained from contacts with the home which may assist in resolving school challenges.
8. Assist with registration of non-English speaking students; assist parents in the completion of necessary forms.
9. Operate a variety of standard office equipment including a computer and assigned software; drive a vehicle to conduct work.
10. Attend and participate in meetings, in-service trainings and conferences as assigned.

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
Milford ISD	070909	Milford	233	59K
Garner ISD	184903	Garner	216	45 - 50K
Bluff Dale	072904	Bluff Dale	210	59K

# ATTACHMENT OP3

## Staff Profile (HR) Forms

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

1. Conduct individual and group counseling sessions to encourage peer support and enhance social development of students including developing the ability to accept responsibility for their actions, resolve conflicts, develop decision-making skills, and handle crises. Work with students to improve attendance.
2. Perform casework service with parents to increase the parents' understanding, their constructive participation in resolving their child's problems and their knowledge and use of available and appropriate resources.
3. Provide crisis support and counseling to students, parents, and school staff.
4. Coordinate and integrate school and community resources and refer school staff and parents to community resources where appropriate.
5. Identify and explore causes of students' dysfunction as it relates to the home, school, and community including making home visits to gather information relating to students. Arrange for medical, psychiatric, and other tests and examinations that may disclose causes of difficulties and indicate remedial measures.
6. In coordination with an academic coach, academic counselor and campus administrator, evaluate and determine what level (Tier) of case management is appropriate for each student on their case load.
7. Work with school personnel to help students explore alternative education programs and career counseling.
8. Assist students to set goals beyond a high school diploma or GED.
9. Contribute to the planning and implementation of parent involvement activities. Develop and conduct parenting training and support groups.
10. Inform students and parents of their rights and responsibilities under federal and state law including compulsory attendance.

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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Proposed Location (City and County):

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Name of District	CDN	Located in (City)	# of Students	Salary Range
Milford ISD	070909	Milford	233	43.2K
Garner ISD	184903	Garner	216	60 - 70K
Bluff Dale ISD	072904	Bluff Dale	210	43.2K

# ATTACHMENT OP3

## Staff Profile (HR) Forms

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

1. Install, configure, maintain, and upgrade computers and peripherals, network cabling, and network peripherals throughout the district. Relocate computer hardware, peripherals, and equipment as needed
2. Provide technical assistance to users of computers, instructional equipment, and software
3. Install and configure application and operating system software and upgrades
4. Assist with the installation, maintenance, troubleshooting, and repair of data communications circuits and equipment.
5. Assist with the organization and distribution of technology-based material for classroom use.
6. Diagnose and repair network connectivity and hardware issues, including printers, terminals, and personal computers.
7. Remove old equipment and perform data migration to new machines.
8. Service equipment according to established preventive maintenance schedule. Maintain accurate updated records of preventive maintenance.
9. Maintain accurate records of time and materials required to perform repairs and service.
10. Maintain accurate inventory of hardware, software, and other equipment and material at assigned site(s).

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
Milford ISD	070909	Milford	233	25 - 35K
Garner ISD	184903	Garner	216	35 -45K
Bluff Dale ISD	072904	Bluff Dale	210	35 - 45K

# ATTACHMENT OP3

## Staff Profile (HR) Forms

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

1. Monitor student behavior and enforce school rules related to student conduct, vehicle operation, and parking.
2. Resolve conflict or confrontation between students and report disturbances to campus directors.
3. Control traffic and parking on campus grounds during school hours and at after-hours events.
4. Register student vehicles and maintain accurate records of registration.
5. Work cooperatively with office personnel to inform students of problems with vehicles (i.e., improperly parked, lights on, etc.)
6. Assist law enforcement personnel as needed.
7. Ability to monitor security cameras
8. Notify police, fire department, or other appropriate authority of any situation requiring immediate attention.
9. Follow district safety protocols and emergency procedures.
10. Patrol assigned campus.

# ATTACHMENT OP3

## Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
Milford ISD	090709	Milford	233	
Garner ISD	184903	Garner	216	
Bluff Dale ISD	072904	Bluff Dale	210	

# ATTACHMENT OP3

## Staff Profile (HR) Forms

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

1. Adhere to the curriculum and lesson plans assigned by the regular academic coach
2. Follow procedures and help students with their assignments
3. Help monitor any part of the facility as assigned
4. Always follow school rules and policies.
5. Take attendance and maintain daily records.
6. Maintain a clean and organized classroom and work environment.
7. Oversee the daily routines and activities in the classroom.
8. Interact with parents, kids, and administrators in a warm and respectful manner.
9. Safeguard equipment, supplies
10. Consistently monitor and ensure the safety of students

# ATTACHMENT OP4

## Teacher Evaluation Tool

Provide any teacher evaluation tool that has 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. Using T-TESS

Insert material behind this page.

Also include this cover page with submission.

# ATTACHMENT OP5

## Annual Calendar and School Schedule

Provide the proposed **annual 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.

Also, provide a proposed **school schedule** for a sample day and a sample week. Include any planned scheduling for accelerated student learning.

Insert material behind this page.

Also include this cover page with submission.



# School Year 2023 - 2024 Calendar

**NEW HERITAGE ACADEMY**

<b>August 2023</b> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<b>September 2023</b> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table>	S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	<b>October 2023</b> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31											
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**Classes Meet Monday through Thursday - No Student Classes on Fridays**

**Fall Semester August 21, 2023 - Feb 1, 2024**

**Spring Semester Feb 5, 2024 to August 1, 2024**

<b>August 7 -</b> Teachers Report <b>August 7 thru 18 -</b> Professional Development <b>August 21 -</b> First Day of School <b>September 4 -</b> Labor Day Holiday <b>September 29 -</b> Professional Development <b>October 5 -</b> End of First 6 Weeks <b>November 3 -</b> Professional Development <b>November 20 thru 23 -</b> Thanksgiving Holiday <b>November 30 -</b> End of 2nd 6 weeks <b>December 22 thru January 5 -</b> Winter break <b>January 19 -</b> Professional Development <b>January 15 -</b> Dr. Martin Luther King Day <b>February 1 -</b> End of First Semester	<b>February 5 -</b> Start of 2nd Semester <b>March 1 -</b> Professional Development <b>March 11 to 14 -</b> Spring Break <b>April 4 -</b> End of 4th 6 weeks <b>April 26 -</b> Professional Development <b>May 27 -</b> Memorial Day Holiday <b>May 30 -</b> End of 5th 6 weeks <b>June 7 -</b> Professional Development <b>July 4 -</b> 4th of July holiday <b>August 1 -</b> End of 2nd Semester/ Last Day of School Year <b>August 2 -</b> Teacher Work Day  <b>Total Minutes of Instruction = 43,200</b>
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**NEW HERITAGE ACADEMY**

## Weekly Class Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:25 - 11:25	1st block				closed
11:30 - 12:15	Lunch Break				closed
12:15 - 4:15	2nd block				closed
4:15 - 4:30	Transition / PLC				closed
4:35 - 8:35	3rd Block				closed

## Daily Class Schedule

Time	School Day
7:25 - 11:25	1st block
11:30 - 12:15	Lunch Break
12:15 - 4:15	2nd block
4:15 - 4:30	Transition / PLC
4:35 - 8:35	3rd block

# ATTACHMENT OP6

## Admission and Enrollment Policy

Provide a draft of the proposed Admissions and Enrollment Policy, which should include the following:

- Brief summary of the application and enrollment processes.
- Non-discrimination statement to be included in the proposed school's admissions policy that meets the requirements of [Texas Education Code §12.111\(a\)\(5\)](#).
- Tentative start and end dates for the application window and the enrollment period. See [Texas Education Code §12.117](#).
- Policies and procedures to be followed in conducting a lottery when a grade or class is over-subscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Enrollment deadlines and procedures, including an explanation of how the school will receive and process intent to enroll forms.
- Policies and procedures for the admission of students with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems described in [Subchapter A, Chapter 37](#). See [Texas Education Code §12.111\(a\)\(5\)\(A\)](#).
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- Explanation of the purpose of any pre-admission activities for students or parents.

If the proposed school will specialize in the performing arts, discuss whether potential students must demonstrate artistic ability as a requirement for admission to the school as provided in [Texas Education Code §12.111\(a\)\(5\)\(B\)](#). In addition, [Texas Education Code §12.1171](#) permits a charter school specializing in one or more of the performing arts to require an applicant to audition for admission to the school.

Student Application:

<https://tea.texas.gov/sites/default/files/Charter%20Student%20Admission%20Application%202020-2021.pdf>

Insert material behind this page.

Also include this cover page with submission.



# CHARTER STUDENT ADMISSION APPLICATION

Charter School Campus Name/Charter School Name  
(Nombre del campus de la escuela charter / Nombre de la escuela charter)

School Year  
(Año escolar)

## Student Information (Información Estudiantil)

Required Information (Información requerida)\*

Please enter name as shown on birth certificate  
(Por favor ingrese el nombre como se muestra en el certificado de nacimiento)

Last Name (Apellido)\*

Suffix (Sufijo)

First Name (Primer Nombre)\*

Middle Name (Nombre del segundo)\*

Date of Birth (Fecha de nacimiento)\*

Gender (Género)\*

Grade Applying For (Grado que solicita)\*

Voluntary Information (Información voluntaria)

Social Security Number (SSN)  
(Número de Seguro Social)

OR

Student Identification Number  
(Número de identificación del estudiante)

\*Providing a SSN is voluntary and used to match a student's Unique ID through the Texas Student Data System. If you do not wish to supply the SSN, please supply the SIN. If no SIN exists, one will be generated.

(Proporcionar un SSN es voluntario y se usa para hacer coincidir la identificación única de un estudiante a través del Sistema de datos de estudiantes de Texas. Si no desea proporcionar el SSN, proporcione el SIN. Si no existe SIN, se generará uno.)

Yes (Sí)  No (No)  I have another child attending this charter school.  
(Tengo otro hijo que asiste a esta escuela charter)

Yes (Sí)  No (No)  This is a child of a staff or board member.  
(Este es un hijo de un miembro del personal o de la junta)

If yes, please enter the name of the student's sibling, staff, or board member.  
(En caso sí, ingrese el nombre del hermano, el personal o el miembro de la junta)

## Primary Guardian Information (Tutor Legal)

Last Name (Apellido)\*

First Name (Primer Nombre)\*

Street Address of Primary Residence  
(Dirección de la residencia principal)\*

City  
(Ciudad)\*

State  
(Estado)\*

Zip Code  
(Código Postal)\*

Contact Phone Number (Teléfono de contacto)\*

Email Address (Correo Electrónico)

CERTIFICATION (Required): By checking this box, I certify to the best of my knowledge and belief that the information in this application is complete and accurate, I am the legal guardian of the child listed above, and I understand that any false information, omission, or misrepresentation of facts may result in the rejection of this application or future dismissal of the applicant.

CERTIFICACION (Requerida): Al marcar esta casilla, certifico a mi leal saber y entender que la información en esta solicitud es completa y precisa, soy el tutor legal del niño mencionado anteriormente, y entiendo que cualquier información falsa, omisión, o la tergiversación de los hechos puede resultar en el rechazo de esta solicitud o en el futuro despido del solicitante.

This school does not discriminate on the basis of sex, national origin, ethnicity, religion, disability, or academic or athletic ability.  
(Esta escuela no discrimina por sexo, origen nacional, etnia, religión, discapacidad, or capacidad académica o atlética.)

# ATTACHMENT F1

## Detailed Start-Up Plan

Provide a detailed start-up plan for Year 0 (initial contract date– August 2023).

Insert material behind this page.

Also include this cover page with submission.



<b>Start Up Items</b>	<b>Responsibility</b>	<b>Time Frame</b>
Superintendent / Campus Director (S/CD) starts full time.	Superintendent /Campus Director	October 1 2022
Announce Charter School Award to all interested or pertinent parties.	S/CD	October 2022
S/CD presents Plan of Action and Accompanying Budget.	S/CD	November 2022
Heritage Public Schools (HPCS) Board of Directors (BoD) meeting / New members approved.	HPCS Board of Directors	November 2022
BoD to review / approve S/CD Plan of Action and Budget	HPCS Board of Directors	November 2022
Legal / Accounting / Insurance firms selected / documents executed	HPCS Board of Directors	November 2022
File necessary documents with Texas Secretary of State.	HPCS Board of Directors	November 2022
Engage partners and providers - ESC11. Charter School Success. TABE. NWEA. Communities in Schools. APEX. Oasis Charter School Enrollment Lottery. Gabbart, and all others	S/CD	November 2022
Select and Engage Website developer/ operator.	S/CD	November 2022
Board of Directors training with CSS.	HPCS Board of Directors	December 2022
Start ongoing Recruiting for all staff positions	S/CD, HPCS Board of Directors	December 2022
Start ongoing Student Recruitment process - Networking with Legal Entities. meeting with Counselors at local schools.	S/CD	December 2022
Join TASB Texas Charter School Association - other important organizations	S/CD	December 2022
Student Application window opens	S/CD	January 1 2023
Annual Financial Report to TEA	S/CD	January 28 2023
Finalize School floorplans and physical space design	S/CD, HPCS Board of Directors	January 2023
Pre-Approval from TEA for CSP Grant expenditures	S/CD	February 2023
Finalize Employee Student and Operations Policies and Handbooks - HPCS BoD to approve	S/CD	February 2023
RFPs prepared / submitted for all services / goods as required by law or BoD.	S/CD	February 2023
Issues PO's for Furniture & Fixtures. for July 10th delivery.	S/CD	March 2023
Issue PO for Computers and Technology. for July 18th delivery	S/CD	March 2023



## New Heritage Academy Start-up Plan

Issue POs for Security Hardware. for July 7th delivery	S/CD	March 2023
Building selected ,provide for July 1 move in date. /with HPCS BoD approval.	S/CD	May 2023
Select and Onboard Assistant Campus Director	S/CD - Assistant Campus Director	May 29 2023
Building Move in Date	All	July 1 2023
Select and Hire all Coaches (teachers).	S/CD - Assistant Campus Director	July 1 2023
Select and Onboard Business and Operations Managers	S/CD - Assistant Campus Director	July 1 2023
Select and Onboard IT Director	S/CD - Assistant Campus Director	July 1 2023
Start Buildout / Setup Learning Labs	Assistant Campus Director - Campus IT Director	July 25 2023
Onboard "Communities in Schools" Social Workers	S/CD	July 31 2023
Electric. Water. Gas. Utilities connected	Assistant Campus Director - Campus IT Director	July 2023
Installation of Internet and Phone Service July 7th	Assistant Campus Director - Campus IT Director	July 7 2023
Foundation School Program (FSP) Estimate Data Report to TEA	S/CD	August 1 2023
Select and Onboard all Aides	S/CD - Assistant Campus Director	August 7 2023
Select and Onboard Security Guard	S/CD - Assistant Campus Director	August 7 2023
Select and Onboard Community Liaison	S/CD - Assistant Campus Director	August 21, 2023
<b>First Day of School</b>	<b>ALL</b>	<b>August 24 2023</b>

# ATTACHMENT F2

## 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.

**Pending applicant eligibility and availability of federal funds, the application provides for up to \$900,000 in federal CSP funding.** The applicant must include and budget with these funds when completing the budget narrative.

Applicants who would be unable to meet the definition of a charter school, as defined in ESSA, Section 4310(2) are ineligible to receive CSP funds through this application. Consequently, any applicant who would be ineligible should **not** budget the funds outlined above.

For purposes of this grant, 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;

# ATTACHMENT F2

## Budget Narrative

- 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.

Insert material behind this page.

Also include this cover page with submission.



## Heritage Public Charter Schools Gen 27 Budget Narrative

The following is an explanation for the assumptions made in the attached Financial Plan Workbook.

### Revenue-

Upon the Award of Charter, a \$50,000 deposit will be made to the account of Heritage Public Charter Schools. These funds represent a no interest loan from relatives of the Founder, Bryndan Wright. The loan repayment will consist of 2 payments of \$25,000 each, with one due June 1, 2024, and the other June 1, 2025.

The largest portion of the revenue will come from the Regular Program allotment. The school plans for a first year enrollment of 225 students and an attendance rate of 85%, or 191 ADA. This attendance rate is fully 10% less than the 95% rate reported by both the Arlington ISD and the State of Texas as a whole. Even at that reduced ADA rate, that revenue will be \$1,177,909. The Small and Mid-sized allotment adds \$ 202,343, and mainstream SPED another \$120,408. Using the Arlington ISD Economically Disadvantaged rate of 74% provides \$ 217,104 in Compensatory Funding. It is noted that Sam Houston High school reports an ED rate over 90%. Five pregnant students and 60 EL students add minimally. The total Foundation School Funds are projected to be \$1,966,196 and total revenue of \$2,095,691. Should any budget shortfall occur during the first 5 years, the founder and members of his family are prepared to provide low interest loans up to the amount of \$325,000.

### Staffing-

The staffing levels of this School reflect the unique environment being created to serve these traditional school challenged students. Classrooms are called Learning Labs, teachers will be called Academic Coaches. The course work is computer based individual learning. The Academic Coaches have multiple Aides and Counselors working with them in support of the students. Each student will have a unique course load and get individual help as needed. The student to Learning Staff ratio is projected to be 11/1. In addition, Communities in Schools will provide 3 Social workers at \$44,000 each. The Coaches (teachers) will work with students Monday thru Thursday. Several Fridays are In Service or Developmental days, the rest are days off. Coaches will also not be required to create lesson plans, grade papers, or other tasks that reduce the time available to be 1 on 1 with the students. The pay range for these positions ranges from \$21,000 annually for Aides, and up to \$53,000 for certified Academic Coaches. These numbers are in line with other local schools, especially considering the unique approach at this campus.



## Heritage Public Charter Schools Gen 27 Budget Narrative

Mentoring is believed to be a benefit to these students and will be investigated or cultivated. No known cost is currently available, but some grants, sponsorships, and partnerships are possible and will be explored. If and when implemented, the mentorship program will be secular in nature and meet all pertinent requirements and regulations.

The planning year and first school year Administration is headed by a Superintendent / Campus Director (Principal). That position has been filled, It pays \$115,000 annually and begins when the CSP grant is awarded. This S/CD is responsible for all the planning, opening, and operations of the Charter School for the first year. The S/CD reports to the Heritage Public Charter School Board of Directors and will not be a member of that Board. This position will be divided in year two. At that time the School will hire a separate Campus Director making \$85,000 annually. This figure is competitive with other similar school Principals.

The Campus will have an Assistant Campus Director, (Assistant Principal) This position will pay \$70,000 per year. The ACD will start in May 2023 and working closely with the superintendent, be a major contributor to the implementation of the School Plan. This person is expected to become the Campus Director for the school second year. A replacement ACD will be hired at that time.

By working Charter School Success and ESC11, the need for office staff is reduced. The proposed staff positions responsible for office functions are the Business Manager and the Operations manager. The School plans to pay each \$55,000 per year. The Business Manager is responsible for HR functions, Payroll, AP, Federal Reporting, and Finances. The Operations Manager is responsible for PEIMs, Attendance, Registration, TREx, and Front Desk duties.

The Campus IT Director, at \$ 50,000 a year, will be in charge of the Technology. The Chrome Boxes for students, the computers for Coaches and Staff, and the security system and cameras are all the responsibility of this position. This Director will start a month before school opens and be highly involved in the final preparation of the facility for opening day.

The other staff consist of three Security Guards at \$35,000 each per year, and a Community Liaison / Recruiter position at \$50,000. The Community Liaison will take over the recruiting and community relations from the S/CD when the School opens.

Start-Up Staffing costs are projected to be \$180,847, with the majority being the S/CD and ACD salaries and staff training and development. First year total personnel costs, including benefits and taxes will be \$1,499,458.



Additionally, \$85,705 will be spent on Contracted Services, including CSS, ESC11, during the first year of operation.

The anticipated staff selection and onboard dates for some key people could possibly be moved forward by a few weeks contributing to an increase in personnel costs during start-up. The HPCS BoD and S/CD would make that decision closer to real time. These costs would be covered with the CSP grant.

#### Costs-

The structure of this School differs from a traditional classroom. It requires Learning Labs where each student has a semi enclosed desk (pod) with Chrome Box and monitor secured to it and all connected via Wi-Fi. The school plans on 4 Labs of approximately 20 pods each. Several other single or more secluded pods will also be provided. \$99,849 is the cost for the 80 Learning pods, all the Coaches and staff computers, including hardware/software, and all the furniture required for the students and the small administration staff. An additional \$18,700 will cover the cost of the total campus camera and security system.

With all the Technology required at start-up, School Operations will cost \$158,164 by the time school opens but drop to a more regular \$58,220 the first year and close to that afterwards. This figure also includes \$16,500 for recruiting students, \$5,000 for recruiting staff, and \$6,875 for staff development.

Facilities and Operations expenses, including rents and utilities, are projected to be \$29,950 for start-Up and \$156,900 for the first year and years after.

Including all budgeted items, the total cost during start-up will be \$389,561.

The Start-Up revenue, including the CSP grant will be \$ 437,721.

For the first-year operation the revenue is projected to be \$2,070,691, after the 1<sup>st</sup> of 2 \$25,000 loan payments. The expenses for that year are expected to be \$1,790,238.

The ending balance of \$280,409 represents cash on hand of 28 days.



### CSP Grant Use of Funds

Planning \$		Implementation \$		1st 30 days \$
\$115,000	Payroll / Superintendent / Campus Director 12 months	\$65,847	Payroll/ implementation staff and training, development time	\$110,242
		\$15,000	CSS Setup Onboarding Training	\$4,419
		\$1,500	Oasis Lottery Setup Onboarding Training	\$125
		\$9,600	ESC 11 Setup Onboarding Training	\$800
		\$600	books	\$50
		\$21,500	staff & student recruiting	\$1,583
		\$38,658	school furniture	\$83
		\$250	phone & install	\$250
		\$61,191	chromeboxes, computers	\$83
		\$4,200	student testing	\$350
		\$6,875	staff development	\$573
		\$18,700	cameras- security system	\$83
		\$18,000	building rents - 2 months	\$9,000
		\$1,800	Internet & install	\$300
		\$3,800	CSP property insurance	\$1,217
		\$5,200	Gabbert Comm, Setup Onboarding Training	\$336
<b>\$115,000</b>		<b>\$272,721</b>		<b>\$129,495</b>
			<b>CSP Total</b>	<b>\$517,216</b>

# ATTACHMENT F4

## Evidence of Financial Support

- No responsive documents are being provided.

Provide evidence of financial support from intended community partners such as:

- Letters of intent/commitment;
- Memoranda of understanding; and/or
- Contracts.

Insert material behind this page.

Also include this cover page with submission.

# ATTACHMENT F5

## Audit Report

### NEW OPERATORS **WITHOUT** A CHARTER MANAGEMENT ORGANIZATION

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).

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; and
- Cash flow statement

If applicable, applicants must submit the statements above even if the statements indicate a zero balance.

### EXPERIENCED OPERATORS **WITH** A CHARTER MANAGEMENT ORGANIZATION

See Attachment CMO2 Financial History.

Insert material behind this page.

Also include this cover page with submission.

HERITAGE PUBLIC CHARTER SCHOOLS  
Statement of Financial Position  
As of August 31,2021

	Totals					
	2016	2017	2018	2019	2020	2021
Assets						
Current Assets						
Cash and cash equivalents	\$0	\$0	\$0	\$0	\$0	\$0
Accounts receivable	\$0	\$0	\$0	\$0	\$0	\$0
Prepaid expenses	\$0	\$0	\$0	\$0	\$0	\$0
Total current assets	\$0	\$0	\$0	\$0	\$0	\$0
Property and Equipment, net	\$0	\$0	\$0	\$0	\$0	\$0
Total Assets	\$0	\$0	\$0	\$0	\$0	\$0
Liabilities and Net Assets						
Current Liabilities						
Accounts payable	\$0	\$0	\$0	\$0	\$0	\$0
Accrued liabilities	\$0	\$0	\$0	\$0	\$0	\$0
Deferred revenue	\$0	\$0	\$0	\$0	\$0	\$0
Current portion of long-term debt	\$0	\$0	\$0	\$0	\$0	\$0
Total current liabilities	\$0	\$0	\$0	\$0	\$0	\$0
Long-Term Debt	\$0	\$0	\$0	\$0	\$0	\$0
Total Liabilities	\$0	\$0	\$0	\$0	\$0	\$0
Net Assets						
Without Donor Restrictions	\$0	\$0	\$0	\$0	\$0	\$0
With Donor Restrictions	\$0	\$0	\$0	\$0	\$0	\$0
Total Net Assets	\$0	\$0	\$0	\$0	\$0	\$0
Total Liabilities and Net Assets	\$0	\$0	\$0	\$0	\$0	\$0

HERITAGE PUBLIC CHARTER SCHOOLS  
Statement of Activities  
As of August 31,2021

	Without Donor Restrictions	With Donor Restrictions	Totals					
			2016	2017	2018	2019	2020	2021
<b>Revenues</b>								
Local support:								
Contributions	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fund-raising activities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Interest and other income	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total local support			\$0	\$0	\$0	\$0	\$0	\$0
State program revenues:								
Foundation School Program			\$0	\$0	\$0	\$0	\$0	\$0
Other State Aid			\$0	\$0	\$0	\$0	\$0	\$0
Total state program revenues			\$0	\$0	\$0	\$0	\$0	\$0
Federal program revenues:								
ESEA Title I			\$0	\$0	\$0	\$0	\$0	\$0
ESEA Title X			\$0	\$0	\$0	\$0	\$0	\$0
Child Nutrition			\$0	\$0	\$0	\$0	\$0	\$0
Total federal program revenues			\$0	\$0	\$0	\$0	\$0	\$0
Net assets released from restrictions:								
Restrictions satisfied by payments			\$0	\$0	\$0	\$0	\$0	\$0
Total Revenues			\$0	\$0	\$0	\$0	\$0	\$0
<b>Expenses</b>								
Program Services:								
Instruction and Instructional Services			\$0	\$0	\$0	\$0	\$0	\$0
Instructional and School Leadership			\$0	\$0	\$0	\$0	\$0	\$0
Support Services:								
Administrative Support Services			\$0	\$0	\$0	\$0	\$0	\$0
Ancillary Services			\$0	\$0	\$0	\$0	\$0	\$0
Support Services–Non-Student Based			\$0	\$0	\$0	\$0	\$0	\$0
Support Services–Student			\$0	\$0	\$0	\$0	\$0	\$0
Fund Raising			\$0	\$0	\$0	\$0	\$0	\$0
Total Expenses			\$0	\$0	\$0	\$0	\$0	\$0
Change in Net Assets			\$0	\$0	\$0	\$0	\$0	\$0
Net Assets, beginning of year			\$0	\$0	\$0	\$0	\$0	\$0
Net Assets, ending of year			\$0	\$0	\$0	\$0	\$0	\$0

HERITAGE PUBLIC CHARTER SCHOOLS  
Statement of Cash Flows  
As of August 31,2021

	Totals					
	2016	2017	2018	2019	2020	2021
<b>Cash flows from operating activities:</b>						
Foundation School Program payments						
Grant payments	\$0	\$0	\$0	\$0	\$0	\$0
Contributions and fund-raising activities	\$0	\$0	\$0	\$0	\$0	\$0
Miscellaneous sources	\$0	\$0	\$0	\$0	\$0	\$0
Payments to vendors for goods and services rendered	\$0	\$0	\$0	\$0	\$0	\$0
Payments to charter school personnel for services rendered	\$0	\$0	\$0	\$0	\$0	\$0
Interest payments	\$0	\$0	\$0	\$0	\$0	\$0
Net cash provided by operating activities	\$0	\$0	\$0	\$0	\$0	\$0
<b>Cash flows from investing activities:</b>						
Purchase of land and building	\$0	\$0	\$0	\$0	\$0	\$0
Purchase of equipment						
Net cash provided by investing activities	\$0	\$0	\$0	\$0	\$0	\$0
<b>Cash flows from financing activities:</b>						
Issuance of long-term debt	\$0	\$0	\$0	\$0	\$0	\$0
Principal payments on long-term debt	\$0	\$0	\$0	\$0	\$0	\$0
Net cash provided by financing activities	\$0	\$0	\$0	\$0	\$0	\$0
Net increase in cash	\$0	\$0	\$0	\$0	\$0	\$0
Cash at beginning of year	\$0	\$0	\$0	\$0	\$0	\$0
Cash at ending of year	\$0	\$0	\$0	\$0	\$0	\$0
<b>Reconciliation of change in net assets to net cash provided by operating activities:</b>						
Change in net assets	\$0	\$0	\$0	\$0	\$0	\$0
Adjustments to reconcile change in net assets to net cash provided by operating activities:						
Depreciation	\$0	\$0	\$0	\$0	\$0	\$0
(Increase) Decrease in assets:	\$0	\$0	\$0	\$0	\$0	\$0
Accounts receivable	\$0	\$0	\$0	\$0	\$0	\$0
Increase (Decrease) in liabilities:	\$0	\$0	\$0	\$0	\$0	\$0
Accounts payable	\$0	\$0	\$0	\$0	\$0	\$0
Accrued liabilities	\$0	\$0	\$0	\$0	\$0	\$0
Net cash provided by operating activities	\$0	\$0	\$0	\$0	\$0	\$0

# ATTACHMENT F6

## Credit Report

- No documents are being provided because the sponsoring entity was incorporated after January 1, 2020. If no, skip this attachment.

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, 2020, 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.

Insert material behind this page.

Also include this cover page with submission.



Intelliscore Plus<sup>SM</sup> V2

# Nav

## HERITAGE PUBLIC CHARTER SCHOOL Report Date: 11/09/2021

### B (Caution)

#### Accounts on file: NO

Your business has no tradeline accounts that are reporting to the Experian Business Credit Bureau and impacting your credit.

#### Legal Filings and Collections: NO

Your business has no reported legal filings or collections that are impacting your credit.

#### Business Address:

1410 MERION DR, MANSFIELD, TX  
76063

#### Key Personnel:

PHILLIP B, WAMBSGANSS DIRECTOR

Industry (SIC Code): 8211:  
8211

A radically better way to get funding & monitor your financial data.

## New Heritage Academy – Admissions and Enrollment Policy

### **Admission and Enrollment**

New Heritage Academy is a dropout recovery campus and thus students must meet one of the following state's attendance criteria to enroll:

- For one or more school years, did not advance from one grade level to the next
- Did not perform satisfactorily on one or more sections of the most recent state-administered assessment instruments (STAAR/EOC)
- Are pregnant or are a parent
- Have been placed in an alternative education program during the preceding or current school year
- Have been expelled during the preceding or current school year
- Are currently on parole, probation, deferred prosecution, or another conditional release
- Were previously reported through PEIMS to have dropped out of school
- Are a student with limited English proficiency
- Are in the custody of DPRS or have been referred by a school official, juvenile court, or law enforcement official to the DPRS during the school year
- Are homeless
- Have resided in a residential placement facility during the previous or current school year, such as a correctional facility, drug abuse treatment center, emergency shelter, psychiatric hospital, halfway house, or foster group home
- Did not pass two or more core curriculum subjects in the previous or current school year

After determining a student is eligible to enroll at New Heritage Academy the process is a two-step process: application for admission and then enrollment in the school.

The Heritage Public Charter Schools (HPCS) website has a link to the statewide common entrance application, the Charter Student Admission Application (CSAA). The CSAA is required to be completed and will be used to collect basic enrollment information about the student seeking for admission, such as the kid's name, date of birth, gender, grade applying for, parent/guardian, student's address, and phone number.

Once the deadline for admission has passed for New Heritage Academy's primary geographic boundary, Arlington ISD, and the school's enrollment is not at capacity then New Heritage Academy will offer enrollment to other eligible students from the other independent schools districts in which New Heritage Academy is permitted to accept

students (See HPCS website for annual timelines and for the list of eligible school districts).

Any enrollment availability for students outside of Arlington ISD after the initial enrollment period has ended will be determined by an attendance lottery. Any available spaces will be filled based on the order—date and time—in which they applied either in person or on the HPCS website.

Once students are selected for the available positions, the enrollment process begins. If the parent/guardian accepts the available position, schools may request additional information including the student's health records, academic records, verification of address, and discipline records, though New Heritage Academy will not deny a student admission based on his or her school disciplinary history.

New Heritage Academy will not discriminate against students on the basis of sex, national origin, ethnicity, religion, disability, disciplinary or academic history.

(Some of the above language was taken from the TEA: Charter School Admission and Enrollment Guidance 2020-2021)

# ATTACHMENT F7

## IRS Form 990, 990-N, 990-EZ

- NEW OPERATORS WITHOUT A CHARTER MANAGEMENT ORGANIZATION**
- No documents are being provided because the sponsoring entity is less than one year old. If not, skip this attachment.
  - Provide the sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. If a Form 990, 990-N, or 990-EZ is unavailable, provide a statement that explains why.
- EXPERIENCED OPERATORS WITH A CHARTER MANAGEMENT ORGANIZATION**
- See Attachment CMO2 Financial History

Insert material behind this page.

Also include this cover page with submission.

Form **990-N****Electronic Notice (e-Postcard)**

OMB No. 1545-2085

Department of the Treasury  
Internal Revenue Service**for Tax-Exempt Organization not Required to File Form 990 or 990-EZ****2020**

Open to Public Inspection

**A** For the **2020** Calendar year, or tax year beginning **2020-09-01** and ending **2021-08-31****B** Check if available **Terminated for Business** **Gross receipts are normally \$50,000 or less****C** Name of Organization: **HERITAGE PUBLIC CHARTER  
SCHOOLS****1410 Merion, Mansfield, TX,  
US, 76063****D** Employee Identification  
Number **47-2534540****E** Website:**F** Name of Principal Officer: **James B Wright****1410 merion dr, Mansfield,  
TX, US, 76063**

**Privacy Act and Paperwork Reduction Act Notice:** We ask for the information on this form to carry out the Internal Revenue laws of the United States. You are required to give us the information. We need it to ensure that you are complying with these laws.

The organization is not required to provide information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. The rules governing the confidentiality of the Form 990-N is covered in code section 6104.

The time needed to complete and file this form and related schedules will vary depending on the individual circumstances. The estimated average times is 15 minutes.

**Note: This image is provided for your records only. Do Not mail this page to the IRS. The IRS will not accept this filing via paper. You must file your Form 990-N (e-Postcard) electronically.**



## Confirmation

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Your Form 990-N(e-Postcard) has been submitted to the IRS

- **Organization Name:** HERITAGE PUBLIC CHARTER SCHOOLS
- **EIN:** 472534540
- **Tax Year:** 2020
- **Tax Year Start Date:** 09-01-2020
- **Tax Year End Date:** 08-31-2021
- **Submission ID:** 10065520213075013816
- **Filing Status Date:** 11-03-2021
- **Filing Status:** Pending

**Note:** Print a copy of this filing for your records. Once you leave this page, you will not be able to do so.

**MANAGE FORM 990-N SUBMISSIONS**

# ATTACHMENT CSP1

## CMO 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. If no, 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** on a separate page.

Insert material behind this page.

Also include this cover page with submission.

# ATTACHMENT CSP2

## Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

The applicant assures that **no barriers exist** to equitable access and participation for any groups receiving services funded by this grant.

**Barriers exist** to equitable access and participation for the following groups receiving services funded by this grant, as described below.

### **BARRIERS**

### **GROUP(S), identify below**

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

**Form 202**

Secretary of State  
P.O. Box 13697  
Austin, TX 78711-3697  
FAX: 512/463-5709

Filing Fee: \$25



**Certificate of Formation  
Nonprofit Corporation**

**Filed in the Office of the  
Secretary of State of Texas  
Filing #: 802108660 11/30/2014  
Document #: 580265070002  
Image Generated Electronically  
for Web Filing**

**Article 1 - Corporate Name**

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

**Heritage Public Charter Schools**

**Article 2 – Registered Agent and Registered Office**

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

**OR**

B. The initial registered agent is an individual resident of the state whose name is set forth below:

**Name:**

**James Bryndan Wright**

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

**Street Address:**

**1410 Merion Drive Mansfield TX 76063**

**Consent of Registered Agent**

A. A copy of the consent of registered agent is attached.

**OR**

B. The consent of the registered agent is maintained by the entity.

**Article 3 - Management**

A. Management of the affairs of the corporation is to be vested solely in the members of the corporation.

**OR**

B. Management of the affairs of the corporation is to be vested in its board of directors. The number of directors, which must be a minimum of three, that constitutes the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting or until their successors are elected and qualified are set forth below.

Director 1: **Sherry Wright**

Title: **Director**

Address: **1410 Merion Drive Mansfield TX, USA 76063**

Director 2: **Phillip Wambsganss**

Title: **Director**

Address: **1106 Meriwether Street Mansfield TX, USA 76063**

Director 3: **James Wright**

Title: **Director**

Address: **1410 Merion Drive Mansfield TX, USA 76063**

**Article 4 - Organization Structure**

A. The corporation will have members.

or

B. The corporation will not have members.

**Article 5 - Purpose**

The corporation is organized for the following purpose or purposes:

**To establish a public charter school.**

**Supplemental Provisions / Information**

[The attached addendum, if any, is incorporated herein by reference.]

**Effectiveness of Filing**

A. This document becomes effective when the document is filed by the secretary of state.

**OR**

B. This document becomes effective at a later date, which is not more than ninety (90) days from the date of its signing. The delayed effective date is: **December 1, 2014**

**Organizer**

The name and address of the organizer are set forth below.

**James Bryndan Wright**      **1410 Merion Drive, Mansfield, TX 76063**

**Execution**

The undersigned affirms that the person designated as registered agent has consented to the appointment. The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and certifies under penalty of perjury that the undersigned is authorized under the provisions of law governing the entity to execute the filing instrument.

**James Bryndan Wright**

Signature of organizer.

**FILING OFFICE COPY**